



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
DE GUAYAQUIL  
FACULTAD DE EDUCACIÓN  
CARRERA DE INGLÉS  
PROYECTO DE INVESTIGACIÓN  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA Y  
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TITLE:**

**MULTISENSORY LEARNING AND READING SKILLS IN SECOND  
GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD  
EDUCATIVA PARTICULAR BILINGÜE “SANTO DOMINGO DE  
GUZMÁN”, SCHOOL YEAR 2019-2020**

**TUTOR:**

**MSc. KARINA GARCÍA HINOJOSA**

**AUTHORS**

**BRIGGITE ELIZABETH ABAD ROJAS  
JAZMÍN LISSET SÁNCHEZ LARA**

**2020**

<b>REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>	
<b>FICHA DE REGISTRO DE TESIS</b>	
<b>TÍTULO Y SUBTÍTULO:</b> Multisensory learning and reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020.	
<b>AUTORES:</b> Elizabeth Abad Rojas Jazmín Sánchez Lara	<b>REVISOR O TUTOR:</b> MSc. Karina García Hinojosa
<b>INSTITUCIÓN:</b> Universidad Laica Vicente Rocafuerte de Guayaquil	<b>GRADO OBTENIDO:</b> Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL
<b>FACULTAD:</b> EDUCACIÓN	<b>CARRERA:</b> INGLÉS
<b>FECHA DE PUBLICACIÓN:</b> 2020	<b>N. DE PAGS:</b> 136 PÁGINAS
<b>ÁREAS TEMÁTICAS:</b> Formación de personal docente y Ciencias de la educación.	
<b>PALABRAS CLAVE:</b> Reading ability, learning methods, skills development, inclusive education, reading instruction, activity learning.	
<b>RESUMEN:</b> Students learn in different ways; thus they need different kind of stimuli. Multisensory learning is the kind of learning in which an individual uses the senses to learn. When students use of their sight, hearing, movement, and touch senses, they are engaged in language learning, especially in reading. The current research work is based on students of second grade EGB at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, who showed lack of motivation to read, difficulties in understanding and using some basic expressions or in identifying concrete information found in everyday life. Therefore, they seemed to be discouraged to learn the English language, especially reading. That’s why the main objective of this work is to describe the influence of multisensory learning on reading skills in students. This is a descriptive and field study, with a qualitative and quantitative approach. The resources applied included observational sessions to identify teachers’ practices. This research also made use of interviews in order to gather different teachers’ opinions about multisensory learning and the reading skill, as well as document reviews, and pre and post - tests to evaluate students’ reading skills. The results allowed to conclude that Multisensory learning influence positively the reading	

skills in second grade EGB students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.		
<b>N. DE REGISTRO (en base de datos):</b>	<b>N. DE CLASIFICACIÓN:</b>	
<b>DIRECCIÓN URL (tesis en la web)</b>		
<b>ADJUNTO PDF</b>	SI <input type="checkbox"/>	NO <input type="checkbox"/>
<b>CONTACTO AUTOR/ES:</b> Elizabeth Abad Rojas Jazmín Sánchez Lara	<b>CON</b> Teléfono: (593) 992171044 (593) 993809291	<b>E-mail:</b> babadr@ulvr.edu.ec <a href="mailto:jazminsanchez31@hotmail.com">jazminsanchez31@hotmail.com</a>
<b>CONTACTO EN LA INSTITUCIÓN:</b>	Título. MSc. Georgina Hinojosa Dazza, Decana de la Facultad de Educación Teléfono: (593) 042596500 Ext. 217 E-mail: <a href="mailto:gchinojosad@ulvr.edu.ec">gchinojosad@ulvr.edu.ec</a> Título. MSc. Janeth Mora Zapater, directora de la Carrera de Educación mención Inglés. Teléfono: (593) 042596500 Ext. 292 E-mail: <a href="mailto:jmoraz@ulvr.edu.ec">jmoraz@ulvr.edu.ec</a>	

# CERTIFICADO DE ANTIPLAGIO ACADÉMICO

## THESIS MAY 15

### INFORME DE ORIGINALIDAD

<b>7</b> %	<b>3</b> %	<b>1</b> %	<b>5</b> %
INDICE DE SIMILITUD	FUENTES DE INTERNET	PUBLICACIONES	TRABAJOS DEL ESTUDIANTE

### FUENTES PRIMARIAS

<b>1</b>	<b>www.nature.com</b> Fuente de Internet	<b>1</b> %
<b>2</b>	<b>klett.de</b> Fuente de Internet	<b>1</b> %
<b>3</b>	<b>Submitted to The Hong Kong Institute of Education</b> Trabajo del estudiante	<b>1</b> %
<b>4</b>	<b>Submitted to Masinde Muliro University of Science and Technology</b> Trabajo del estudiante	<b>1</b> %
<b>5</b>	<b>dspace.iup.edu</b> Fuente de Internet	<b>1</b> %
<b>6</b>	<b>Submitted to South Devon College</b> Trabajo del estudiante	<b>&lt;1</b> %
<b>7</b>	<b>link.springer.com</b> Fuente de Internet	<b>&lt;1</b> %
<b>8</b>	<b>Submitted to Higher Ed Holdings</b> Trabajo del estudiante	<b>&lt;1</b> %

9	Submitted to De Montfort University Trabajo del estudiante	<1 %
10	newsstand.joomag.com Fuente de Internet	<1 %
11	Submitted to California Virtual Campus Region IV Trabajo del estudiante	<1 %
12	Submitted to University of Southern Queensland Trabajo del estudiante	<1 %
13	Submitted to Aston University Trabajo del estudiante	<1 %
14	khusnaini-nenyusna.blogspot.com Fuente de Internet	<1 %
15	Submitted to Cranford Community College Trabajo del estudiante	<1 %
16	www.wjeis.org Fuente de Internet	<1 %
17	Submitted to Oklahoma State University Trabajo del estudiante	<1 %
18	onlinelibrary.wiley.com Fuente de Internet	<1 %
19	Submitted to Alamo Community College District Trabajo del estudiante	<1 %

Pourhosein Gilakjani, Abbas, and Narjes Banou

20	Sabouri. "How Can Students Improve Their Reading Comprehension Skill?", Journal of Studies in Education, 2016. Publicación	<1 %
21	Submitted to University of Sheffield Trabajo del estudiante	<1 %
22	Submitted to Lingnan University Trabajo del estudiante	<1 %
23	Submitted to Northcentral Trabajo del estudiante	<1 %
24	Submitted to Santa Rosa Junior College Trabajo del estudiante	<1 %
25	Submitted to Austin Peay State University Trabajo del estudiante	<1 %
26	Submitted to Mansoura University Trabajo del estudiante	<1 %
27	Submitted to Manchester Trinity College Trabajo del estudiante	<1 %
28	Submitted to University of Mpumalanga Trabajo del estudiante	<1 %
29	flore.unifi.it Fuente de Internet	<1 %

---

Excluir citas

Activo

Excluir coincidencias

< 1 words

Excluir bibliografía

Activo

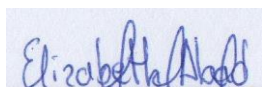
A handwritten signature in blue ink, appearing to read 'Ducichet' with a stylized flourish at the end.

## **DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES**

Las estudiantes egresadas ELIZABETH ABAD ROJAS y JAZMÍN SÁNCHEZ LARA, declaran bajo juramento, que la autoría del presente proyecto de investigación “MULTISENSORY LEARNING AND READING SKILLS IN SECOND GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE ‘SANTO DOMINGO DE GUZMÁN’, SCHOOL YEAR 2019-2020”, corresponde totalmente al suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

Autoras



ELIZABETH ABAD ROJAS

C.C. 0302566385



JAZMÍN SÁNCHEZ LARA

C.C. 0603641820



## **CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación “MULTISENSORY LEARNING AND READING SKILLS IN SECOND GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE ‘SANTO DOMINGO DE GUZMÁN’, SCHOOL YEAR 2019-2020”, designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

### **CERTIFICO:**

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “MULTISENSORY LEARNING AND READING SKILLS IN SECOND GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE ‘SANTO DOMINGO DE GUZMÁN’, SCHOOL YEAR 2019-2020”, presentado por las estudiantes ELIZABETH ABAD ROJAS y JAZMÍN SÁNCHEZ LARA como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.



MSc. Karina García Hinojosa

C.C. 0909515488

## **ACKNOWLEDGEMENT**

Thank God for allowing me being in this very important step to start a professional life; giving me the patience, perseverance and motivation that sometimes I needed during my career. Thanks to my family for being an important pillar in my life. To my cousins and friends that always were there; telling me tips to practice English.

In the same way, thanks to my partner, Jazmín for letting me work together and give me a different view of teaching through this work. Also, thank to my teachers, for share their knowledge, time, words of encouragement and advises during our time at Laica University. And, to Santo Domingo de Guzman, private school for give us the opportunity to apply our research project there.

## **DEDICATION**

This project is to my family, for all the effort they put just to bring me the opportunity to study and become a professional; for always being my inspiration and emotional support. I also dedicate this work to my grandparents Arturo and Julia; although they are not here physically. I am sure they are happy to see me graduated from University.

To Julio, my dad. This project is for all your sacrifice at work; because you have to put your dreams aside to help me fulfill mine. I hope to make you proud and now I would like to help you achieve yours. Thank you, Dad.

To Eliana, mom, for always being there helping me. I know this language is very difficult for you, but it was not an impediment for being my guide in each moment that I needed you. For all your love and words of encouragement that allowed me to continue and do not give up. That is why I dedicate you this research project.

Last but not least important, to my sister, Joselin who has been my best cheerleader and always being there helping me in every moment. This is for you, too!

## **ACKNOWLEDGEMENT**

I thank God for blessing my life, for guiding me throughout my existence, for being the support and the strength in those moments of difficulty and weakness.

Thanks to my parents: Cesar and Leonila, for being the main promoters of my dreams, for trusting and believing in my expectations, for the advices, values and principles that have been instilled in me.

I am grateful to my teachers at the Laica Vicente Rocafuerte University for having shared their knowledge during the preparation of my profession.

## **DEDICATION**

To my parents Cesar and Leonila who with their love, patience and effort have allowed me to fulfill one more dream today. This is a dream for them too. My parents, especially my father deserves this and even more from me. Thank you for instilling in me the example of effort and courage, of not fearing adversity because God is with me always. My dreams and goals will always be shared with them.

To my sister Kerli and my niece Ainhoa for their love and for being with me at all the time, thank you. To all my family, especially to my dear granny because with her prayers, advices and words of encouragement she made me a better person.

To conclude, to my boyfriend, Jorge, who has seen me laugh and even cry during this last and important process of my life, thank you, for your love and unconditional support, love. He has taught me to be patient during this long way. God put him at the right time, neither before nor after that is why he is an elemental part of this stage of my life.

## TABLE OF CONTENT

INTRODUCTION .....	1
CHAPTER I THE RESEARCH PROBLEM .....	3
1.1 Topic.....	3
1.2 Background of the problem.....	3
1.3 Statement of the problem .....	4
1.4 Problem systematization .....	4
1.5 Broad objective .....	5
1.6 Specific objectives.....	5
1.7 Rationale of the study.....	6
1.8 Delimitation of the study.....	7
1.9 Idea to defend .....	7
1.10 Institutional Research Line.....	7
CHAPTER II THE THEORETICAL FRAMEWORK .....	8
2.1 Theoretical framework background .....	8
2.2 Literature Review .....	11
2.2.1 Multisensory Learning: definition. ....	11
2.2.2 Multisensory Techniques.....	13
2.2.3 Multisensory Teaching .....	15
2.2.4 The Montessori Method.....	16
2.2.5 Howard Gardner’s Theory and Multisensory Learning.....	19
2.2.6 Benefits of multisensory learning. ....	20
2.2.7 The reading skill .....	20
2.2.8 Kinds of reading.....	22
2.2.9 Skills for reading comprehension .....	23
2.2.10 Relevant Reading approaches .....	25
2.3 Conceptual Framework .....	25
2.4 Legal Framework .....	26
CHAPTER III RESEARCH METHODOLOGY .....	34
3.1 Type of Research.....	34

3.2	Research Approach .....	34
3.3	Research techniques and tools.....	35
3.4	Research population and sample .....	36
3.5	Results / findings and Analysis .....	36
3.5.1	Class observation guide .....	36
3.5.2	Teachers' Interview .....	47
3.5.3	Evaluation Checklist.....	54
3.5.4	Pre Test .....	56
3.5.5	Post Test.....	60
3.5.6	Diagnostic Results .....	65
3.5.7	Preliminary conclusions.....	67
CHAPTER IV THE PROPOSAL.....		69
4.1	Title .....	69
4.2	General objective.....	69
4.3	Specific objectives.....	69
4.4	The proposal framework .....	69
4.5	The proposed plan .....	70
CONCLUSIONS .....		98
RECOMMENDATIONS.....		100
BIBLIOGRAPHY .....		101
<b>LIST OF FIGURES</b>		
Figure 1. The Ugly Duckling.....		79
Figure 2. Building words .....		86
Figure 3. The Consonant Lotto.....		88
Figure 4. Guessing the word.....		90
Figure 5. Building words.....		92

## LIST OF TABLES

Table 1. Population and Sample .....	36
Table 2. Quantitative Rating Scale .....	37
Table 3. Establish the purpose for the class.....	38
Table 4. Activities are developed in a logical order. ....	39
Table 5. Review vocabulary before starting.....	40
Table 6. Make text to life connection to activate prior knowledge. ....	41
Table 7. Encourage children to predict what the story will be about. ....	42
Table 8. Point out difficult words and ideas.....	43
Table 9. Ask children to identify problems and solutions. ....	44
Table 10. Asked children to retell or summarize stories. ....	45
Table 11. Qualitative Rating Scale .....	46
Table 12. Reading Classroom Observation Qualitative Results.....	46
Table 13. Second grade teacher’s interview .....	47
Table 14. Third grade teacher’s interview .....	51
Table 15. Evaluation Checklist.....	54
Table 16. Pre test Part 1-Vocabulary .....	56
Table 17. Pre Test - Part 2: Look and Read.....	57
Table 18. Pre Test - Part 3: Identify the word and write it.....	58
Table 19. Pre Test - Part 4: Identify the word and write it.....	59
Table 20. Posttest Part 1- Vocabulary .....	61
Table 21. Post Test - Part 2: Look and Read.....	62
Table 22. Post Test - Part 3: Identify the word and write it. ....	63
Table 23. Post test - Part 4: Identify the word and write it.....	64
Table 24. Class observation.....	65
Table 25. Planning Evaluation.....	66
Table 26. Comparison of Pre and Post Test .....	67
Table 27. Activities for the proposal framework.....	69

## **LIST OF ANNEXES**

Annex 1 Observation of the Reading Classroom Process .....	106
Annex 2 Reading Lesson Plan - Evaluation Checklist .....	107
Annex 3 Teachers' Interview.....	108
Annex 4 Reading Comprehension Pre-Test (Current 2 <sup>nd</sup> grade students).....	109
Annex 5 Reading Comprehension Post-Test.....	114
Annex 6 Validation of the Proposed Project Plan .....	119

## INTRODUCTION

It is well known that students learn in a different way, and as a consequence they need different kind of stimuli. Multisensory learning is the kind of learning in which an individual uses the senses to learn. It is also a method by which students' senses are stimulated at the same time, so their body receives information through each sensory system. Students learn best if they are immersed in a learning space with visual, auditory and kinesthetic resources. When students use of their sight, hearing, movement, and touch senses, they are engaged in language learning, especially in reading.

The present project is based on students of second grade General Basic Education at Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán", who show lack of motivation to read, difficulties in understanding and using some basic expressions or in identifying concrete information found in everyday life. As a consequence, they seem to be discouraged to learn the English language, especially reading.

Chapter I of this study covers the background and statement of the research problem. Also, the broad and specific objectives are included and are directed to describe the influence of multisensory learning on the reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán", school year 2019-2020. In addition, the rationale of the study is detailed, including all the characters, as well as the importance, social relevance, beneficiaries, and impact of the proposal. This section also includes the study delimitation, the idea to defend and the research line and subline of the Faculty.

Chapter II describes the Theoretical Framework of the present research work. This section includes the discussion of other similar research works to prove the relevance and reliability of the study. The core concepts included along the document are defined, as well as those regulations and laws that support this work.

Chapter III explains the Research Methodology, that is, the type and approach of the study, the methods and techniques applied to collect the information, as well as the population and sample. In this section the analysis of the results and findings are included once data are processed as a result of the research tools application.



Chapter IV refers to the proposal. This section describes in detail the way in which a proposed solution is to be developed. The proposal objectives and plan description are included. After this chapter, the study conclusions and recommendations are established.

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1 Topic**

Multisensory learning and reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020.

### **1.2 Background of the problem**

English is one of the most important languages around the world, and also the most common foreign language taught in schools, because it allows people from different countries to communicate with each other. English is the most used international language to make business, and currently, many companies require employees to have a certain proficiency of English. Besides, English is essential for education, and for this reason, in some countries, children learn this second language as part of their curriculum since the starter level. Young learners of English need to develop auditory and oracy skills first, because learning to read means to link what they have heard or spoken to what they can see (TeachingEnglish, 2019).

It is well known that students learn in many different ways. When a particular students' style of learning is not considered, the learning process may have complications. In fact, many learning difficulties in education are meant to be solved by using the multisensory approach. The multisensory theory facilitates learning is based on the belief that students learn better if they use more than one sense at the time while they learn. The use of physical movements and senses are common in this strategy, and refers to any activity in the learning process directed to combine two or more sensory strategies (Broadbent, Et. Al., 2018).

In Ecuador, English language has been incorporated into the educational curriculum. Many private schools are bilingual, and the others include English as an important subject to fulfill the foreign language requirement (Ministerio de Educación, 2019). In addition, there are many schools that offer International Baccalaureate in English. This is a program that many high schools offer and is based on students' personal and academic achievements. It requires teachers' training to fulfill the program goals and to help students improve their

language skills to succeed. Even though the four skills in English are important to be developed, reading is the skill that may require students more effort, due to the amount of texts they have to read in this program (IBO, 2019).

Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán” is a private school located at Las Monjas Avenue in Guayaquil. The Institution is bilingual and offers the International Baccalaureate program. This program requires students to have an appropriate level of English, as they need to apply their roles of inquirers, communicators, and reflexive. The institution needs to prepare students since the lowest levels according to the Common European Framework of Reference for Languages (CEFR), that is, at PREA1 level, to help them acquire those English language skills they need to face the program requirements in the future.

However, it has been observed that there is not a defined structure to develop the reading skill in second grade students; in addition, teachers apply traditional classroom methods, and as a consequence, when the reading skill is covered, classes are less interactive and boring for students. Students of second grade show difficulties to understand simple short messages written by the teacher or a friend; they cannot understand simple everyday signs, or find information about places, time or prices on a poster. These factors affect their motivation to learn the English language, so they feel that English is difficult to use, especially when they have to read. For this reason, the present study proposes the elaboration of a brochure that includes a set of activities based on the multisensory learning, directed to enhance students’ reading skills.

### **1.3 Statement of the problem**

How does multisensory learning influence reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020?

### **1.4 Problem systematization**

- How can the multisensory learning enhance the reading skills in second grade General Basic Education students?

- What are the foundation theories that explain the importance and main features of multisensory learning?
- What are the procedures that English teachers apply to improve the reading skill in students?
- What are the reading skills that should be developed in second grade students?
- What common difficulties students face in the development of the reading skill?
- How can the reading skill improve with the application of multisensory learning?
- What kind of activities based on multisensory learning are useful to enhance the reading skills?

### **1.5 Broad objective**

To describe the influence of multisensory learning on reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020.

### **1.6 Specific objectives**

- To schematize the theoretical foundations of multisensory learning and the reading skill through the review of bibliography.
- To describe the procedures that English teachers apply to develop the reading skills in second grade students, through the application of the research instruments.
- To evaluate second grade students’ reading skills, through the application of pre and post-tests.
- To elaborate a brochure for teachers with a set of activities based on multisensory learning to enhance the reading skills in students.

## 1.7 Rationale of the study

Sensations are the main source of our knowledge, both about the outside world and about our organism. Cox (2019) affirms that sensations are the basic channels through which internal and external information reaches the brain, giving humans the possibility of orienting themselves in the surrounding environment and with respect to their own body. The more open our senses are to the environment that surrounds us, the more we will strengthen the brain and its connections and with it the process of learning and / or acquiring knowledge.

The fact that multisensory learning stimulates the individual's brain in many ways, making each sensory system more developed, makes its use crucial in language learning. This research work has great *importance* because its aim is to improve teaching practices in the classroom through the application of multisensory learning, so students can enhance their reading comprehension and overcome their difficulties in language learning. In addition, teachers will improve their classroom practices and language goals will be likely to be achieved.

On the other hand, the reading skill implies the ability to comprehend written text and is likely to be developed at early stages. Students that master this skill are able to identify simple facts, make judgments and connect ideas regarding a text, all of which are crucial for their development. The benefits of enhancing reading from the early age are important for their future success both in school and also in life, and so for the *society*, as they will be well prepared citizens ready to face the demands of a modern world.

The *beneficiaries* of the present project are students of second grade General Basic Education at Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán", school year 2019-2020, who needs to improve their reading skills. In addition, teachers are benefited with the development of this study, as the proposal includes a set of activities based on multisensory learning, so they can take hand of them to improve their classroom practices. The institution is another beneficiary, because their students will be more prepared to face the future challenges of the international program it offers.

The current descriptive and field research work has a qualitative and quantitative approach, which was developed through the application of the research tools. Its design

is non-experimental in nature, since it was carried out only once in time. The results were obtained by applying the observation, interview, checklist and test techniques, aimed to describe the procedures that English teachers apply to develop the reading skills in second grade students, and evaluate second grade students' reading skills, through the application of pre and post-tests.

In addition, in order to improve students' second grade reading skill, this work proposes the elaboration of a brochure that includes a set of activities based on multisensory learning to enhance the reading skills in students. This proposal has an important *impact* on students' performance in language learning, because it stimulates their brain and is aimed to give students competency in reading by encouraging the reading for pleasure. The proposal is based on multisensory learning, which helps the individual to get a higher functioning, and improves important functions of the brain, among them, the conceptualization.

### **1.8 Delimitation of the study**

Responsible Unit:	Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible Person:	Jazmín Sánchez – Elizabeth Abad Rojas
Field:	Education
Area:	English
Population:	Second grade General Basic Education students at Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán.
Term:	School Year 2019-2020

### **1.9 Idea to defend**

Multisensory learning influence reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020.

### **1.10 Institutional Research Line**

This research project has been developed within the research line of the Education Faculty, which states the “performance and professionalism of the teacher”. In addition, it also has been developed within the research sub-line, which states the “communicative competencies in teachers and students”.

## CHAPTER II

### THE THEORETICAL FRAMEWORK

#### 2.1 Theoretical framework background

The authors that have carried out studies regarding multisensory learning and the reading skill, there have been found some from the following universities: Arizona State University, College of Professional Studies, Northeastern University, Universidad Católica Santiago de Guayaquil, and Universidad Técnica de Ambato.

Follows a discussion and review of those studies, which contribute to the validation of the present research work:

Schlesinger (2016) carried out a study titled *The Impact of Multisensory Instruction on Learning Letter Names and Sounds, Word Reading and Spelling*, from University of Arizona, as a requirement for the degree of Doctor in Philosophy. The study was aimed to investigate whether the use of simultaneous multisensory structured language (multisensory) instruction promoted better letter name and sound production, word reading, and word spelling for second grade children with typical development. The method was an integrated multiple baseline, multiple probes across subjects single-case design, with an embedded alternating treatments design, was used to compare the efficacy of multisensory and structure language interventions: experimental and quasi-experimental. Both interventions provided explicit systematic phonics instruction; however, the multisensory intervention utilized simultaneous engagement of at least two sensory modalities (visual, auditory, and kinesthetic/tactile). One of the studies applied was experimental and the other quasi-experimental. This study is an important asset for the current research work, because it provided important missing information regarding simultaneous multisensory input as effective reading intervention.

Rosenberg (2015) performed a research titled *The Effects of Multisensory, Explicit, and Systematic Instructional Practices on Elementary School Students with Learning Impairments in Encoding and Oral Reading*, from College of Professional Studies, Northeastern University, as a requirement for the degree of Doctor of Education. The study used a single-subject research design - an experimental design often used in intervention studies. The results allowed to affirm that students in grade 2 with diagnosed learning

impairments who are taught with multisensory, explicit, and systematic teaching practices will show significant improvement in literacy within the subject areas of encoding and oral reading

Benavides (2019), developed a research work titled *Multisensory Activities and the Reading Skill*, from Universidad Técnica de Ambato, prior to obtaining the Bachelor Degree in Education. The study had as main objective to identify the importance of multisensory activities in the English language learning, proposing different multisensory activities for the development of the reading skill in students. The study is a field and pre-experimental research, with an explanatory, descriptive and exploratory level or research, and a quantitative approach. The results obtained established that the application of multisensory activities allowed to develop different reading comprehension components in students. Benavides' research is important for the current study because the objectives stated in the current research were carried out successfully, and it was possible to analyze the influence of multisensory activities on the reading skill development.

Terán (2016) carried out a research work titled *Multisensory Program for Developing Reading Comprehension Skills in the Fourth Grade Students with Primary Dyslexia at Harvard High School of Guayaquil*, from Universidad Católica Santiago de Guayaquil, prior to obtaining the Bachelor degree in English Language. The main objective of this work was to determine the number of students with reading problems at Harvard High School that show dyslexia characteristics in order to design a pedagogical strategy. In order to achieve this goal, the study identifies problems students may face in EFL reading. The results allowed to conclude that a multisensory program influences positively on reading comprehension. The most significant problem that students with reading and writing difficulties showed were connecting ideas among sentences and paragraphs.

Among other studies that have been carried out, and that are similar to the present research work, there are several authors that discussed and defined the concept of the reading skill. Cox (2019), developed a study about informal methods using the multisensory approach, stating the idea that some students learn best when the material that they are given is presented to them in a variety of modalities. The author concludes that when teachers provide classroom activities that use several senses, students learning attention increases, and as a consequence, a favorable learning environment is created. Arnold & Malcolm



(2014), in addition, wrote an article directed to explain important aspects of teaching English, and conceptualized the reading skill as a cognitive ability in which a person interacts with a written text. In addition, Lestrud (2014), highlighted the fact that reading is a receptive skill, and affirmed that its development requires also the development of the others skills.

The use of phonics in reading is discussed by Clark & Rumbold (2014) in their research work about reading for pleasure. They state that little kids are more likely to learn phonics first, which if taught appropriately, may develop a positive attitude in them. Pan, Et. Al. (2014), explain as a quite complex activity students perform, in which they use of their perception and thought. This skill requires learners to make two processes, word recognition and comprehension. Keyser (2019) in his work about the importance of reading, describes the different facets of this skill, highlighting fluency, phonics, comprehension, and vocabulary. The author believes that those aspects should be introduced to students little by little and in a logical order at early stage.

Harmer (2015), Grellet (cited in Sohila, 2014), and (Parker, 2015), developed research works about reading and the techniques used to improve it. They agree that scanning and skimming are also strategies used to look for specific information and describe the process through which such strategies are applied in the classroom. Abbas (2016), on the other hand, focused his research work on the several approaches that the reading skill has, that is, extensive and intensive reading, and concludes that teachers should be aware about the effectiveness of each of them to decide the emphasis given in the teaching process.

Multisensory learning, on the other hand, is covered by Aja, Et. Al. (2017), who defined as the use of senses in teaching and learning. Also, it implies the use of technology or multi-media to encourage communication in the classroom. Several studies have covered the application of multisensory learning in language instruction. Aja, Et. Al. (2017), discussed classroom management in the context of language learning, describing the main features of this kind of instruction. The goals and benefits of multisensory education are also covered, highlighting an efficient achievement of learning goals with its application. Çelik & Karatepe (2018) explains the effects of multisensory language teaching on 4<sup>th</sup> graders students.

Mangal & Mangal (2014) explain that every student has a favorite learning type, and that those teachers that target in their classes more than one sense, may have a higher percentage

of reading comprehension. Mayer & Moreno (2015) affirms that the most common senses used in a classroom are sight and hearing, and Pavio (2016) explains that in multisensory learning, students create some hyperactivity.

## **2.2 Literature Review**

### **2.2.1 Multisensory Learning: definition.**

The human brain is extraordinarily complex, powerful, and still relatively mysterious organ within the body. Even with all of the research being conducted in regard to the brain, the entirety of the brain's capabilities is still unknown. All knowledge is handled by the brain through sensory systems. Therefore, the brain processes endless amount of information that allows to interact with the nature. Multi-sensory learning is the processing of new information via more than one sensory channel, thus stimulating multiple areas in the brain. When people learn new information, such as a second language, the brain must process it in a way that the information is optimally retained (English Helper, 2017).

In the multi-sensory approach to teaching-learning, several media and techniques can be usefully used as an appropriate vehicle for needed communication of ideas in the process of teaching-learning (Mangal & Mangal, 2014). Most students have their favorite learning type or their own form of getting information. Some of them are strong listeners, while others need more time to get data and others learn best playing with physical activities. Even if students do not develop well watch and listen as a technique, is provided multisensory learning that help them to discover which one is the best way of it for them. Therefore, educators who effectively target more than one of the senses in every lesson would likely have a higher percentage of student comprehension than those educators who do not rely on the potential of the senses in teaching because students learn best concept when the four modalities are used.

Research indicates that the brain has evolved to operate optimally in multi-sensory environments, since the natural environment itself contains many simultaneous stimuli that we must perceive, process, and react to (Ghazanfar and Schroeder, 2016). If a classroom exercise stimulates more than one of the learner's senses at any given time, multiple channels of the brain are working to process the same information, and the brain is devoting more cognitive resources to that information. The most common senses used in learning are sight

and hearing, the inputs for which are processed through an auditory/verbal channel and a visual/pictorial channel (Mayer & Moreno, 2015). In addition, the information is not simply processed separately through the different channels, but the brain creates some interactivity between the two modes, essentially storing the information cross-referenced between the channels (Paivio, 2016).

Previous theories held that only one sensory channel could be used at a time for optimal learning, otherwise it would result in cognitive overload and the learner would not be able to process more information. Research shows, however, that there is minimal performance decline when audio and visual tasks are performed simultaneously (Clark, Nguyen, & Sweller, 2017). Multi-sensory processing may also enhance brain plasticity (Shams Et. Al., 2014).

Benavides (2019) explains that multisensory models of education consider that people tend to lean or use one sense or another more when learning or assimilating knowledge. The author refers that it is possible to find three types of students:

- Visuals. Boys who mainly learn what they see, since it is difficult for them to assimilate and remember what they hear. They are usually tidy and clean people and take great care of their personal appearance.
- Auditory. They learn by constantly repeating the concepts. They tend to prioritize the global vision of things, rather than the different parts or phases.
- Kinesthetic. They like learning things more from a practical perspective, enjoying emotions and sensations.

Howard Gardner, with his theory of multiple intelligences and his theories on learning styles, revealed the different ways of being intelligent and, therefore, the different ways of learning. Attending to the differences of each child and thus offering a teaching full of experiences and learning is the ideal; but it is not a simple task (Rodríguez, 2017).

According to the author Multisensory teaching is a methodology that is born and appears as an alternative that makes it possible to attend to different intelligences and learning styles. It is a way of teaching that involves more than one sense at a time. Normally, a teaching method is used in which sight and hearing are the main and only recipients of learning, and we do not allow other experiences. With the multisensory method, several senses are

introduced in the same learning and with it the possibilities and opportunities of better and more complete learning are multiplied. For example, for children who have difficulties with reading, such as dyslexia, the use of sight, hearing, movement and touch can help them learn (Rodríguez, 2017).

According to Rodríguez (2017), studies conducted by the National Institutes of Child Health and Human Development (have shown that this multi-sensory teaching method is the most effective in getting children with literacy difficulties to overcome them. In learning to read and write, strong links are made between visual channels (what we see), auditory channels (what we hear) and tactile kinesthetic channels (what we feel). Teachers using this approach or method teach children to relate letter sounds to letter writing. And as children learn a new letter or pattern, they carefully trace, copy, and write the letter while making its corresponding sound.

### **2.2.2 Multisensory Techniques**

Morin (2018) states that to carry out this method or teaching it is important to take into account the spaces provided by the classroom. Different corners can be used, intended for different activities on the same content. In this way each corner will be directed to a different sense. The author mentions that it is important to look for different experiences to support learning, especially those that involve movement, action and manipulation, allowing children to explore, manipulate information and gradually construct their meanings.

According to Morin (2018), there are many multisensory techniques that teachers use today to help children who have trouble reading. Some of them are the following:

- Writing on different textures such as sand, salt, flour or shaving foam allows you to write (both letters and words) and erase as many times as you like. It allows children to use sight, touch and sound to connect letters with their pronunciation; besides being a lot of fun.
- Creating letters on sandpaper helps children retain letters and their sounds (touch memory). Children trace each letter with their fingers as they say its sound aloud. Teachers can use the sandpaper letters to help them feel the shape of the letters as they write them.

- Writing in the air reinforces the sound of each letter through muscle memory. This technique helps to reinforce the shape of commonly confused letters, such as b and d. Students use two fingers (keeping their elbows and arm straight and both fingers stretched out) to write the letters in the air. They pronounce the sound of each letter as they write it in the air.
- Forming words with different colored magnetic letters (consonants of one color and vowels of another) is a great technique that helps children read. They pronounce each letter sound as they place it on a surface. When they make up the entire word, they read it aloud. It is also useful to relate each spelling to a representative image that helps the child remember the sound it makes.
- Sound percussion. Clapping, for example, allows children to feel and hear how sounds (syllables) separate and combine to form words. Another way is by tapping your fingers against your thumb to mark the sound of each letter that makes up the word.
- Using sticks that have text written about a story is an ideal strategy that helps children who have trouble with reading comprehension, as it helps them visualize the elements of the story. For example, while reading with the teacher, students receive a stick and are asked to answer the written question.
- In shared reading, children join or participate in reading a book with the teacher. They can follow along as the teacher reads aloud or while listening to an audio book. They can also interact with the text by underlining familiar words with the naked eye or by circling certain vowels or consonants.
- Papers and fabrics of different colors and textures: they allow us to cut them with the shapes of the letters that we want to work with, and we can also choose the typeface and size. We can play to guess them with our eyes closed or combine them by colors, by textures, by sounds.
- Word lists with the same initial or final sound: they will allow us to train auditory discrimination, something important to learn to read and write (pp. 25).

In conclusion, this multisensory learning is aimed at promoting the success of all children by integrating the maximum of their senses: seeing, touching, listening, manipulating and experimenting. All students can benefit from it, not only those with learning and attention issues. If a child learns better using more than one sense, she is much more likely to retain information and her learning is much more meaningful.

### **2.2.3 Multisensory Teaching**

Juárez (2018) refers multisensory teaching is not limited to reading and listening but tries to use all the senses. However, the author highlights that all five senses (taste, smell, touch, sight, hearing, and movement) are not used in all lessons., but in most, children use the material in more than one way. An example given by the author is when a class is studying apples. Students may have an opportunity to see, touch, smell, and taste apples, rather than just reading and listening to the teacher about how they grow. Then they could examine an apple cut in half and count the seeds inside one by one. Juárez explains that this is a typical case of multi-sensory teaching, as it transmits information through things like touch and movement, called tactile and kinesthetic elements, as well as through sight and hearing.

On the other hand, Sánchez (2016) mentions that there are many programs designed to help students who have difficulty reading include a multisensory approach (in addition to other components). The author explains that Orton-Gillingham was the first in this approach, and that programs like this intentionally use sight, sound, movement, and touch to help children connect language with words. As an example, Sánchez affirms that one of the techniques used by the Wilson reading system is a "sound percussion" system. Students tap each sound of a word with their fingers and thumbs to learn how to divide them.

In addition, Sánchez (2016) explains that materials used by some educational programs include cards with each of the color-coded letters to help students connect the sounds to the corresponding letters.

But multisensory teaching is also used to teach other subjects. Rodríguez (2017) affirms that some elementary math programs use manipulatives (small objects like geometric shapes or interlocking cubes) to help students with the exercises; science labs, where students conduct experiments, write steps, and report results, are multi-sensory learning experiences; songs that teach the days of the week or the letters of the alphabet are also examples of multisensory learning.

## 2.2.4 The Montessori Method

The Montessori educational method, created by Dr. Maria Montessori, is defined as an approach to education that is directed to emphasize children's individualities and independence in learning. According to this method, children are curious and encouraged to learn. Thus, education is regarded to be a process that usually happens in agreement with the child's developmental pace (David, 2016).

This method is also considered a philosophy, which is built upon the belief that a child develops and thinks in a different way than an adult. In this philosophy, Dr. Montessori supported children's rights, and the idea of getting world peace led through children's own development into adults (County Meadows Montessori, 2014).

According to Marshall (2017), Montessori philosophy includes children's sensitive periods for learning and several stages of development. The author also states that in Montessori Method, "children's self-construction can be fostered through engaging with self-directed activities in a specially prepared environment" (p. 1, parra. 1). The core of this method of education, says Marshall, is the triad of child, teacher and environment, and the teacher's role is to guide children through a way of learning designed to give the child support for intellectual, physical, emotional and social development. These aspects of development are reached through active exploration, choice and independent learning.

There are two aspects in Montessori Method that are explained by Marshall (2017): learning materials and children's engagement to those materials:

Montessori developed a set of manipulable objects designed to support children's learning of sensorial concepts such as dimension, color, shape and texture, and academic concepts of mathematics, literacy, science, geography and history. With respect to engagement, children learn by engaging hands-on with the materials most often individually, but also in pairs or small groups, during a 3-h 'work cycle' in which they are guided by the teacher to choose their own activities. They are given the freedom to choose what they work on, where they work, with whom they work, and for how long they work on any particular activity, all within the limits of the class rules. No competition is set up between children, and there is no system of extrinsic rewards or punishments. These two aspects—the learning materials themselves,

and the nature of the learning— make Montessori classrooms look strikingly different to conventional classrooms. (p. 1, parra. 2)

David (2016) describes Montessori's five premises:

- Respect for the child. Montessori believed that adults seldom truly respect children. Adults expect children to be disciplined and force information on them from above. The Montessori approach allows children choices, thus preparing them to become independent learners. Children discover the world around them through a hands-on approach, rather than the information being landed upon them from above. This promotes enthusiasm and curiosity driven learning.
- The Absorbent Mind. Children are constantly learning in an inherent process of their everyday life. What the child absorbs depends largely on what types of information and experiences cross their paths. Montessori classrooms allow free exploration and learning in uninterrupted blocks of time, in order to get the most out of their learning experiences.
- Sensitive periods. Children become ripe to learn different types of skills at specific points in their development. The age at which each sensitive period occurs varies from one child to another. Teachers must be acutely aware of when the right time is to introduce concepts to each individual child.
- The prepared environment. A major factor which sets apart Montessori classrooms are their physical organization. Montessori believed that classrooms should be filled with readily available and well-organized learning materials. The environment should be aesthetically pleasing, and only include things that the teacher wants the child to experience. This environment should contain materials that children from different ages, characteristics, and interests could all engage in.
- Auto-education. Montessori believed that children should educate themselves, thus developing skills necessary for life. This can occur once the teachers have prepared an appropriate learning environment and gives choices. Auto-education can be seen as the goal of this method. Children often learn in multi-age groups, thus able to assist each other in their learning processes. (pp. 1-2)



David (2016) also explains that during their development, children progress through four planes, each with unique physical and psychological developments, and the Montessori Method is applied according to where the child is situated in the planes of development. The planes or stages are:

- Infancy (birth-6 years). This stage is characterized by the Absorbent Mind and Sensitive Periods. These two aspects work together and cause an unparalleled ability for learning. Learning is intense and enlightening. During the first three years of life infants learn through their senses, in what is called an unconscious Absorbent Mind. During the second three years children learn consciously through active hands on experience. Learning will take place when they are allowed to do things on their own.
- Childhood (6-12 years). This stage is characterized by stability, having acquired most of the basic skills he will need. Children grow out of their Absorbent Mind and learn through cognitive reasoning and imagination. Children are driven to understand the world around them, how things work, and why. This is the time to learn most factual information, as adolescence brings a decline in this learning drive. The sensitive period of this age group centers on social acceptance, and the development of a value system.
- Adolescence (12-18 years). At this point, adolescents present a decline in energy, and do not want to be bombarded with learning information. Thus, learning should be connected to every-day living skills. Although Montessori never developed this stage into a practical learning system, she dreamed to create schools which were actually self-sustaining communities, where through working on activities, such as growing their own food, planning meals, building houses and designing clothing, learning would occur naturally. In this way, adolescents would come better prepared to adapt to the adult world, by becoming independent and learning to live in harmony with others.
- Transition to adulthood (18-24 years). This stage is characterized by career exploration and beginnings stages of careers. If the individual acquired the necessary cognitive and social skills in the previous stages, then he will be able to make exact and satisfying careers choices. (pp. 2-3)

### **2.2.5 Howard Gardner's Theory and Multisensory Learning**

The concept of multi-sensory education can be clearly promoted through Howard Gardner's theory of multiple intelligences. This theory states that every person has distinct strengths and weaknesses that can be attributed to personal areas of intelligence. In his theory, Gardner has identified nine different areas of intelligence.

- Linguistic Intelligence: the ability to understand and use spoken and written communication.
- Logical-Mathematical Intelligence: the ability to understand and use logic and numeric symbols and operations.
- Musical Intelligence: the ability to understand and use such concepts as rhythm, pitch, melody, and harmony.
- Spatial Intelligence: the ability to orient and manipulate three-dimensional space.
- Bodily-Kinesthetic Intelligence: the ability to coordinate physical movement.
- Naturalistic Intelligence: the ability to distinguish and categorize objects or phenomena in nature.
- Interpersonal Intelligence: the ability to understand and interact well with other people.
- Intrapersonal Intelligence: the ability to understand and use one's thoughts, feelings, preferences, and interests.
- Existential Intelligence: the ability to contemplate phenomena or questions beyond sensory data, such as infinite and infinitesimal. (Nida Temiz, 2016)

While Gardner's theory incorporates more intelligences than those related to just the senses, it does suggest the importance of the senses in learning.

For instance, students who have strength in spatial and bodily-kinesthetic intelligence may benefit from learning about math through dance choreography or sculpture (Moran, 2016). If teachers target students' instructional needs, lessons will be taught through the senses and comprehension of material should increase to create appropriate instruction that is why teachers must first understand their learners.

To sum up, the use of this method will be an interactive way to convey knowledge, entertainment and provide a social environment in the class. This multi-sensory learning will

allow controlling the environment and provide the perception that something will happen, letting kids to get involved and share their own ideas in reading class.

### **2.2.6 Benefits of multisensory learning.**

Many studies have addressed the effectiveness of multisensory instruction as a method of intervention for students with disabilities (Alwaqassi, 2017). The application of multisensory education in the classroom has produced some promising results. Even they are so useful for children because of them need interactive classes and didactic material. However, according to (Alfassi M, 2015), the learning process is the same for both people without disability and people with intellectual disability. It establishes that everyone benefits from multi-sensory learning with the use of our own body and the different educational style. So, they can feel their own presence, stimulating all their senses.

On the other hand, in the Montessori method, language development is supported by a number of activities that stimulate communication skills and vocabulary development. There is a set of materials for reading readiness, phonetic analysis as well as fine motor control. According to Montessori (2015), the literacy process should be based on the following skills:

1. Physical skills. Small kids get started with learning sounds and letters through eye-hand work, concentration on practical activities as well as when they touch and recognize materials of various shape and size.
2. Mental skills. Kids make progress in language development, as they get acquainted with sounds that each letter has and divide words into sounds.
3. Social skills. Children can naturally learn the language, when they are included in conversations with family members and peers.

To conclude, educators who effectively target more than one of the senses in every lesson would likely have a higher percentage of student comprehension than those educators, who do not rely on the potential of the senses in teaching. That is why students learn best concept when the four modalities are used.

### **2.2.7 The reading skill**

The reading skill is considered a cognitive ability, in which a person interacts with a text; it is also defined as “the ability to draw meaning from the printed page and interpret this

information appropriately” (Arnold & Malcolm, 2014, p. 25). Reading is one of the receptive skills that learners need to develop, and its acquisition requires in most cases, the development of the other skills (Lestrud, 2014). What is more, learning to read is considered different from learning the other skills, because it involves getting knowledge of a symbolic system, that is, the written word, which at the same time will be used to represent speech (Pan, Muaka, Bernhardt, & Kamil, 2014).

Teaching reading to learners of English as a second language is not an easy task. Even though this skill is important in English language acquisition, there are some barriers students need to overcome, such as the learning gap that may exist in the classroom between good readers and poor readers; this happens because the child that starts school with some basis language will show more ability to hold new information. Additionally, students will be exposed to learn new vocabulary and text comprehension. If teachers do not apply appropriate methods and techniques, introducing new words and their meaning, with the appropriate phonic, students may get stunned and their motivation will stay low (Clark & Rumbold, 2014).

On the other hand, the way children learn to read is still a controversial topic, as there is a battle regarding systematic phonics or whole language as an effective way to best teach reading to students (Strauss, 2019). In the United Kingdom, for example, many schools proposed and recommended that children should learn first phonics, but within a language-rich framework, so little kids will develop also a positive attitude towards the reading skill, and in addition they will be likely to love books (Clark & Rumbold, 2014).

Learning English as a second language implies the development of the four main skills: reading, listening, speaking and writing. In reading, there are some other aspects that teachers and students need to develop, such as fluency, phonics, comprehension, and vocabulary. What is more, teachers should be aware of introducing students these aspects gradually, in a logical order, and increasing the difficulty (Keyser, 2019).

The importance the reading skill has in learners’ lives goes from the simple to the complex. Reading helps students to discover new things and interests, because when a student is encouraged to love books, they will be in contact with an infinite source of knowledge and information; reading helps students to develop their imagination and also their mind and creativity; reading helps students to improve their spelling and vocabulary

competence, so their communication will also improve; reading helps students to acquire a good level of writing, because when you read, your mind stores not only words and meaning, but also style (Keyser, 2019).

Harmer (2015), states that teachers have an important role in getting students to read English texts. The author says:

The benefits learners get when they acquire this skill are enormous; the most important benefit is that reading will help students in language acquisition. When students read, they will experience a positive effect in their vocabulary, spelling and writing competence. In addition, when students are exposed to good reading texts, they will deal with interesting topics, stimulating discussion, and providing learners a good source of creative responses. (p. 99)

### **2.2.8 Kinds of reading**

#### **Extensive reading**

Harmer (2015) affirms that it is necessary to distinguish extensive and intensive reading. The author explains that extensive reading “refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material” (pp. 99-100).

This kind of reading is also viewed as an approach to second language reading, because students will read very easy, enjoyable books to build their reading speed and fluency. In other words, it is another way to say that students learn to read by reading rather than examining texts, or studying the vocabulary, grammar and phrases (EFL Tech, 2017).

Harmer (2015), additionally, affirms that pleasure for reading is enhanced if students choose what they want to read, but it will happen only if they are encouraged to reading in the classroom, and also if they have the chance of sharing their reading experiences (p. 100). It is considered that extensive reading involves learners reading texts for enjoyment and to develop general reading skills. For example, the learners read a short text and put events from it into chronological order (BBC, 2019).

Old practices make us believe that there is only one way to teach reading, and it is teachers walking around the class reading a passage. The text is usually short, and the instruction is focused on checking students' comprehension, grammar, vocabulary, or the developing of a reading skill (EFL Tech, 2017).

### **Intensive reading**

Intensive reading is usually covered with classroom activities. Teachers may prepare classwork, so students will perform the activities with the text given, identifying details of meaning, looking at the different uses of grammar and vocabulary, and applying what they discovered in the text to continue with other learning activities (Harmer, 2015).

It is considered then that intensive reading has limitations. If teachers do not select carefully the materials, students may work with boring and long texts that will make reading difficult, so learners will have few chances to build reading speed and fluency. Conversely, if students work with short, but difficult texts, they will read slowly and will not be able to meet a lot of language. If, for example, the whole class reads the same material, it may be the case that such text is too easy for some and too difficult for others, and in addition, the reading may be interesting to some learners but not others (EFL Tech, 2017).

#### **2.2.9 Skills for reading comprehension**

In the process of teaching reading, students need to be able to do a certain number of things with a text. One of them is *scanning*, which means looking over the whole text quickly in search of specific information (Cambridge, 2019).

Harmer (2015), explains that a student may search for a telephone number, or what is on the television at a certain time. In other words, this skill means that students do not have to read every word and line. It is very useful when you want to find specific information quickly.

Grellet (cited in Sohila, 2014), stated that “scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on” (p. 58). The author explains that it is a strategy used when looking for specific information by reading something quickly such as search for key

words or ideas. In most cases, students know what they are looking for, so they just find a particular answer.

In this process, teachers should encourage students to have a question in mind and read a passage to find the answer. They are likely to ignore unrelated information and decide what specific information they are looking for. Students should know that headings can help them identify sections which might contain the information needed, and that the first sentence in a paragraph may indicate whether the information they are looking for is there, or not, so they do not have to read the text in detail (Parker, 2015).

*Skimming* is another kind of reading. Both, scanning and skimming are considered techniques. When students skim a text, they were casting their eyes over its surface, generally to get a general idea of what it is about (Harmer, 2015).

Skimming involves finding the main ideas in a text to get an impression of its content. Teachers should give students tips to succeed, such as reading the title, the introduction or first paragraph, the first sentence of every paragraph and any headings and sub-headings. Pictures, charts or graphs are also useful to identify meaning, paying especial attention to any words or phrases in italics or bold print (Parker, 2015).

Grellet (cited in Sohila, 2014), states that skimming represents to look for “a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (p. 25). In other words, skimming fosters students to know how they can adjust their readings in relation with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

*Reading for detailed comprehension*, on the other hand, means making students look for detailed information, identifying some elements for language use. Students may find difficult to do this in the target language, though some may not read much at all in their daily lives (Harmer, 2015).

### 2.2.10 Relevant Reading approaches

Reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content. First is phonemic awareness which is defined by the National Reading Panel as recognizing and manipulating spoken words in language (Whalon et al. 2009). Next is phonics defined by the same group as understanding letter-sound correspondences in reading and spelling then oral reading fluency which is reading text with speed, accuracy, and expression. The fourth component is vocabulary defined as “understanding words read by linking the word to oral vocabulary and lastly is comprehension defined as “directly teaching students to be aware of the cognitive processes involved in reading” (p. 4).

Extensive reading approach differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly choose appropriate materials and activities for their own learners. (Abbas, 2016). So, extensive reading concern learners reading texts or book for enjoyment in which could help them to improve their reading skills. Students could read long texts just to get a general understanding and increase fluency.

Intensive reading approach is very important for learning vocabulary and understanding how text is formed (Abbas, 2016). This reading involves students read for specific information, it means analyze the meaning of each word, connection and phrases as much as possible. It requires great focus and effort; for this reason, it is recommendable to read interesting, short, and funny books, and to do it with the most energy since it can become boring.

### 2.3 Conceptual Framework

**Multisensory Learning:** It is a way of teaching that engages more than one sense at a time. (Amanda, Multisensory Techniques, 2014)

**Enhance:** Specially to increase or improve in value, quality, desirability, or attractiveness. (Webster Dictionary, 2019)

**Procedure:** A manner of proceeding; a way of performing or affecting something. (Houghton Mifflin, 2014)



**Extensive Reading:** Extensive reading involves not only reading as much as possible, but also at a level that readers are comfortable with. (Jeremy, 2017)

**Intensive Reading:** Intensive reading leads to, enables learners to understand the texts, become aware of text organization, use effective reading strategies and develop skills to use the target language efficiently. (Cagri, 2015)

**ESL:** ESL is a common abbreviation used in schools and it stands for English as a Second Language. Schools will often use the term ESL when describing the programs that educate students who are not native English speakers and for describing the 'ESL students' themselves. (Amanda, Very-wellFamily, 2019)

**Physical activities:** In its simplest sense, PA refers to any bodily movement that results in an increase in energy expenditure. (Ian, 2017)

**Disability:** A physical or mental condition that significantly limits a person's motor, sensory or cognitive abilities. (Harcourt, 2016)

**Target:** An objective or result towards which efforts are directed. (Lexico, 2019)

**Skill:** It refers to the ability to apply knowledge to specific situations. Skills are developed through practice, with a combination of sensory input and output. (Boulet, 2015).

## 2.4 Legal Framework

In our society, the lack of technology in the classroom is a common factor that delays the efficient development of the educational process, despite the fact that the “Constitución de la República” and Objective 2 of the PND state "the need to improve the capabilities and potential of citizenship, which applies to all areas of knowledge” **Fuente especificada no válida..**

The present research work is based on the “Constitución de la República del Ecuador” which states quality education for Ecuadorian people **Fuente especificada no válida.**, and the “Código de la Niñez y Adolescencia del Ecuador”

## CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

Art. 16.- Todas las personas, en forma individual o colectiva, tienen derecho a:

1. Una comunicación libre, intercultural, incluyente, diversa y participativa, en todos los ámbitos de la interacción social, por cualquier medio y forma, en su propia lengua y con sus propios símbolos.

2. El acceso universal a las tecnologías de información y comunicación.

3. La creación de medios de comunicación social, y al acceso en igualdad de condiciones al uso de las frecuencias del espectro radioeléctrico para la gestión de estaciones de radio y televisión pública, privadas y comunitarias, y a bandas libres para la explotación de redes inalámbricas.

4. El acceso y uso de todas las formas de comunicación visual, auditiva, sensorial y a otras que permitan la inclusión de personas con discapacidad.

5. Integrar los espacios de participación previstos en la Constitución en el campo de la comunicación.

Art. 17.- El Estado fomentará la pluralidad y la diversidad en la comunicación, y al efecto:

1. Garantizará la asignación, a través de métodos transparentes y en igualdad de condiciones, de las frecuencias del espectro radioeléctrico, para la gestión de estaciones de radio y televisión públicas, privadas y comunitarias, así como el acceso a bandas libres para la explotación de redes inalámbricas, y precautelaré que en su utilización prevalezca el interés colectivo.

2. Facilitará la creación y el fortalecimiento de medios de comunicación públicos, privados y comunitarios, así como el acceso universal a las tecnologías de información y comunicación en especial para las personas y colectividades que carezcan de dicho acceso o lo tengan de forma limitada.

3. No permitirá el oligopolio o monopolio, directo ni indirecto, de la propiedad de los medios de comunicación y del uso de las frecuencias.

Art. 22.- Las personas tienen derecho a desarrollar su capacidad creativa, al ejercicio digno y sostenido de las actividades culturales y artísticas, y a beneficiarse de la protección de los derechos morales y patrimoniales que les correspondan por las producciones científicas, literarias o artísticas de su autoría.

Art. 25.- Las personas tienen derecho a gozar de los beneficios y aplicaciones del progreso científico de los saberes ancestrales.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

**Fuente especificada no válida.**

## **CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA**

Art. 1.- Finalidad.- Este Código dispone sobre la protección integral que el Estado, la sociedad y la familia deben garantizar a todos los niños, niñas y adolescentes que viven en el Ecuador, con el fin de lograr su desarrollo integral y el disfrute pleno de sus derechos, en un marco de libertad, dignidad y equidad.

Para este efecto, regula el goce y ejercicio de los derechos, deberes y responsabilidades de los niños, niñas y adolescentes y los medios para hacerlos efectivos, garantizarlos y protegerlos, conforme al principio del interés superior de la niñez y adolescencia y a la doctrina de protección integral.

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente;

2. Respete las culturas y especificidades de cada región y lugar;

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;

4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,

5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes.

La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia.

El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

Art. 38.- Objetivos de los programas de educación. - La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:

a) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo;

b) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación;

c) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia;

d) Prepararlo para ejercer una ciudadanía responsable, en una sociedad libre, democrática y solidaria;

e) Orientarlo sobre la función y responsabilidad de la familia, la equidad de sus relaciones internas, la paternidad y maternidad responsable y la conservación de la salud;

f) Fortalecer el respeto a sus progenitores y maestros, a su propia identidad cultural, su idioma, sus valores, a los valores nacionales y a los de otros pueblos y culturas;

g) Desarrollar un pensamiento autónomo, crítico y creativo;

h) La capacitación para un trabajo productivo y para el manejo de conocimientos científicos y técnicos; e,

i) El respeto al medio ambiente. **Fuente especificada no válida.**

For this reason, it is necessary to provide learners an appropriate instruction, an education that could go hand in hand with the demands of the globalized world, and that could count with appropriate educational materials for teaching and learning.

Unfortunately, not always schools and teachers are able to apply a quality education. One important problem is the selection, design or use of resources and strategies, which in many cases do not consider students' needs. According to the Ley Orgánica Intercultural de Educación (LOEI), Art. 11, literal b:

Teachers have the obligation to be key players in a relevant quality education and warmth with the students in their charge. Literal i: Provide support and pedagogical monitoring to

students to overcome the backwardness and difficulties in learning and in the development of skills, and abilities. **Fuente especificada no válida.**

New trends in education are relevant to achieve these national objectives, since they promote in the human being all that is desired for a good citizen, taking into account the active participation in a diverse society, being responsible, supportive and proactive.

The National Curriculum states that “in areas where technology and access are not available, it is critical that teachers consider ways to provide students with comparable, if not equitable, opportunities to participate digitally and develop their literacies” **Fuente especificada no válida..**

According to this approach, the learning process should be developed through meaningful and productive ways to stimulate students. Another important issue in the curriculum is the use of ICT in the classroom. The resources that ICT provides are multimedia (video-sound), computers, projectors, smart boards, virtual reality, simulators, Internet and any other media that can teachers and learners in the classroom.

## **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL**

**(II Suplemento al RO 417 de marzo 31 de 2011)**

### **TÍTULO I**

#### **DE LOS PRINCIPIOS GENERALES**

#### **CAPÍTULO ÚNICO**

#### **DEL ÁMBITO, PRINCIPIOS Y FINES**

**Art. 2.- Principios.-** La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o

cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

x. Integralidad.- La integralidad reconoce y promueve la relación entre cognición, reflexión, emoción, valoración, actuación y el lugar fundamental del diálogo, el trabajo con los otros, la disensión y el acuerdo como espacios para el sano crecimiento, en interacción de estas dimensiones...

II. Pertinencia.- Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural en los ámbitos local, nacional y mundial.

**Art. 3.- Fines de la educación.-** Son fines de la educación:

a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria...

d. El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre...

**CAPÍTULO TERCERO**  
**DE LOS DERECHOS Y OBLIGACIONES**  
**DE LOS ESTUDIANTES**

**Art. 7.- Derechos.-** Las y los estudiantes tienen los siguientes derechos:

- a. Ser actores fundamentales en el proceso educativo;
  
- b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Type of Research**

##### **3.1.1 Descriptive Research**

The current research work is *descriptive* because a set of research techniques and instruments were applied to describe the problem and its causes in the development of the reading skills in second grade students, and in addition, it describes the main issues of the objectives, as well as the characteristics of the population that is being studied and the relationship between the variables.

##### **3.1.2 Field Research**

This study is classified as a *field* research because it was carried out in the same place where the problem has been detected, that is, in second grade students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

#### **3.2 Research Approach**

##### **3.2.1 Qualitative Research**

This study has a qualitative approach because the researchers obtained information regarding the behavior of second grade students through the observation, the one that pretends to understand and deepen students' experiences, perspectives and opinions changing their normal routine in order to improve the reading skills.

##### **3.2.2 Quantitative Research**

This research work is quantitative because it is based on the use of statistical and mathematical tools to obtain measurable results through the application of a survey, which was able to obtain specific information such as if the methodology used by teachers is appropriate or what can be implemented to improve the quality of learning reading in students.

### **3.3 Research techniques and tools.**

The resources applied included the application of the observation technique to identify teachers' practices. This research also made use of interviews in order to gather different teachers' opinions about multisensory learning and the reading skill, as well as document reviews, and pre and post tests to evaluate students' reading skills.

#### **3.3.1 The Observation**

This research work applies the observation technique to two teachers of second year GBE in order to collect data about their practices to enhance students' reading skills at Unidad Educativa Santo Domingo de Guzmán. The tool used to collect data was the observation guide.

#### **3.3.2 The Interview**

This study applied the interview technique, and its instrument, the open-ended questionnaire, to two teachers of second grade GBE and two teachers of third grade GBE at Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán". It was aimed to identify the procedures that English teachers apply to develop the reading.

#### **3.3.3 Document review**

In the present study a document review was applied to two teachers of second year GBE to evaluate the reading lesson plan, in order to confirm the level of accomplishment and the way in which multisensory learning influence reading comprehension.

#### **3.3.4 The Test**

Among the research, a pre-test was also applied to 33 students of second year GBE, to evaluate students reading skills at the beginning of the research work. Its application gave an outcome of how much improvement is needed for students to measure adequately their performance and their quality of the language. The pre-test consisted in a variety of exercises which included structure, reading comprehension, speaking activities and listening as well. In addition, a post-test was also administered after the application of the research proposal. A post-test was also applied to the 33 students of second year GBE, to evaluated students'

improvement in their reading skill. Both tests were different versions of the Cambridge Assessment English Test, level Pre-A1 Starters (2018).

### 3.4 Research population and sample

The population of this research work were 33 students from 2<sup>nd</sup> grade GBE at Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán. Likewise, 8 teachers were considered as part of the study, from which 4 were selected to be observed and interviewed to evaluate classroom procedures.

Table 1.

*Population and Sample*

Class Classification	Population	Sample	%	Observation
Students	33	33	100%	Pre-Test Post Test
2nd grade teachers	4	2	50%	Observation Interview Document review
3rd grade teachers	4	2	50%	Interview

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### 3.5 Results / findings and Analysis

#### 3.5.1 Class observation guide

An observation sheet was applied to the reading class at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, to verify the procedures that English teachers apply to develop the reading skills in second grade students. The observations were held in different points in time, from September 16 to November 7<sup>th</sup>, having been held 10 observation in total, directed to evaluate teachers’ procedures more appropriately.

An average of the results a included. The observation sheet was divided into two sections: the qualitative and the quantitative set of criteria. The rating scale used in the quantitative section was the following:

Table 2.

*Quantitative Rating Scale*

COD	SCALE
1	VERY POOR
2	POOR
3	GOOD
4	VERY GOOD
5	EXCELLENT

Elaborated by: Abad, E. & Sánchez, J. (2019).

This quantitative section of the observation sheet included 8 items observed. The results were the following:

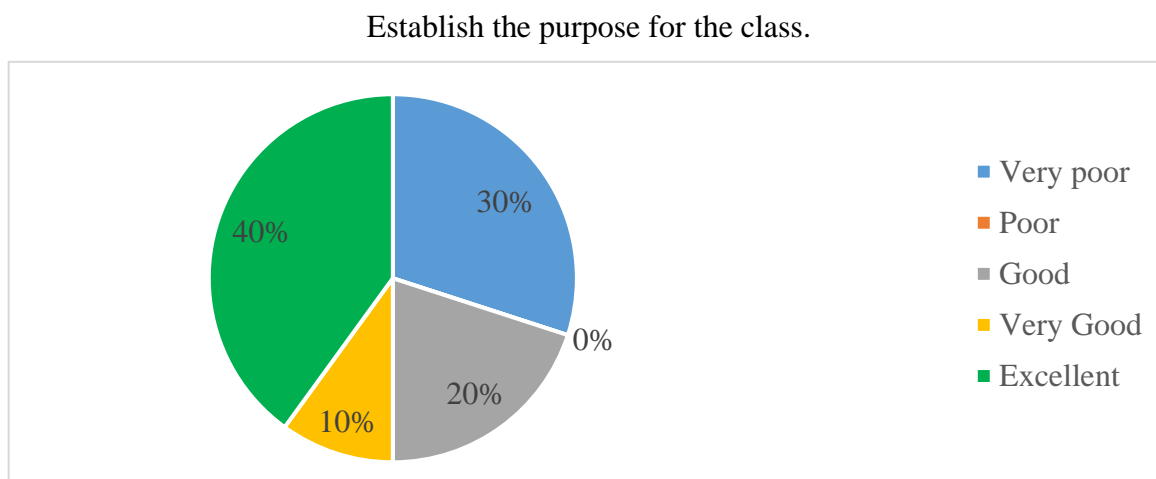
Table 3.

Establish the purpose for the class.

	Very poor	Poor	Good	Very Good	Excellent
Establish the purpose for the class.	30%	0%	20%	10%	40%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).



Graph 1. Establish the purpose for the class.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

One first aspect to be observed was if the teacher establishes the purpose for the class. During an important portion of the observation sessions, the teacher established the purpose for the class in an excellent way. However, during a third part of the observations the teacher's performance in this sense was very poor, which means the purpose was not established or poorly established.

Table 4.

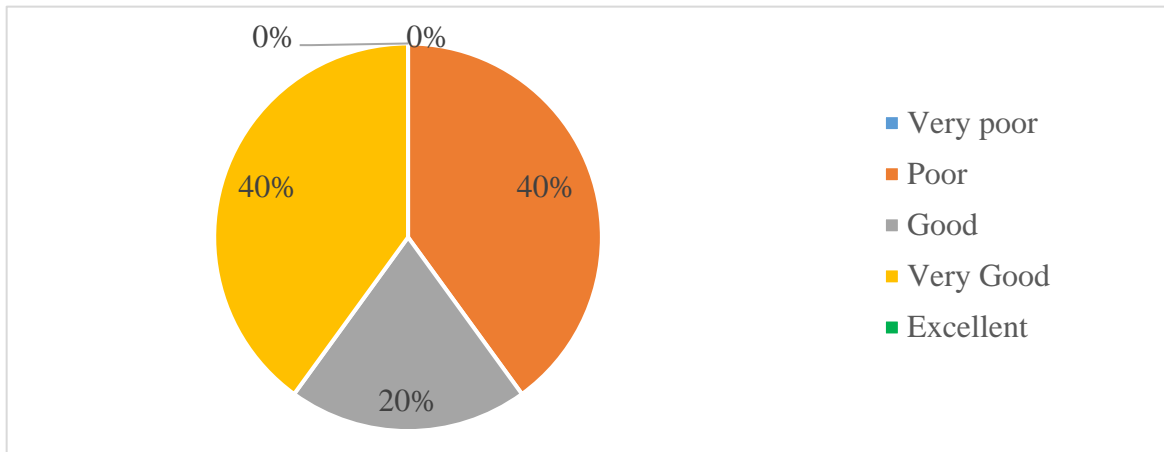
Activities are developed in a logical order.

	Very poor	Poor	Good	Very Good	Excellent
Activities are developed in a logical order.	20%	40%	20%	0%	0%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Activities developed in a logical order.



Graph 2. Activities are developed in a logical order.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

Another aspect to be observed in the reading classroom process was the development of the activities in a logical order. During almost half of the total observations, the teacher developed the activities considering a logical order in an excellent way. Nevertheless, during a similar amount of observations the teacher’s performance in this procedure was evaluated as only very good or good.

Table 5.

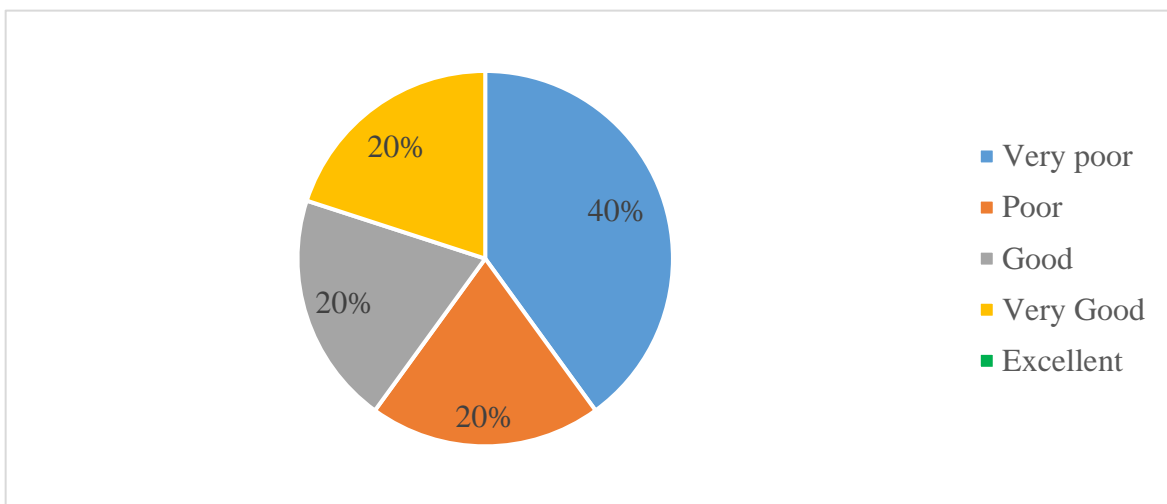
Review vocabulary before starting.

			Very poor	Poor	Good	Very Good	Excellent
Review	vocabulary	before starting	0%	20%	40%	20%	20%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Review vocabulary before starting



Graph 3. Review vocabulary before starting.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

Among the factors observed in the reading classroom process, the vocabulary review before reading was considered. In most of the observations, the teachers’ performance regarding the review of the necessary vocabulary before reading ranged mainly between poor and very poor, while the other minor results showed a good or very good teacher’s performance.

Table 6.

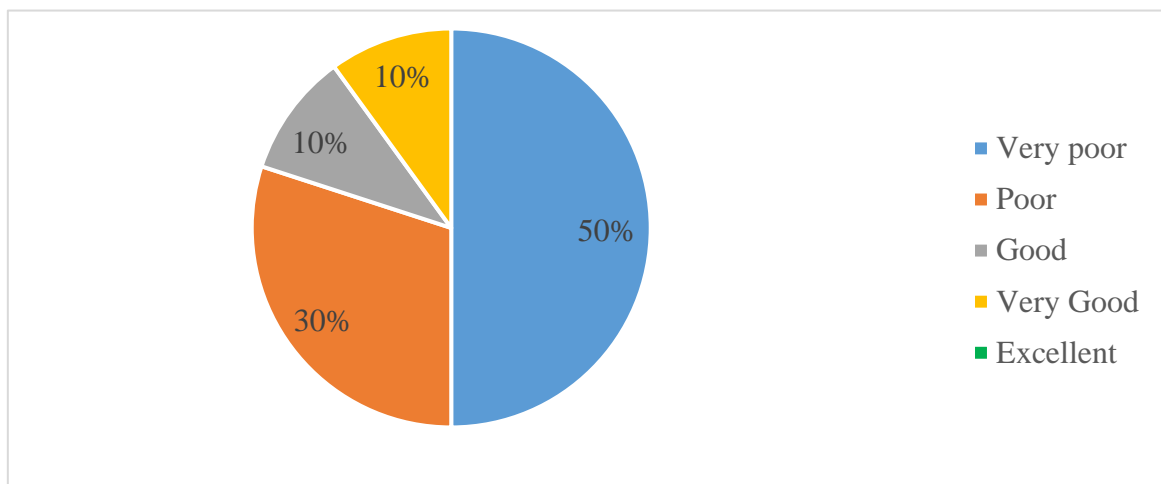
Make text to life connection to activate prior knowledge.

	Very poor	Poor	Good	Very Good	Excellent
Make text to life connection to activate prior knowledge.	0%	20%	10%	20%	50%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Make text to life connection to activate prior knowledge



Graph 4. Make text to life connection to activate prior knowledge.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

A half of the observations showed that teachers made a very good text to life connection to activate prior knowledge. Nevertheless, the other half of the total observations noted a poor and very poor teacher's performance in this sense, in addition to other minor results.



Table 7.

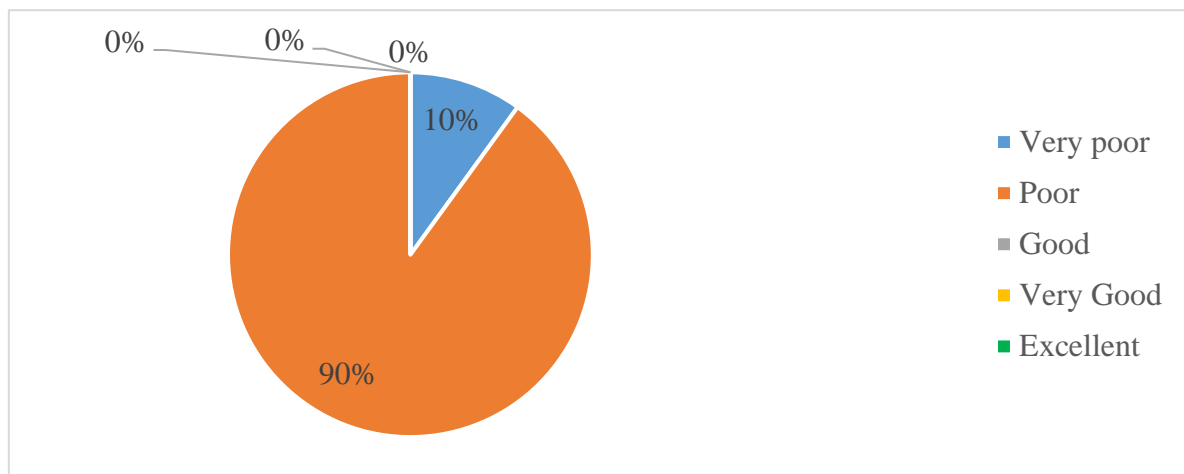
Encourage children to predict what the story will be about.

	Very poor	Poor	Good	Very Good	Excellent
Encourage children to predict what the story will be about.	10%	90%	0%	0%	0%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019)

Predict what the story will be about.



Graph 5. Encourage children to predict what the story will be about.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J (2019).

### Analysis

An important item observed in the reading classroom process was if the teacher encourages children to predict what the story was be about. In almost the total observations carried out the teacher did it either in a poor or very poor way.

Table 8.

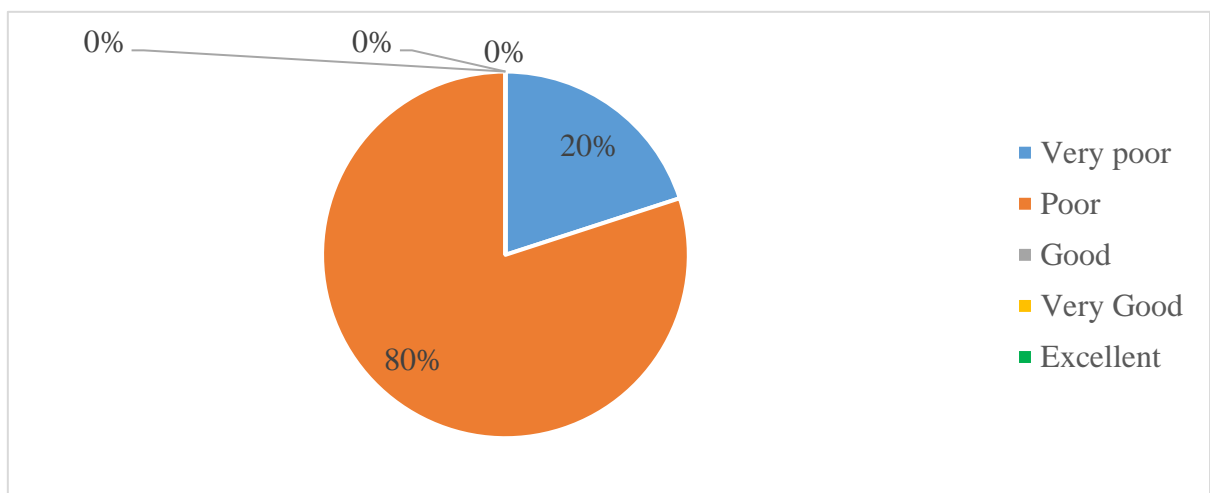
Point out difficult words and ideas.

	Very poor	Poor	Good	Very Good	Excellent
Point out difficult words and ideas.	80%	10%	0%	0%	0%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Point out difficult words and ideas



Graph 6. Point out difficult words and ideas.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

To point out difficult words and ideas was another item checked during the observations held. In half of the observations the teacher’s performance was just poor in this sense or very poor.

Table 9.

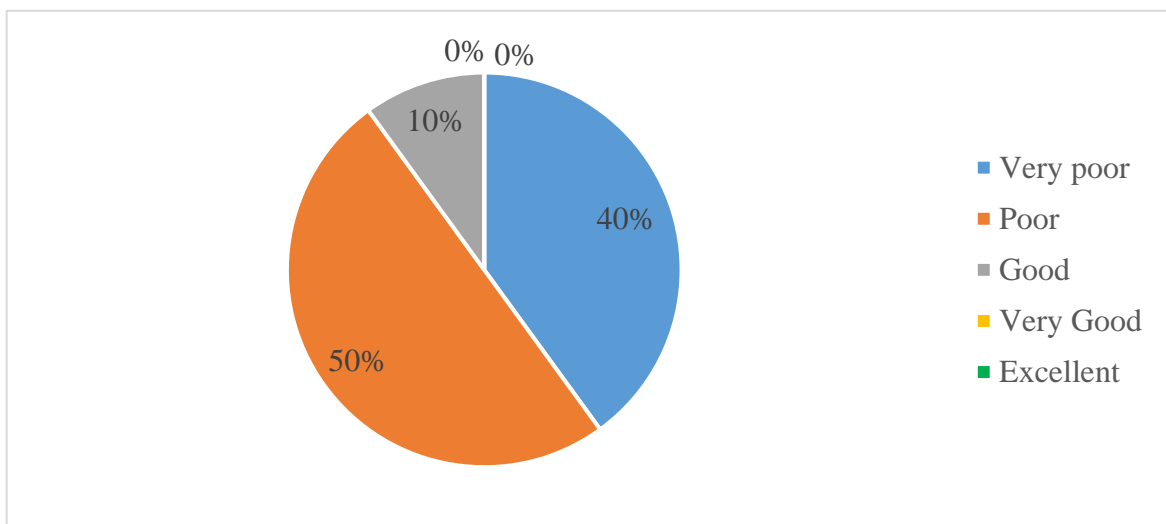
Ask children to identify problems and solutions.

	Very poor	Poor	Good	Very Good	Excellent
Ask children to identify problems and solutions.	50%	40%	10%	0%	0%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Identify problems and solutions



Graph 7. Ask children to identify problems and solutions.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

One of the important aspects in reading is to make children identify problems and solutions. During almost the half of the observations, the teacher applied this reading technique in a very poor way.

Table 10.

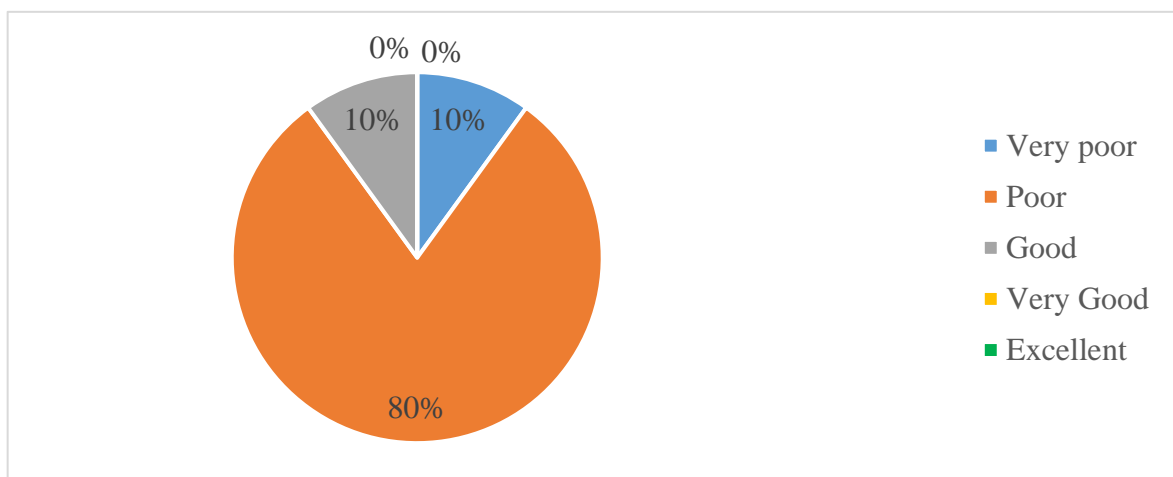
Asked children to retell or summarize stories.

	Very poor	Poor	Good	Very Good	Excellent
Asked children to retell or summarize stories	80%	10%	10%	0%	0%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad & Sánchez (2019).

Ask children to retell or summarize stories



Graph 8. Ask children to retell or summarize stories.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

Another aspect in a reading class was to make children retell or summarize stories. During the total of the observations, the teacher applied this reading technique either in an excellent or a very good way.

The rating scale used in the qualitative section was the following:

Table 11.

Qualitative Rating Scale

CODE	SCALE
1	YES
2	NO

*Elaborated by: Abad, E. & Sánchez, J. (2019).*

The qualitative part of the observation sheet included 7 items to be observed. The results were the following:

Table 12.

Reading Classroom Observation Qualitative Results

ITEMS	YES	NO
<b>OTHER ASPECTS:</b>		
Apply Read-Aloud and other strategies to encourage students use their senses.	20%	80%
Use strategies to help students recognize information in simple texts.	10%	90%
Consider students' own characteristics and intelligence to learn.	10%	90%
Consider students' needs and strengths.	20%	80%
The class objectives were achieved.	10%	90%
<b>MOTIVATION:</b>		
Motivate students to work through the material presented	10%	90%
Select material according to students' preferences and level.	15%	85%

Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".

*Elaborated by: Abad, E. & Sánchez, J. (2019).*

The following perceptions were gathered from the qualitative part of the reading class observation:

- In almost the total observations, the teacher did not apply reading strategies to motivate and encourage students to work in the classroom
- Students' own characteristics to learn were not taken into consideration in almost all the observations. However, there was a small number of observations in which this aspect was considered.

- Motivation is a factor that the institution and teachers should consider important to include in every class. Most observations showed teachers did not take hand of appropriate material to motivate students or did not select material according students' preferences and level.

### 3.5.2 Teachers' Interview

An interview, and its instrument, the open-ended questionnaire, was applied to two teachers of second grade EGB and two teachers of third grade EGB at Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán". The purpose was to identify the procedures that English teachers apply to develop the reading. The interview questionnaire was the same for both groups of teachers and included 15 open-ended questions.

Follows the questions and answers for second grade teachers:

Table 13.  
Second grade teacher's interview

QUESTION	SECOND GRADE TEACHER 1	SECOND GRADE TEACHER 2
1. What skill in the English Language is, in your opinion, the most important? Explain briefly why.	Vocabulary is the most important skill that students have to acquire in order to increase their knowledge of learning new words.	I considered that the most important skill that one should develop in the teaching of a foreign language is speech since the main objective of learning a language is to communicate effectively with people who speak it perfectly.
2. What reading strategies do you teach students to enhance comprehension and retention?	I motivate them to read by themselves, then I ask them some questions about the reading in order to know if they get information	To improve the understanding of the texts he used some reading strategies such as:

<p>3. In a reading class, do you teach specific words that appear in students' texts?</p>	<p>No, I don't. I try to teach them different reading in order to increase their vocabulary.</p>	<p>Yes, but I explain them in a graphic and visual way, making that through gestures students can understand the meaning of those words without needing to translate them or know the meaning with words. Based on the TPR because, by making gestures of the vocabulary words while also reinforcing they also personalize in language. I consider that it is important to explain the words visually and kinesthetically so that when reading the word; they can have a broader understanding of the text and therefore can understand and answer the reading questions.</p>
<p>4. Do you usually include pair or group work activities in a reading class?</p>	<p>Yes, I do. I like to motivate them to work in group for reading because they can share their ideas in order to get knowledge and understand the text.</p>	<p>To be honest, I did not use groups or Pairs in the reading activities since I consider that the reading activity and knowing if the student understands the subject is something that should be developed individual</p>
<p>5. Without the ability to translate letters into sounds, students cannot develop the reading skills. Do you help students map sounds to letters and decode words?</p>	<p>I try to help them teaching some pictures, postcards or giving some example.</p>	<p>Mapping sounds into letters should be a basic and primary knowledge taught in the early stages of life; so that when developing the reading in English, the student can match the words together with their correct pronunciation.</p>

<p>6. Do you believe using audio recordings or watching a clip of a storyteller performing a story works better to engage students in their reading? Explain why.</p>	<p>I think it is very important to teach them using audio because it helps them to active their listening skill and when we apply a storyteller it helps to motivate them to learn the language.</p>	<p>I considered it useful as a pre-reading activity to listen to an audio or a short video clip about reading.</p>
<p>7. Have you considered making students create their own illustrations to represent a story main idea?</p>	<p>Yes, I would like but I haven't applied, yet</p>	<p>I have not considered it but it seems to me a good idea since to capture the ideas they have of reading on paper so that they feel that the story they personalize the language and when children feel that something belongs to them they are remembered in more detail and therefore remember all the reading the right way</p>
<p>8. Do you include activities that encourage students use their senses in a reading class? Give examples.</p>	<p>Yes, I give them some pictures in a piece of paper, and they have to create a short story about the topic.</p>	<p>No. Time is short to plan this kind of activities.</p>
<p>9. How is the learning and teaching process for the development of the reading skills?</p>	<p>I make them guess the topic and make them think about the meaning of words.</p>	<p>I present students vocabulary first, and then they read.</p>
<p>10. What common difficulties do you find in the development of the reading skills?</p>	<p>One of the most common difficulties in the development of the reading skill I found is to motivate students to read. They read to fulfill an activity but barely enjoy what they read.</p>	<p>I found students always try to translate word per word what they read. They do not read in context</p>



11. According to your experience, how would you describe the reading level of the second-grade students?	Well, I think it is not bad; however, it could be better.	Well, second grade students read with some difficulty.
12. How would you describe the way you teach reading to second grade students?	Sincerely, I teach reading without any special consideration	It is difficult to teach reading to second grade students. However, I consider important to make them read in context and with pictures.
13. How important do you consider the use of students' senses to enhance the reading skills?	Essential	Very important
14. Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?	I focus on reading at least twice a week	I need to focus more on the other skills, so I dedicate little time to reading
15. What kind of resources do you use during reading instruction with the second grade students?	Pictures, posters, the board	The textbook, flashcards, pictures

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

- Second grade teachers believe vocabulary and speaking are the most important skills to teach. This explains the little time dedicated to teaching reading, which implies little preparation of resources and little time in planning. New and difficult words are presented graphically, by using pictures, posters or realia. Teachers mention the use of TPR to motivate students learn and keep their interest.
- Teachers mentioned that they used varied of resources to teach reading, such as pictures, postcards, songs, matching activities, or any other that increases student's motivation. However, it contrasts with their assertions about the time of dedication, which in fact is short.
- The teachers mentioned that some of the most common difficulties they found in the reading classes are the students' lack of interest to read, and that students tend to translate what they read to Spanish. Despite this, they said they do not apply any special consideration to teach reading, because there is not enough time. The time dedicated to reading seems to be short.

Third grade teachers were interviewed to compare the procedures followed during the reading class.

Table 14.

Third grade teacher's interview

QUESTION	THIRD GRADE TEACHER 1	THIRD GRADE TEACHER 2
1. What skill in the English Language is, in your opinion, the most important? Explain briefly why.	Definitely, speaking is the most important skill because it implies communication, which is a crucial factor for people nowadays.	I think speaking.
2. What reading strategies do you teach students to enhance comprehension and retention?	During the reading class I just go on the reading to make them identify specific information.	I make them identify the meaning of main words with pictures before reading.

<p>3. In a reading class, do you teach specific words that appear in students' texts?</p>	<p>Absolutely not. I would like to see if students can recognize the meaning of new words in context.</p>	<p>Yes, of course I do it. Additionally, I take hand of objects or pictures.</p>
<p>4. Do you usually include pair or group work activities in a reading class?</p>	<p>I do it, but not always.</p>	<p>Sometimes I do it, but not always,</p>
<p>5. Without the ability to translate letters into sounds, students cannot develop the reading skills. Do you help students map sounds to letters and decode words?</p>	<p>No, I don't because there is not enough time to do it</p>	<p>No, because it is not in the lesson plan.</p>
<p>6. Do you believe using audio recordings or watching a clip of a storyteller performing a story works better to engage students in their reading? Explain why.</p>	<p>Of course, it is a good option. However, this is something than cannot be done always.</p>	<p>It is possible that those resources work fine, but I consider that students must focus on their aspects of reading</p>
<p>7. Have you considered making students create their own illustrations to represent a story main idea?</p>	<p>No, I haven't.</p>	<p>No, I haven't.</p>
<p>8. Do you include activities that encourage students use their senses in a reading class? Give examples.</p>	<p>Not commonly.</p>	<p>I include music, but not all the time.</p>
<p>9. How is the learning and teaching process for the</p>	<p>It is a very slow process, because they understand</p>	<p>The learning and teaching process to develop reading is a quite slow process. It is</p>

development of the reading skills?	meaning visually, so there are not so many words	slow because students have to characterize the meaning of words first and then recognize the main idea.
10. What common difficulties do you find in the development of the reading skills?	Students have difficulties when there are words they do not know in the reading. They need to know the meaning before.	Pronunciation and intonation of words is in my opinion a factor that sometimes make students get confuse with the meaning of the reading.
11. According to your experience, how would you describe the reading level of the second grade students?	Students of second grade read good if the level of the words used are basic.	Definitely, second grade students need to improve the reading
12. How would you describe the way you teach reading to second grade students?	I do my best; however, I cannot dedicate enough time to teach this skill.	I make them infer meaning with pictures
13. How important do you consider the use of students' senses to enhance the reading skills?	Quite important	Important but not indispensable
14. Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?	I spend time in reading in every class, the same time than for the other skills.	In a typical week I work on reading with my students three times.
15. What kind of resources do you use during reading instruction with the second grade students?	The smart board, extra pictures	Real objects, the board, pictures

Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".

Elaborated by: Abad, E. & Sánchez, J. (2019).

## Analysis

- Third grade teachers consider speaking as the most important skill, so they dedicate more time to develop that skill.
- One of the strategies applied by the teachers is to identify specific information or guess the meaning of words. They do not dedicate time to introduce new or difficult words to students, and do not give importance to collaborative work.
- When teaching reading, they do not consider important to apply activities that include the use of their senses, except some activities with music. Regarding the way they teach reading, the teachers said they do their best, and try to make them infer meaning.

### 3.5.3 Evaluation Checklist

An evaluation checklist was applied to review class planning fulfillment of two second grade teachers, and the way in which multisensory learning affects reading comprehension.

Table 15.  
Evaluation Checklist

ITEMS	YES	NO	OBSERVATIONS
Includes clear objectives considering students' needs, level and age.	0%	100%	
Includes a logical order of the class procedure.	40%	60%	
Students' skills development is verified.	60%	40%	Yes, but poor
Includes activities to activate students' prior knowledge.	30%	70%	
Is oriented to build in students the ability to understand complex content of all sort.	0%	100%	Teacher provides with simple reading worksheets from Internet
Includes appropriate narratives.	25%	75%	
Includes interesting narratives.	20%	80%	
Includes expository material (fact based text to expose the truth through a reliable source) to help students understand narratives.	40%	60%	

Includes activities to make students scan for information in a story.	70%	30%	Students never had readings to find main idea, problems, solutions, and so on.
Includes activities to make students skim for information in a story.	20%	80%	
Includes activities to make students predict what happens in a story.	30%	70%	
Includes activities to make students recall background knowledge.	20%	80%	
Includes the before-during-after reading phases.	35%	65%	Yes, but it was a short list and very poor.
Builds vocabulary including specific words that appear in students' texts, so they can use them in varied contexts.	10%	90%	
Considers technology application.	20%	80%	Hardly ever

Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".

Elaborated by: Abad, E. & Sánchez, J. (2019).

The checklist included 15 aspects to check. It was observed that a couple of them were accomplished, and 13 of them were not accomplished:

- Objectives were not clearly established, and do not consider student's needs, age and level.
- Actions included in the planning are not oriented to build in students the ability to understand complex content of all sort.
- Planning does not include activities to make students skim for information in a story.
- Reading planning did not include activities to make students predict what happened in a story.
- Planning does not include activities to make students recall background knowledge.
- The reading plan considers only 20% of technology.

### 3.5.4 Pre Test

A pre test was applied to 33 students of second grade at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán” to evaluate their reading skills. The test included 5 parts, graded over 5 points each. The results were the following:

Table 16.

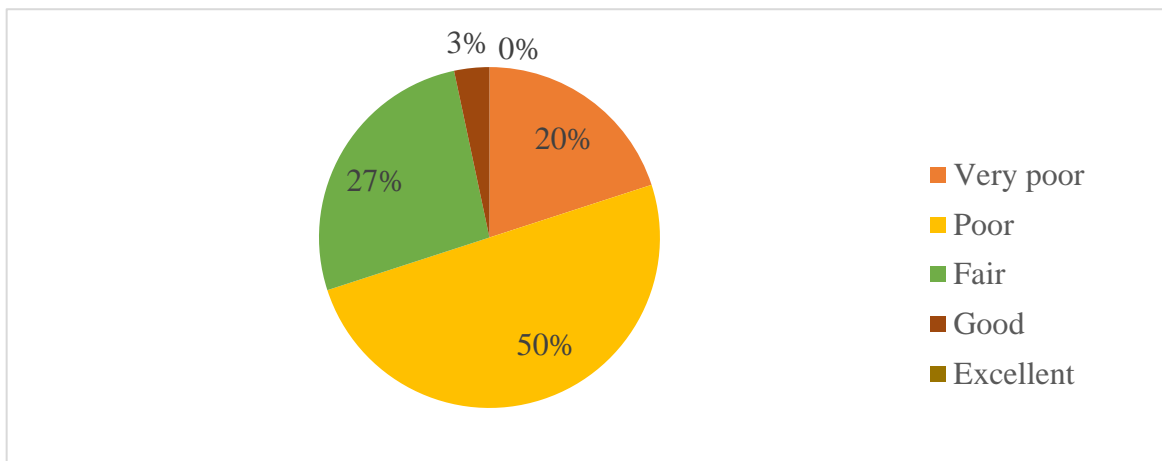
Pre test Part 1-Vocabulary

	Very poor	Poor	Fair	Good	Excellent	Total
Pre test Part 1: Vocabulary	20%	50%	27%	3%	0%	100%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad and Sánchez (2020).

#### Vocabulary



Graph 9. Pre test - Part 1: Vocabulary

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

#### Analysis

A 50% of total students made at least 4 points (poor) in part 1 of pre test, which covered vocabulary. The 27% got 3 points (fair), 20% got 5 points (very poor) and only 3% got 2 points (good).

Table 17.

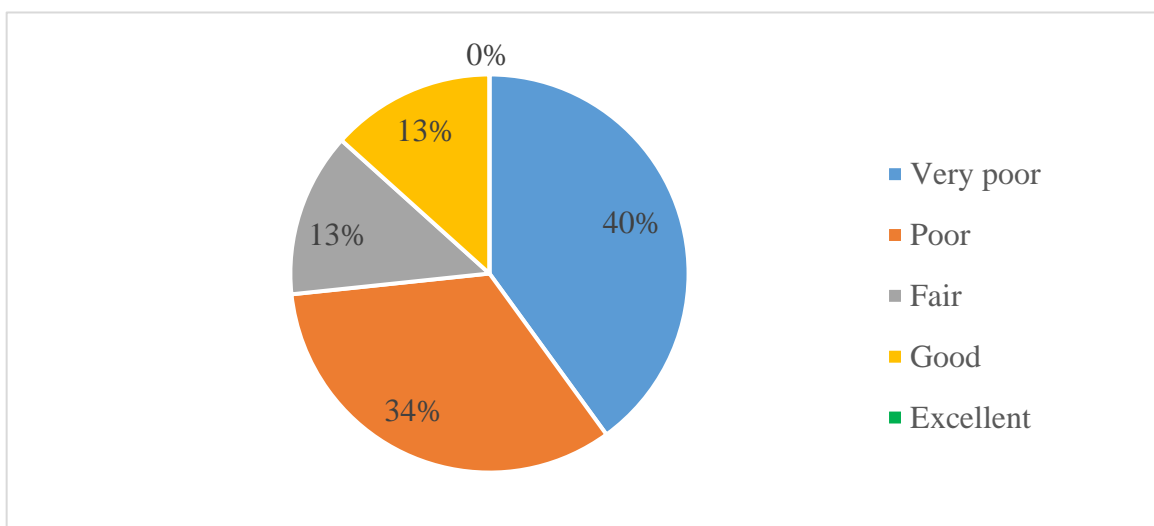
Pre Test - Part 2: Look and Read.

	Very poor	Poor	Fair	Good	Excellent	Total
Pre Test – Part 2:Look and Read.	40%	34%	13%	13%	0%	100%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Look and Read



Graph 10. Pre Test - Part 2: Look and Read.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

Almost half of students got low points (very poor) in the second part of the pre test, in which they had to look at a picture, read and write yes or not. A 34% of students earned 2 points (poor), a 13% of them got 3 points (fair), and another 13% got 4 points (good).



Table 18

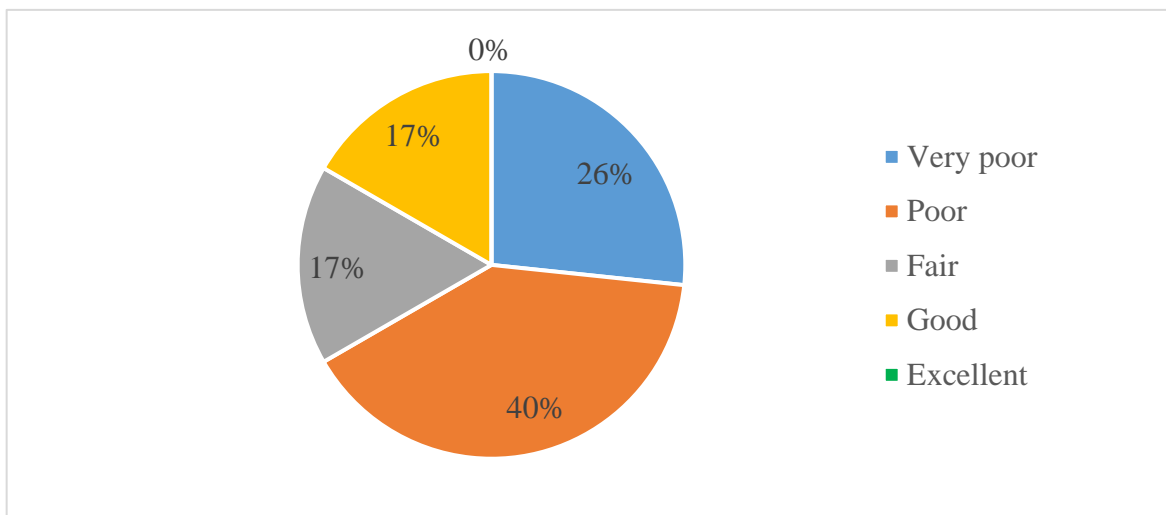
Pre Test - Part 3: Look and write.

	Very poor	Poor	Fair	Good	Excellent	Total
Pre Test –	26%	40%	17%	17%	0%	100%
Part 3: Look and Write.						

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Look and write.



Graph 11. Pre Test - Part 3: Look and write.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

In the third part of the pre test, in which students had to identify the correct word and write it, a 26% of students got 1 point (very poor), while 40% got 2 point (poor), 17% got 3 points (fair) and an additional 17% got 4 points (good).

Table 19.

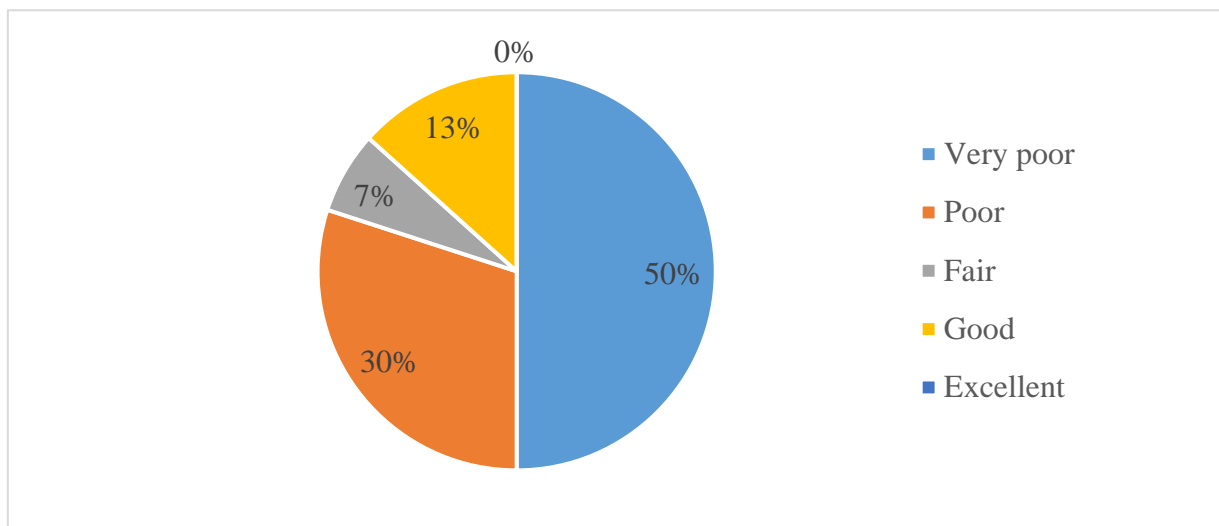
Pre Test - Part 4: Identify the word and write it.

	Very poor	Poor	Fair	Good	Excellent	Total
Pre Test – Part 4: Identify the word and write it.	50%	30%	7%	13%	0%	100%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

Identify the word and write it.



Graph 12. Pre Test - Part 4: Identify the word and write it.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

In the fourth part of the pre test students had to identify the word and write it. A 50% of students got 1 point (very poor), while 30% of them got 2 points (poor). In addition, 13% of students got 1 point (good), and only a 7% of them got 4 points (fair).

### **Qualitative analysis**

- Most students probed to have a low level of vocabulary, as they could not identify the meaning of the picture to complete a sentence in part 1 of the pre test. In addition, they also could not connect a specific situation described in a picture to a set of phrases, in which they had to confirm if the actions were correct or not. Vocabulary has an important role in learning to read. Readers that are just starting must use the words they hear out loud to make sense of the words they see in print.
- Most students were not able to recognize the letter to form the correct words based on pictures in part 3 of the pre test. This exercised was directed to recall the meaning of words to be used in part 4, in which they had to select the correct word to complete a text.
- There are several aspects that require attention and improvement. Half students still have problems recognizing vocabulary. In addition, almost 2/3 of total students could not recognize similarities or differences among pictures, which shows a clear lack of comprehension. Finally, half of students could not associate pictures with meanings.

#### **3.5.5 Post Test**

A post test was applied to 33 students of second grade at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán” to evaluate the improvement of their reading.

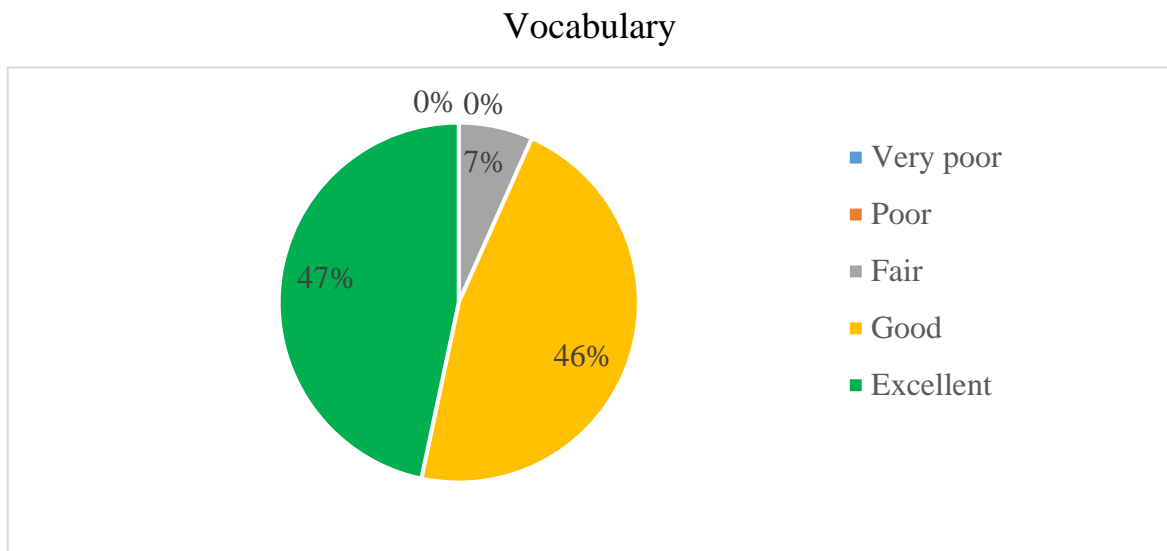
Table 20.

Post test Part 1-Vocabulary

	Very poor	Poor	Fair	Good	Excellent	Total
Post test Part 1: Vocabulary	0%	0%	7%	46%	47%	100%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).



Graph 13. Post Test - Part 1: Vocabulary

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

In the first part of the Post test, which covered vocabulary, the 47% of students made at least 5 point (excellent). Another 46% of students got 4 points (good), and only 7% of them got 3 points (fair). Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear out loud to make sense of the words they see in print. Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

Table 21.

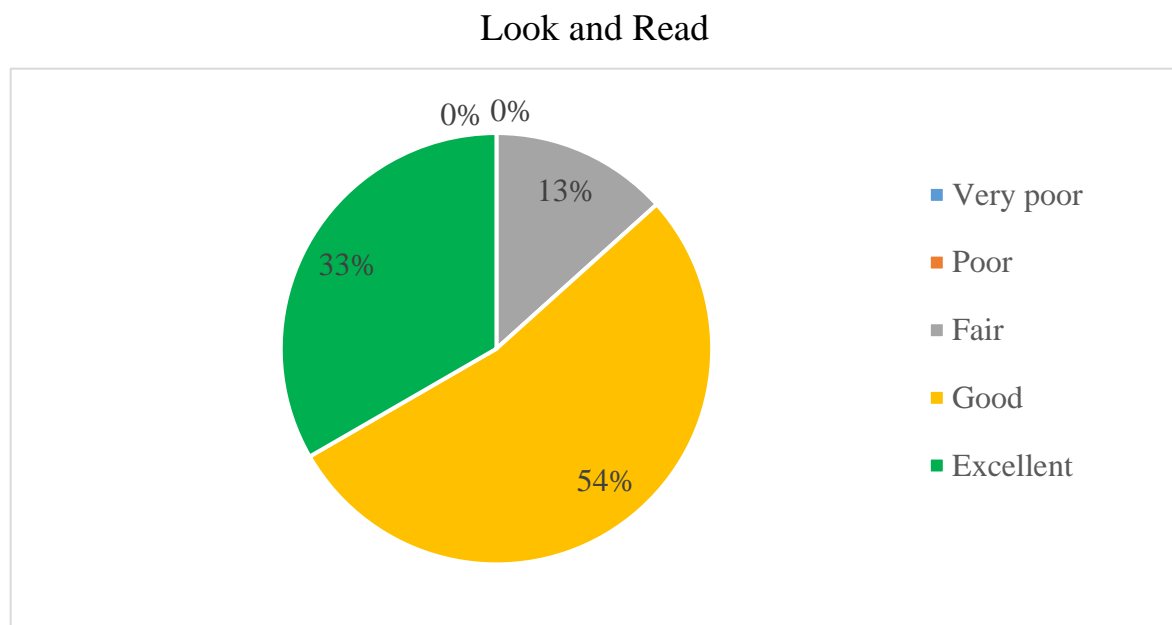
Post Test - Part 2: Look and Read.

	Very poor	Poor	Fair	Good	Excellent	Total
Post test	0%	0%	13%	54%	33%	100%

Part 2: Look and Read.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).



Graph 14. Post Test - Part 2: Look and Read.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### **Analysis**

The second part of the Post Test, which refers to an exercise for looking and reading, more than half students, that is 54%, got at least 4 points (good), Another 33% got 5 points (excellent), and a 13% of students got at least 3 points (fair).

Table 22.

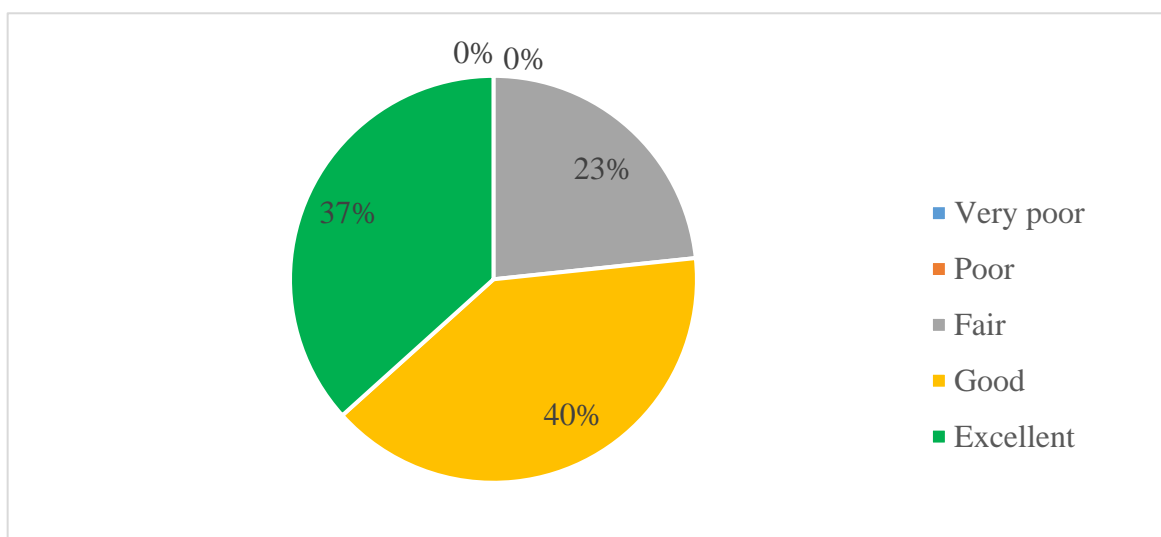
Post Test - Part 3: Identify the word and write it.

	Very poor	Poor	Fair	Good	Excellent	Total
Post Test - Part 3: Look and write.	0%	0%	23%	40%	37%	100%

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Look and write the word



Graph 15. Post Test - Part 3: Look and write it.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

The third part of the post test refers to identify a word and write it. An important 40% of students got at least 4 point (good), and 37% got 5 points (excellent). A minor 23% of students got 3 points (fair).

Table 23.

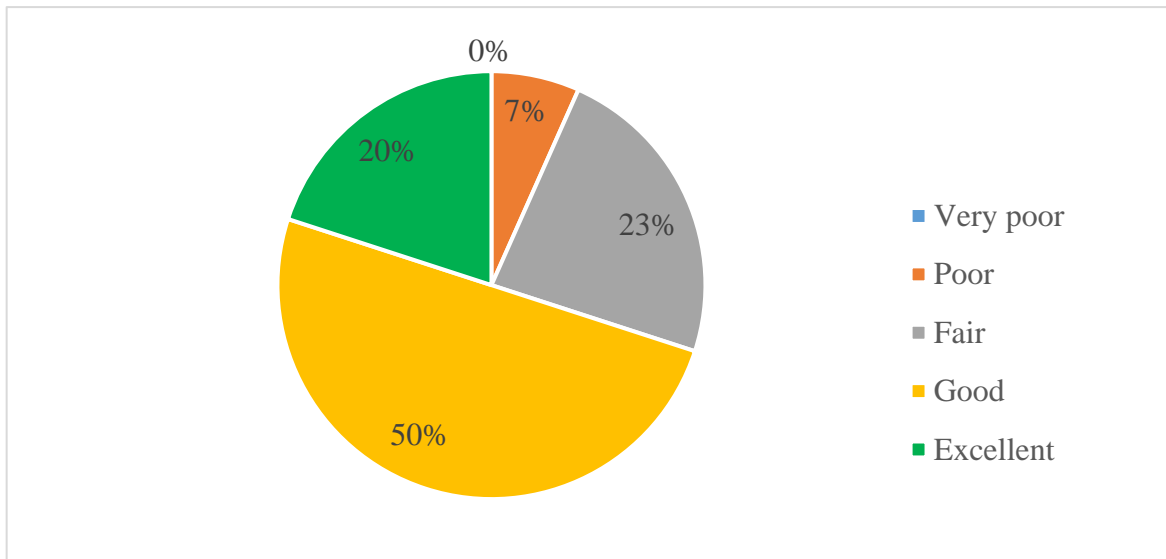
Post test - Part 4: Identify the word and write it.

	Very poor	Poor	Fair	Good	Excellent	Total
Post test -	0%	7%	23%	50%	20%	100%
Part 4: Identify the word and write it.						

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

Identify the word and write it



Graph 16. Post t test - Part 4: Identify the word and write it.

Source: Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”.

Elaborated by: Abad, E. & Sánchez, J. (2019).

### Analysis

In the fourth part of the post test students had to identify the word and write it. The 50% of students got 4 point (good), while 20% of them got 5 point (excellent), 23% of students got 3 points (fair), and a minor 7% got 2 points (poor).

## Qualitative analysis

- After the application of the post test, it was possible to conclude that there was a clear improvement of students' performance. Students improved even more their level of vocabulary, as they could identify the meaning of the picture to complete a sentence in part 1 of the post test. In the same way than in the pre test, they also connected a specific situation described in a picture to a set of phrases, in which they had to confirm if the actions were correct or not, with a good or excellent grade.
- Almost the total of students was not able to recognize the letter to form the correct words based on pictures in part 3 of the pre test. In this section, students improved the grades obtained in the pre test.
- The post test showed positive results in general, with an important improvement in all the aspects related to the reading performance. Students were able to recognize vocabulary, to identify similarities or differences among pictures, or associate pictures with meanings in a successful way.

### 3.5.6 Diagnostic Results

Table 24.

*Class Observation*

<b>Class observation</b>	<b>H</b>	<b>M</b>	<b>L</b>
Establish the purpose for the class.		X	
Activities are developed in a logical order.			X
Review vocabulary before starting.			X
Make text to life connection to activate prior knowledge.			X
Encourage children to predict what the story was be about.			X
Point out difficult words and ideas.			X
Ask children to identify problems and solutions.			X
Asked children to retell or summarize stories			X
Apply Read-Aloud and other strategies to encourage students use their senses.			X
Use strategies to help students recognize information in simple texts.			X



Consider students' own characteristics and intelligence to learn.	X
Consider students' needs and strengths.	X
The class objectives were achieved.	X
Motivate students to work through the material presented	X
Select material according to students' preferences and level.	X

Note: H= High performance M= Medium performance L= Low performance.  
Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".  
Elaborated by: Abad, E. & Sánchez, J. (2019).

The chart above shows that from the 15 items included in the class observation guide, a majority of them has got a low performance. One of the most important among them, is students' motivation.

Table 25.

*Planning Evaluation*

<b>Items</b>	<b>H</b>	<b>M</b>	<b>L</b>
Includes clear objectives considering students' needs.			X
Includes a logical order of the class procedure.			X
Students' skills development is verified.	X		
Includes activities to activate students' prior knowledge.			X
Is oriented to build in students the ability to understand complex content of all sort.			X
Includes appropriate narratives.			X
Includes interesting narratives.			X
Includes expository material (fact-based text to expose the truth through a reliable source) to help students understand narratives.			X
Includes activities to make students scan for information.	X		
Includes activities to make students skim for information.			X
Includes activities to make students predict what will happen.			X
Includes activities to make students recall background knowledge.			X
Includes the before-during-after reading phases.			X

Builds vocabulary including specific words that appear in students' texts, so they can use them in varied contexts. X

Considers technology application. X

---

Note: H= High performance M= Medium performance L =Low performance  
 Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".  
 Elaborated by: Abad, E. & Sánchez, J. (2019).

The planning evaluation checklist included 15 items to be evaluated. It was found that only 2 items were classified as "high", while the other 13 items were classified with a "low" performance.

Table 26.  
*Comparison of Pre and Post Test*

Items	PRE TEST			POST TEST		
	H	M	L	H	M	L
Part 1. Vocabulary			X	X		
Part 2. Look and Read			X	X		
Part 3. Look and Write			X	X		
Part 4. Identify the word and write it.			X	X		

---

Note: H = high performance M = Medium performance L = Low performance  
 Source: Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán".  
 Elaborated by: Abad, E. & Sánchez, J. (2019).

The pre test results showed that students had a low performance in the four parts of the test, with more than 70% in poor and very poor levels, while the post test results showed that students had a high performance in the four parts of the test, with around 70% in good and excellent levels.

### 3.5.7 Preliminary conclusions

- The quantitative stage of the observations applied could determine that most teachers did not fulfill the requirements in the presentation section, while the qualitative stage, on the other hand, determined that most teachers did not apply teaching strategies to motivate and encourage students to work in the classroom and that students' own style of learning were not taken into consideration.
- The second-grade teachers' interview allowed to establish that vocabulary and speaking are considered the most important skills to teach, and that the TPR method is considered

as the best to motivate students learn and keep their interest. Teachers believe that motivation to read important and apply a varied of resources. However, without considering students' own style of learning, the application of those resources will not have the desired results. On the other hand, third grade teachers' interview agrees in having speaking as the most important skill, which means that there is a trend in giving other skills priority and more time to develop than reading.

- The checklist applied to the teachers' lesson plan showed failures in the correct establishment of the objectives, having activities that did not help students with the ability to understand complex texts, or excluding important reading techniques, which makes believe that reading is not a central point in the development of the skills.
- The pre and post test showed totally different results that ranged from a low level to a high level of performance after the application of the proposal.

# CHAPTER IV

## THE PROPOSAL

### 4.1 Title

Multisensory Learning Activities to enhance the reading skills in students of Second Year EGB at UE Particular Santo Domingo de Guzmán.

### 4.2 General objective

- To enhance the reading skills in students of Second Year EGB through the application of multisensory learning activities.

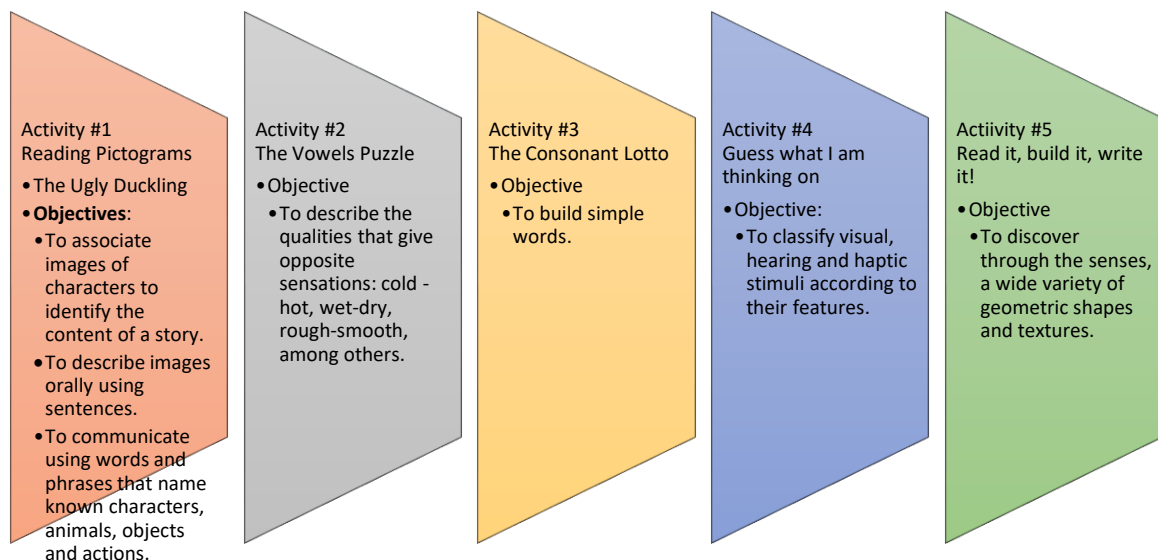
### 4.3 Specific objectives

- To provide several multisensory experiences that allow students improve their reading skills.
- To promote students' different learning styles with the application of multisensory activities.

### 4.4 The proposal framework

Table 27.

Activities for the proposal framework



Elaborated by: Abad, E. & Sánchez, J. (2019).

## 4.5 The proposed plan

UL  
VR



# Multisensory Learning Activities to Enhance the Reading Skills in Students

2020

## **CONTENT**

Introduction .....	59
Multisensory for Teaching Students How to Read.....	60
6 Years: Child Development .....	63
Multisensory Learning for Children in the Classroom .....	66
Activity 1: A Reading Pictogram .....	66
Activity 2: The Vowels Puzzle .....	73
Activity 3: The Consonant Lotto .....	75
Activity 4: Guess what I am thinking on .....	77
Activity 5: Read it, build it, write it.....	79
Multisensory Learning for Children at home .....	82

## INTRODUCTION

In English, as in any other language, reading results from the performance in the other skills. The written word is based on speaking, which at the same time is composed of a variety of phonemes. Therefore, children learning English need to translate those sounds into letters in order to write and convert letters back into sounds in order to read. When reading, it is necessary an emphasis on accurate decoding, because comprehension depends on this oral reading ability. For this reason, it is possible to conclude that to understand what they are reading, students need to map sounds to letters and decode words.

In order to fulfill its main purpose, the current guide should be structured as a global proposal that includes three elements: the family, the child, and the teacher. However, this document is focused on the teacher and the elements needed to encourage the multisensory learning in students. In addition, this guide includes activities organized to help teachers improve students reading skills with the use of their senses. The senses are the way that children explore the world and understand what is going on around them.

### **Important**

During the development of the current guide, parents need to be aware of how their children work; since they must understand the characteristics of the activities, the objectives and the benefits, so that it can be implemented without problems and parents themselves can get involved with it and collaborate with the teacher from their homes.

In order to obtain optimal learning results, it is essential the existence of a family-school connection to favor student learning, and conversely, for it to make sense in the students.

## **Multisensory Learning as an Effective Strategy for Teaching Students to Read**

One of the most important challenges that educators face is how to teach early or struggling student's literacy skills. While students meet academic milestones at different paces, incorporating certain strategies in your classroom can help you prepare as many students as possible for reading readiness. And recent developments in reading curriculum suggest that multisensory learning is one of the most effective methods for doing so.

Multisensory activities are based in whole brain learning, which is the belief that the best way to teach concepts is by involving multiple areas in the brain. By adding auditory or visual components to reading assignments, like illustrations or online activities, you can help students develop stronger literacy skills. Multisensory reading strategies also tie into more established educational methods, particularly Gardner's theory of multiple intelligences, which is explained further below.

Interested in using multisensory learning to help students in your classroom develop stronger reading skills? Discover the science behind whole brain learning and how you can incorporate multisensory activities into your school curriculum.

### **Which Reading Skills Should Students Learn in Early Elementary?**

Before students even enter elementary school, they're already learning skills that will lead to reading readiness for their future. These foundational reading skills like print or letter recognition will prepare them to develop literacy as early as kindergarten or first grade. The earlier that essential reading strategies for elementary studies are introduced into their curriculum, the stronger their long-term reading skills will become later on.

Alphabetical decoding in particular is a key skill for developing reading fluency in early elementary. This skill refers to the knowledge and application of letter-sound relationships, which helps students learn to recognize and sound out different words. Without the ability to translate letters into sounds, students cannot develop more advanced skills.



## **Multisensory Learning: What it Is and Why It Works**

To understand why multisensory learning is one of the most effective student engagement strategies, it's important to understand how our minds work. The human brain has evolved to learn and grow in a multisensory environment. According to the whole brain learning theory, all brain functions are interconnected for this reason. We remember how to do things best when the directions we're given engage multiple senses.

The definition of multisensory learning, then, is using the neuroscience behind how we learn to teach lessons that engage two or more senses. Most educators add audio or visual multimedia into their assignments, but multisensory learning can also include tactile, smell, and taste-related materials. As long as the activity engages multiple areas of the brain, it can help students develop stronger memories around how to do it.

You could, for example, have students form alphabet letters out of clay or hand out chocolate Easter eggs while learning springtime vocabulary words. As long as the sensory materials are in some way related to the subject being taught, they can help students learn important concepts. Many students rely on some senses more than others so varying your multisensory activities can help you make sure you reach all children in your classroom.

Literacy in particular is an inherently multisensory skill that benefits from differentiated reading instruction. This is because reading involves both recognizing written words and translating them into their corresponding letter sounds. For struggling students or those with reading disabilities, particularly dyslexia, multisensory learning can help them learn to use all of their senses while reading a book and rely on their strengths. Whether using it for classroom instruction or remedial assignments, multisensory learning can help all students develop or strengthen their literacy skills.

## **Educational Research Proves Multisensory Instruction Strengthens Reading Skill**

The benefits of multisensory learning have been verified by contemporary research in cognitive science. A 2018 study using fMRI technology, which measures brain activity by detecting changes in blood flow, found that children with the strongest literacy skills had more interactivity between different regions in their brain. This suggests that reading is a

whole-brain skill and that future developments in literacy instruction should use a multisensory approach.

One emergent literacy skill that multisensory learning can help teach is connecting print letters with the oral alphabet. Educational researchers have found that multisensory activities can teach students to associate letters or words with sounds faster. As mentioned earlier, this is one of the foundational reading skills that, if you can nurture in young students, can promote strong emergent literacy. Using multimedia activities to engage students is a great way to help students reach their reading potential.

For older grades, multisensory activities can also help teach more complex reading skills like critical thinking or advanced reading comprehension. You could, for example, take turns reading pages from a novel or textbook aloud as a class to engage their auditory and visual senses. Even little activities that involve multiple senses can teach students to use their entire brain while reading or writing.

What this research points to most of all is that there isn't a "one size fits all" method of teaching literacy. Different students respond to different activities, and the best way to reach all of your students is through multisensory learning. Pay attention to what is or isn't working for your students and try to find an activity that clicks for struggling readers. With practice and the right strategy, any student's reading skills can improve.

### **How Multisensory Learning Connects with the Multiple Intelligences Theory**

The strategies behind multisensory learning are supported by decades of research, particularly Gardner's theory of multiple intelligences. This theory, which was developed by Harvard professor Dr. Howard Gardner, states that the traditional notions of learning and intelligence are too limited. Gardner proposes that people can have proficiencies in different kinds of intelligences, and that teaching students in a way that matches their intellectual strengths can help them grasp tough subjects. (Waterford.org, 2020)

## 6 Years: Child Development

### Child development at 5-6 years: what's happening

#### *Playing and learning*

- At this age, even as the child gets older and starts school, play is important. It's still how the child learns and builds social, emotional and thinking skills. It is possible to notice that the child can play with others to achieve a common goal – for example, working together to build one big sandcastle. He might also be able to work things out if another child doesn't want to play a particular game.
- The child is becoming more social and prefers to play with friends rather than on her own. He might find it hard to share her favorite toys, but he can share.
- Games with rules sometimes challenge the six-year-old kid, and he might even accuse others of cheating when he doesn't win.

#### *Feelings*

- The child can express her feelings, although he might need help and time to identify and talk about tricky emotions like frustration or jealousy. He has much better control over her feelings too and he might have fewer unexpected outbursts of anger and sadness.
- At this point, more patience is needed, and the child might even be open to reasoning. This means there could be fewer disagreements in the future.
- Although the six-year-old loves to be independent, he still needs lots of love and attention. Connecting with his family is the most important thing in his life. He wants approval, is proud of his achievements – and probably doesn't take well to criticism or discipline.
- The child's growing understanding of the world around might lead to some fears – for example, some children might be afraid of supernatural things (like ghosts), criticism, tests, failure, or physical harm or threat.

### *Thinking*

- The child can pay attention for longer. He understands simple concepts like time (today, tomorrow, yesterday), knows the seasons, recognizes some words by sight and tries to sound out words. He might even read on her own.
- The child is better at seeing other people's points of view, which helps him to make friends and meet new people.

### *Talking and communicating*

- Your child will talk lots, sometimes even when nobody is in the room.
- He'll talk in full and complex sentences and have adult-like conversations, although he might still find it hard to describe complex ideas or events. He understands jokes and riddles, and jokes about poos and wees are particularly funny. Your child also enjoys the opportunity to do 'show and tell' at school.
- Your child understands more words than she can say and is learning as many as 5-10 new words each day. Vocabulary growth is so rapid at this age that your child's brain often thinks faster than she can say what's on her mind.

### *Moving*

- The child is more coordinated and loves to show off new physical skills.
- The child can learn how to ride a bike, jump rope, balance on one foot for a short period of time, walk downstairs without needing to hold hand, skip and catch a large ball. Many six-year-olds will also be interested in playing team sports like soccer.
- Wriggling while watching TV, at the dinner table or even while sleeping is pretty normal.
- The child's fine motor skills are improving, which leads to more independence with things like tying shoelaces, using zips and buttons, and brushing hair. He might still find it hard to cut up his food with a knife, but he enjoys the chance to practice.

### *Daily life and behavior*

- The five-year-old is becoming more independent and loves making small decisions, like what clothes to wear or what to eat for lunch.

- Starting school opens up a whole new social world, which comes with a whole new set of rules. This might be demanding or challenging for the child. School can be tiring so don't be surprised if your child is a little moody or easily upset, especially after a long day. On these days you might want to try and keep the child quiet at home after school and aim for an early bedtime.
- Whether the child is feeling worried about starting school or bursting with excitement, a bit of planning and preparation can ease the transition.

At this age, the child might also:

- copy simple shapes with a pencil
- copy letters and write her own name
- say her full name, address, age and birthday
- draw more realistic pictures – for example, a person with a head with eyes, mouth and nose, and a body with arms and legs
- read simple picture books
- understand the importance of rules, and the simple reasons behind rules
- be aware that boys and girls sometimes get treated differently because of people's ideas about gender.

Source: Raising Children Organization (2020).

# Multisensory Learning for Children in the Classroom

## Activity # 1

### A READING PICTOGRAM



Figure 1. The Ugly Duckling.

Obtained from Pictocuentos (2019).

#### COMPETENCE:

- Classifies different visual, auditory stimuli (phonemes and graphemes) and haptic (1), according to their distinctive features.

#### OUTCOME INDICATOR:

- Recognize nouns, actions and qualities.

**TOPIC:** The Ugly Duckling Story Tale

#### OBJECTIVES:

- Associate images of characters to identify the content of a story.
- Describe images orally using sentences.
- Communicate using words and phrases that name known characters, animals, objects and actions.

#### SKILLS DEVELOPED:

1. Creativity
2. Shape recognition
3. Imagination
4. Word recognition
5. Curiosity
6. Sequencing
7. Classification

#### RESOURCES:

1. Computer
2. Projector
3. Sheets of paper
4. Color pencils

**DURATION:** 45-60 minutes

**GENERAL CONSIDERATIONS:**

- Children sit on the floor, in a circle to create a pleasant environment.
- The teacher empowers the word with nonverbal language.
- The teacher plays with voice modulation and intonation.

**DESCRIPTION:**

*A. Before the story tale*




- Mind map: What animals are found in a farm? Develop the mind map with students on the board


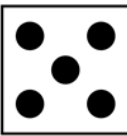

*B. During the story tale*

- Decide the moment in which children perform a ludic activity: they have to draw the main features of each character in the story while they listen to the song “The Farm Animals”.
- Encourage children to read the story tale by giving significance to the sequence of pictures.





**The Ugly Duckling**

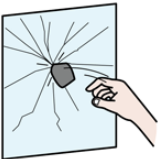



		LIVED ON A		IN HER
MUMMY	DUCK		FARM.	


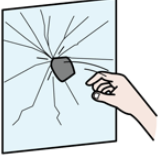


	SHE HAD	5 		AND
NEST		FIVE	LITTLE EGGS	



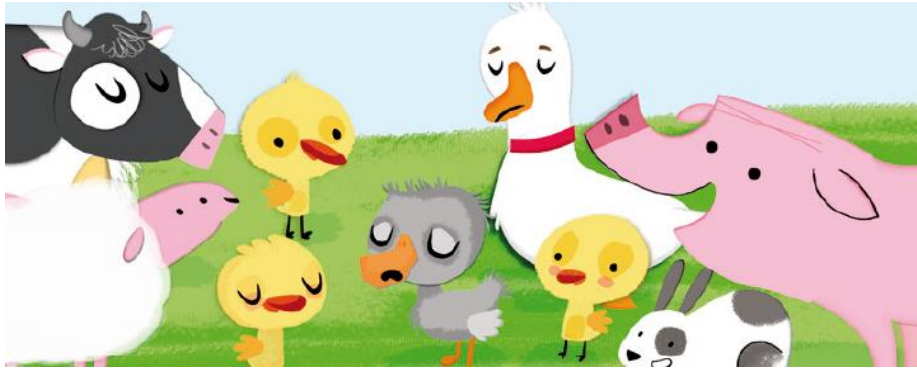
1 		ONE DAY THE	5 	
ONE	BIG EGG.		FIVE	LITTLE EGGS



	5 		CAME OUT.	THE
CRACKED	FIVE	PRETTY, YELLOW BABY DUCKLING		







	STARTED TO		1 	
BIG EGG		CRACK.	ONE	BIG UGLY DUCKLING










CAME OUT.	NOBODY WANTED		WITH HIM. "YOU ARE	
		TO PLAY		UGGLY",
SAID HIS BROTHERS.	"GO AWAY".			




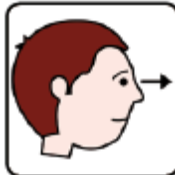
			VERY	
THE UGLY DUCKLING	LEFT	THE FARM		SAD.


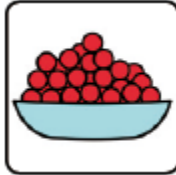





	WAS		OF	
THE UGLY DUCKLING		TIRED		WALKING

SO, HE		AND		
	SAT DOWN		SLEPT.	



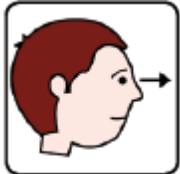


WHEN HE		HE		A
	WOKE UP		SAW	



	WITH			
LAKE		MANY	SWANS.	COME

WITH		THEY SAID.		
	US			



	STARTED TO		AND HE	
THE UGLY DUCKLING		SWIM		SAW



HE WAS	A BEAUTIFUL			
		WHITE	SWAN	

*C. After the story tale*

Task 1: Students draw and create more scenes about the ending of the story. They will read their ending to the class.

Task 2: Students remember the story and describe the ugly duckling. The teacher asks students to explain why the others refuse the ugly duckling. Then, the teacher must explain that “to be different is not to be ugly”.

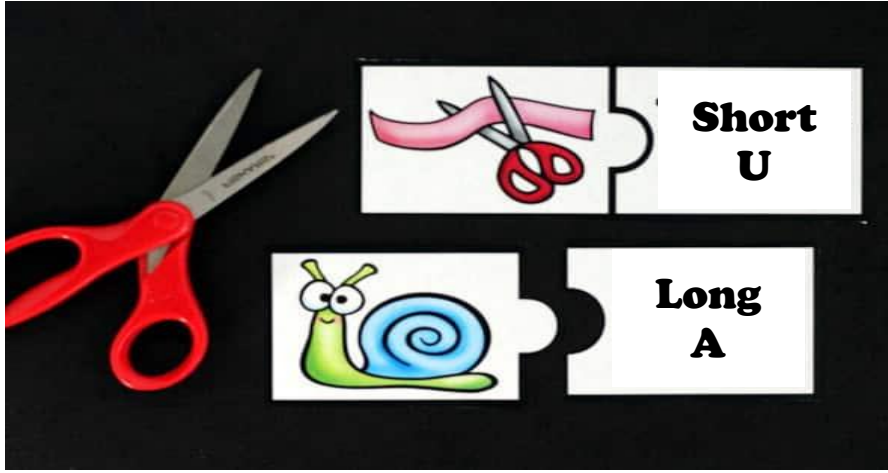
**EVALUATION RUBRIC**

NA = Not Achieved P = In process A = Achieved

<b>SKILL</b>	<b>NA</b>	<b>P</b>	<b>A</b>
Associate images of characters to identify the content of a story.			
Describe images orally using sentences.			
Communicate using words and phrases that name known characters, animals, objects and actions.			

(1) Related to the sense of touch.

## Activity # 2

THE VOWEL PUZZLE									
									
<p>Figure 2. Building words Source: (2020).</p>									
<b>COMPETENCE:</b> <ul style="list-style-type: none"><li>• Classify different visual, auditory (phonemes and graphemes) and apathetic stimuli, according to their distinctive features.</li></ul>									
<b>OUTCOME INDICATOR:</b> <ul style="list-style-type: none"><li>• Associate the written word with the image.</li></ul>									
<b>TOPIC:</b> Building Words									
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Describe the qualities that give opposite sensations: cold - hot, wet-dry, rough-smooth, among others.</li></ul>									
<b>SKILLS DEVELOPED:</b> <table><tbody><tr><td>1. Creativity</td><td>2. Shape recognition</td></tr><tr><td>3. Imagination</td><td>4. Word recognition</td></tr><tr><td>5. Curiosity</td><td>6. Sequencing</td></tr><tr><td>7. Classification</td><td></td></tr></tbody></table>		1. Creativity	2. Shape recognition	3. Imagination	4. Word recognition	5. Curiosity	6. Sequencing	7. Classification	
1. Creativity	2. Shape recognition								
3. Imagination	4. Word recognition								
5. Curiosity	6. Sequencing								
7. Classification									
<b>RESOURCES:</b> <table><tbody><tr><td>1. Images of the 5 printed vowels</td><td>3. Images of objects or things</td></tr><tr><td>2. Images of 5 printed consonants</td><td>4. Teacher</td></tr><tr><td>5. Students</td><td></td></tr></tbody></table>		1. Images of the 5 printed vowels	3. Images of objects or things	2. Images of 5 printed consonants	4. Teacher	5. Students			
1. Images of the 5 printed vowels	3. Images of objects or things								
2. Images of 5 printed consonants	4. Teacher								
5. Students									
<b>DURATION:</b> 35 minutes									

**GENERAL CONSIDERATIONS:**

- The puzzle is a technique that is done for children to associate the vowel with their respective figure.
- The materials used should be well prepared in advance, considering the number of students in the classroom.
- Teachers should be sure that the meaning and the pronunciation of each word are clearly modelled.

**DESCRIPTION**


1. Make cards for each of the vowels. Then, cut them in such a way to make a puzzle.
2. The puzzle must have the vowel on the right side and the image that starts with it on the left side.
3. The puzzle will contain 10 pieces, 5 vowels and 5 images.
4. This activity helps students to recognize the vowel line and observe the images that start with that vowel in order to enrich their vocabulary.
5. At the end, students can recall each of the vowels using the index finger.

**EVALUATION RUBRIC**

NA = Not Achieved P = In process A = Achieved

<b>SKILL</b>	<b>NA</b>	<b>P</b>	<b>A</b>
Associate images of characters to identify the meaning.			
Describe images orally using sentences.			
Communicate using words and phrases that name known characters, animals, objects and actions.			

## Activity # 3

<b>THE CONSONANT LOTTO</b>									
									
<p>Figure 3. The Consonant Lotto Source: Google Images (2019)</p>									
<p><b>COMPETENCE:</b></p> <ul style="list-style-type: none"> <li>• Classify different visual, auditory stimuli (phonemes and graphemes) and apathetic, according to their distinctive features.</li> </ul>									
<p><b>OUTCOME INDICATOR:</b></p> <ul style="list-style-type: none"> <li>• Associate consonants and images coherently.</li> </ul>									
<p><b>TOPIC:</b> The Consonant Lotto</p>									
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Build simple words through different visual, auditory stimuli, and apathetic.</li> </ul>									
<p><b>SKILLS DEVELOPED:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding-left: 20px;">1. Word recognition</td> <td style="width: 50%; padding-left: 20px;">2. Eye-hand coordination</td> </tr> <tr> <td style="padding-left: 20px;">3. Sequency</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">4. Pronunciation</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">5. Impulse control</td> <td></td> </tr> </table>		1. Word recognition	2. Eye-hand coordination	3. Sequency		4. Pronunciation		5. Impulse control	
1. Word recognition	2. Eye-hand coordination								
3. Sequency									
4. Pronunciation									
5. Impulse control									
<p><b>RESOURCES:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding-left: 20px;">1. Cartons</td> <td style="width: 50%; padding-left: 20px;">4. Students</td> </tr> <tr> <td style="padding-left: 20px;">2. Consonant images</td> <td style="padding-left: 20px;">5. Teacher</td> </tr> <tr> <td style="padding-left: 20px;">3. Figures images</td> <td></td> </tr> </table>		1. Cartons	4. Students	2. Consonant images	5. Teacher	3. Figures images			
1. Cartons	4. Students								
2. Consonant images	5. Teacher								
3. Figures images									
<p><b>DURATION:</b> 30 minutes</p>									

**GENERAL CONSIDERATIONS:**

- This technique promotes group work, attention and the practice of values such as respect, solidarity, collaboration, among others.
- The activity is designed as a lottery, but it does not only include pictures, it also includes consonants, and depending on the level of learning some words, to help students with their first steps in reading.
- It is possible to work with different themes or by units, such as the community, pets, wild animals, the jungle, family members, the universe, etc.
- This activity will be carried out in order to check if the students recognize the letters of the alphabet.

**DESCRIPTION**

1. The teacher prepares in advance a set of cardboards beginning with VCV (vowel, consonant-vowel), and related to short words.
2. The teacher will be the facilitator.
3. The teacher gives a cardboard to each group of children.
4. Each lotto card mentions the letter or the name of the figure that is taken.
5. Each time a certain group has the figure called, students will place a seed, a button or any other material on the image,
6. The equipment that manage to complete the cardboard or have the highest number of hits will be the winner.
7. At the end of the activity make students repeat the words on their board with a correct pronunciation.

**EVALUATION RUBRIC**

NA = Not Achieved P = In process A = Achieved

<b>SKILL</b>	<b>NA</b>	<b>P</b>	<b>A</b>
Associate images with words to identify the meaning.			
Use a correct pronunciation.			
Recognize letters and words.			



## Activity # 4

### GUESS WHAT I AM THINKING ON



Figure 4. Guessing the word

Obtained from

#### **COMPETENCE:**

- Classify different visual, auditory stimuli (phonemes and graphemes) and apathetic, according to their distinctive features.

#### **OUTCOME INDICATOR:**

- Difference sounds similar to / or different from a given sound.

**TOPIC:** Guess what I am thinking on

#### **OBJECTIVES:**

- Recognize words from

#### **SKILLS DEVELOPED:**

1. Shape recognition
2. Pronunciation
3. Reading comprehension
4. Spelling

#### **RESOURCES:**

1. Pictures of objects, animals and objects about the context
2. Teacher
3. Students

**DURATION:** One class-hour.

#### **GENERAL CONSIDERATIONS:**

- The teacher must give clues for the whole group to guess the word and look for the image that rhymes. For example: I am thinking of a word that rhymes with space, the answer can start with the consonant p, (palace) the students look for the image that contains a palace.

- Guessing at words can start as a tactic when children are first learning to read. However, as time progresses, and with proper instruction, children should be developing the skills necessary to decode words accurately and fluently, using the alphabetic principle, instead of guessing.
- This activity may be combined with a reading comprehension activity.

### **DESCRIPTION**

This technique consists in guessing words based on certain clues mentioned by the teacher.

1. The teacher will say the following sentence: I am thinking of a word that begins with the letter (any of the alphabet or those that have already worked with the children).
2. The children mention some of the words seen in class, for example they can go mentioning the names of their classmates, I am thinking of (Pedro) and the others should look for the image that has an initial sound equal to that of Pedro and show it to others, together with the teacher they will repeat the name and the image to make the comparison of initial sounds.
3. In this way the teacher will know the children having a broader vocabulary and who know more words with the same letter, should be practiced with all consonants seen in class.

### **EVALUATION RUBRIC**

NA = Not Achieved P = In process A = Achieved

<b>SKILL</b>	<b>NA</b>	<b>P</b>	<b>A</b>
Associate images of characters to identify the meaning.			
Describe images orally using sentences.			
Communicate using words and phrases that name known characters, animals, objects and actions.			

## Activity # 5

### READ IT, BUILD IT, WRITE IT!

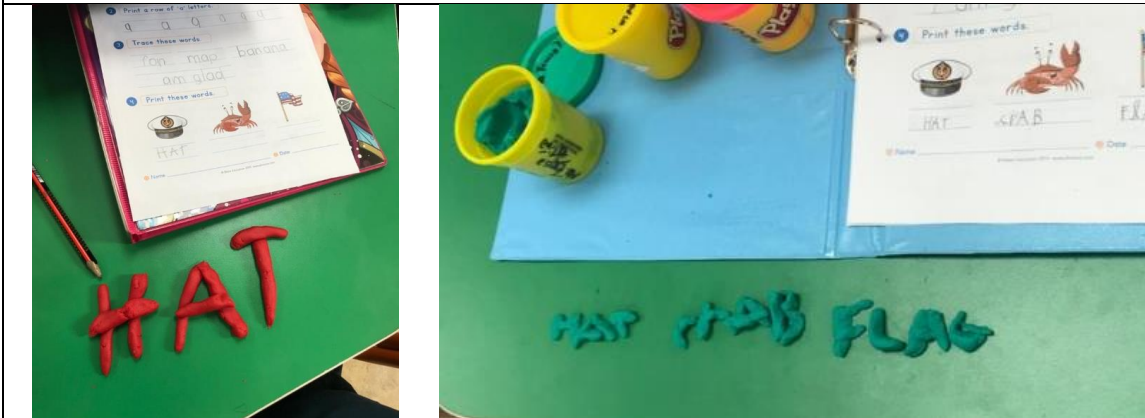


Figure 5. Building words.

Source: (2020).

**COMPETENCE:**

- Associate images of characters to identify the meaning.
- Stimulate students' creativity.

**OUTCOME INDICATOR:**

- Experiment through the manipulation of material and color mixing the realization of creative works using graphoplastic techniques.

**TOPIC:** Read it, Build it, Write it!

**OBJECTIVES:**

- Discover through the senses, a wide variety of geometric shapes and textures.

**SKILLS DEVELOPED:**

- |                |                      |
|----------------|----------------------|
| 1. Creativity  | 2. Shape recognition |
| 3. Imagination | 4. Word recognition  |

**RESOURCES:**

- |               |              |
|---------------|--------------|
| 1. Computer   | 4. Worksheet |
| 2. Projector  | 5. Pencil    |
| 3. Color clay |              |

**DURATION:** 45-60 minutes

**GENERAL CONSIDERATIONS:**

- Working with modeling clay stimulates the senses, such as sight (through colors, for example) and smell, since, in general, the smell of modeling clay is very sweet, pleasant and something we usually remember a lifetime.

- Children may soften and heat a plasticine block with hands, knead it, make sticks, round it, crush it ... the plasticine manipulation allows the child to discover, through touch, a wide variety of geometric shapes and textures.

## DESCRIPTION

### Activity 1

1. Use the projector to present some selected short words.
2. Introduce the new words in turns: HAT, CRAB, FLAG
3. Use each word in a sentence or two, so students understand the meaning.
4. Model the pronunciation, so students can repeat it for each word
5. Ask students to say words that begin with the vowel or consonant projected.
6. Each student chooses color clays to work in the class and builds the words mentioned using the color clay.
7. Each student writes the word in the worksheet, next to the proper picture.
8. The teacher encourages children to repeat the pronunciation of each word.

### Activity 2

- Write a word on the board, omitting one vowel or consonant.
- Ask students to read the incomplete word
- Ask students to guess the missing letter.
- Once students identified the missing word, they will write it on the clay
- The ideal thing to do so is that if they are wrong, it is erased by crushing the plasticine and we try again.

## EVALUATION RUBRIC

NA = Not Achieved P = In process A = Achieved

SKILL	NA	P	A
Associate images of characters to identify the meaning.			
Describe images orally using sentences.			
Communicate using words and phrases that name known characters, animals, objects and actions.			

## Multisensory Learning for Children at Home

The way in which children learn is diverse. Listening or looking are two ways in which learning takes place more easily. Toro (2017) describes multisensory learning as a concept that educational institutions apply to describe several ways of learning and teaching involving more than one sense at the same time. The author emphasizes the fact that all children benefit to some degree from multisensory learning, even those with some type of condition, and ensures that when the child learns using his senses, the information is retained more efficiently.

For this reason, the role of parents is essential to promote multisensory learning from home. CAPTA (2016) affirms that the family environment that promotes learning in children is more important in their performance than the level of preparation that parents may have. Activities that parents can do at home to encourage multisectoral learning include:

- Write on sand or shaving foam: With this activity the child can use sight, touch, and sound to connect the letters with their pronunciation, which favors pre-reading. In this activity, as a first step, the child places a handful of sand on a tray. Then he scatters it and writes a letter or a word with his fingers. As you type, you must say the sound of each letter you have traced. Then, depending on the ages, consonants and vowels are combined until they manage to write in the sand and read the whole word aloud.
- Write in the air (also called aerial writing). In this activity children need to use two fingers; it can be the index finger or the little finger, keeping the elbows and wrists straight. Parents can mention the word or letter and the child must write the letters in the air and pronounce the sound of each letter as they write it. They are also encouraged to imagine that they are writing in a certain color.
- Using letters cut from corrugated cardboard sandpaper, or dry sheets. It helps children retain a tactile memory. During this activity children slide their fingers through each letter while saying its sound aloud. This is to help the little ones feel the shape of the letters as they write them. They can then place a long piece of paper on top and trace the letters by rubbing a crayon on them.

It is also possible for parents to classify the multisensory activities and organize them to put them into practice at home according to the sense to be enhanced. Follows a set of activities to enhance reading:

a) Kinesthetic Activities

Sidewalk Chalk and Sight Words
<b>Objective:</b> to spell words by riding or running over letters in the correct order
<b>Materials</b> <ul style="list-style-type: none"> <li>✓ sidewalk chalk</li> <li>✓ roadway/sidewalk</li> <li>✓ a list of sight words</li> <li>✓ bike, tricycle, scooter, or legs to get kids moving</li> </ul>
<b>Procedure</b> <ul style="list-style-type: none"> <li>✓ Parents may write letters on the floor with sidewalk chalk. If the neighborhood roadway has too much traffic for this game, parents may opt a park nearby or the school/church parking lot. If the child is old enough or would like to help, parents may have then write some of the letters, too.</li> <li>✓ Draw the boxes to be jumped in various colors and shapes.</li> <li>✓ Use the chalk as the marker or find stones, beanbags, buttons or small plastic toys.</li> <li>✓ Once children have conquered hopping the course, see if they can double hop on each box or use varying feet for hopping on the way up and the way back the course.</li> </ul>
Source: Activeforlife (2020).

b) Auditory Activities for Teaching Reading

Integrating rhyme into the routine
<b>Objective:</b> to manipulate the sounds in common word family words
<b>Materials</b> <ul style="list-style-type: none"> <li>✓ Internet</li> <li>✓ A smart TV or laptop</li> <li>✓ Youtube</li> </ul>
<b>Procedure</b> <ul style="list-style-type: none"> <li>✓ In the morning, sing and invite the child sings the following song</li> </ul>

### 1. WAKING UP

Good Morning To You

(tune: Happy Birthday to You)

Good morning to you

Good morning to you,

Good morning, dear child's name

Good morning to you!

### 2. BRUSHING TEETH

Raffi's You Brush Your Teeth Song (a classic!)

Brush, Brush, Brush Your Teeth

(tune: Row, Row, Row Your Boat)

Brush, brush, brush your teeth

Brush them every day

Brush, brush, brush your teeth

Keep cavities away.

### 3. GETTING DRESSED

This is the Way

(tune: Mulberry Bush)

This is the way we put on our shirt,

put on our shirt,

put on our shirt,

This is the way we put on our shirt

So early in the morning.

(verses: put on our pants, shorts, hat, shoes, etc.)

This is a great program for teaching letter sounds, based strongly on auditory activities, such as songs and rhymes.

Source: Activeforlife (2020).

c) Visual Activities

Label your House
<b>Objective:</b> help young children understand that print has meaning.
<b>Materials</b> <ul style="list-style-type: none"><li>✓ Sheets of paper</li><li>✓ Markers</li></ul>
<b>Procedure</b> <ul style="list-style-type: none"><li>✓ Write letters large enough that children can trace over them, remembering that these labels don't have to be perfect.</li><li>✓ Parents can place labels all over the house if they want.</li><li>✓ Try asking the child questions such as Do you not know where your bathroom is?</li></ul>
Source: Activeforlife (2020).

d) Tasty and “Smelly” Activities

A Delicious Way to Read: Eat Your Sight Words
<b>Objective:</b> to manipulate the sounds in common word family words
<b>Materials</b> <ul style="list-style-type: none"><li>✓ Internet</li><li>✓ A smart TV or laptop</li><li>✓ Youtube</li></ul>
<b>Procedure</b> <ul style="list-style-type: none"><li>✓ Use cookies to spell four new sight words</li><li>✓ Then the child tells what each word was in order to eat the cookies.</li></ul>
Source: Activeforlife (2020).



## CONCLUSIONS

After the development of the current research work, which has the objective of describing the influence of multisensory learning on reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020, and in addition, the analysis of the research tools application, the following conclusions were drawn:

The importance of the literature review in the current study is demonstrated by describing the way in which the proposed research is related to prior research in order to show the originality and relevance of the research problem. The literature review and the application of the research tools made possible to determine that multisensory learning influence reading skills in second grade General Basic Education students at Unidad Educativa Particular Bilingüe “Santo Domingo de Guzmán”, school year 2019-2020.

There was an evident need for students to enhance their motivation in the classroom, as teachers neither contemplated the application of reading strategies to encourage learners work actively, nor considered students’ own learning style or level in the selection of the material used. Students’ lack of motivation could not direct students’ behavior towards the classroom particular goals, affecting the choices students made, increasing students’ time on task, and affecting their learning and achievement.

The fact that reading is not traditionally considered the most important skill to be developed, affects the emphasis teachers make on reading in the English language class and the time dedicated on enhancing this skill. It was determined that one of the factors affecting the preparation of appropriate material was time, especially because of the working-hour load they have. In addition, most students do not have a reading culture, what in many cases makes students translate the texts into Spanish.

Children reading skills are important to their success in school, and open doors to all kinds of new worlds for them. Prediction and other reading strategies were not included in teacher’s planning. Some problems to set clear objectives followed to ignoring students’ needs, age and level. Students’ ability to understand complex content with actions included in teachers’ planning could not be achieved, among other reason, due to the lack of technology. Predicting encourages children to actively think ahead and ask questions. It also

allows students to understand the story better, make connections to what they are reading, and interact with the text. Making predictions is also a valuable strategy to improve reading comprehension.

Students' level of vocabulary acquisition proved to be one of the reasons for their difficulties in reading comprehension. It was perceived students' struggles in recognizing and appropriately applying background knowledge, poor decoding and word recognition skills, limited vocabulary knowledge, and underdeveloped reading fluency. However, students improved their reading performance after the application of the proposal, with positive results in general. They were able to recognize vocabulary, to identify similarities or differences among pictures, or associate pictures with meanings in a successful way.

## **RECOMMENDATIONS**

It is suggested that this topic, which has been approached from the pedagogical point of view, should be treated from the point of view of the student at home and the student autonomously.

The comparison of the pre and post test results allowed to recommend the application of the proposed brochure with a set of activities based on multisensory learning to enhance the reading skills in second grade students.

On the other hand, the brochure proposed should be taken as a scheme for the kind of activities that can be applied to enhance the reading skill. The format and content of the activities proposed in the brochure are planned according to the content to be taught, so students can participate and seize the advantages of learning through these kinds of tasks.

It is recommendable that the institution could support teachers in the application of this brochure, and could replicate the same considerations, especially the multisensory approach, to other areas of learning. Multisensory teaching techniques stimulate the brain in a variety of ways so that each sensory system becomes more developed and higher functioning, improving several essential functions of the brain.

## BIBLIOGRAPHY

- Abbas, P. (2016). *Journal of Studies in Education*. Teran : Macrothink Institute.
- Aja, S., Eze, P., Igba, D., Igba, E., Nwafor, C., & Nnamani, S. (2017). Using Multi-Sensory Instruction in Managing Classroom for Effective Teaching and Learning . *International Journal of Applied Engineering Research* , 15112-15118.
- Alfassi M, W. I. (2015). *Multi-sensory storytelling to support learning for people with*. Retrieved from Multi-sensory storytelling to support learning for people with: <https://clutejournals.com/index.php/JIER/article/download/7502/7568>
- Alwaqassi, S. A. (2017). *THE USE OF MULTISENSORY IN SCHOOLS TODAY*. Retrieved from THE USE OF MULTISENSORY IN SCHOOLS TODAY: <https://scholarworks.iu.edu/dspace/bitstream/handle/2022/21663/Master%20Thesis%20in%20Special%20Education%2C%20Sarah%20Alwaqassi.pdf?sequence=6&isAllowed=y>
- Amanda, M. (2014, 04 02). *Multisensory Techniques*. Retrieved from Understood: <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>
- Amanda, M. (2019, 01 14). *Very-wellFamily*. Retrieved from <https://www.verywellfamily.com/what-does-esl-mean-620816>
- Arnold, W., & Malcolm, F. (2014). *Teaching English*. Retrieved from British Council: <https://www.teachingenglish.org.uk/article/reading-young-learners>
- Arnold, W., & Malcolm, F. (2014). *Teaching English*. Retrieved from Teaching English: <https://www.teachingenglish.org.uk/article/reading-young-learners>
- Baena, G. (2017). *Metodología de la investigación*. México: Grupo Editorial Patria.
- BBC. (2019, August 1). *The British Council*. Retrieved from <https://www.teachingenglish.org.uk/article/intensive-reading>

- Benavides, A. (2019). *Multisensory Activities and the Reading Skill*. Ambato: UTA.
- Boulet, G. (2015, 10 17). *eLearningIndustry*. Retrieved from <https://elearningindustry.com/difference-between-knowledge-and-skills-knowing-not-make-skilled>
- Broadbent, Et. Al. (2018, abril 26). Incidental learning in a multisensory environment across childhood. *Developmental Science*, 21(2), e12554. doi:10.1111/desc.12554.
- Cagri, T. (2015, 11 28). *Research Gate*. Retrieved from [https://www.researchgate.net/publication/329268348\\_Combining\\_Extensive\\_and\\_Intensive\\_Reading\\_to\\_Reinforce\\_Language\\_Learning](https://www.researchgate.net/publication/329268348_Combining_Extensive_and_Intensive_Reading_to_Reinforce_Language_Learning)
- Cambridge. (2019, August 3). *Cambridge Dictionary*. Retrieved from [www.cambridgedictionary.com](http://www.cambridgedictionary.com)
- Çelik, Ş., & Karatepe, Ç. (2018). The Impact of Multi-sensory Language Teaching on Young English Learners' Achievement in Reading Skills. *ResearchGate*, 12(2), 80-95.
- Clark, C., & Rumbold, K. (2014). *Reading for Pleasure: A research overview*. National Literacy Trust.
- County Meadows Montessori. (2014). *Montessori, The Philosophy*. Retrieved from <http://country-meadows-montessori.com/montessori-the-philosophy/>
- Cox, J. (2019). *Multisensory Teaching Method to Reading*. *ThoughtCo*.
- David, L. (2016, 02 01). *The Montessori Method (Montessori)*. Retrieved from <https://www.learning-theories.com/montessori-method-montessori.html>
- EFL Tech. (2017). *ER Central*. Retrieved from <https://www.er-central.com/>
- English Helper*. (2017, December 17). Retrieved from <https://www.englishhelper.com/>
- Harcourt, H. (2016). *American Heritage*. Retrieved from <https://www.thefreedictionary.com/disability>

- Harmer, J. (2015). *The practice of English language teaching*. Essex, England: Pearson Educaiton Limited.
- Houghton Mifflin. (2014, 12 21). *Collins English Dictionary*. Retrieved from [www.thefreedictionary.com/procedure](http://www.thefreedictionary.com/procedure)
- Ian, J. (2017, 05 30). *Research Gate*. Retrieved from [https://www.researchgate.net/publication/317244049\\_Physical\\_activity\\_Health\\_impact\\_prevalence\\_correlates\\_and\\_interventions](https://www.researchgate.net/publication/317244049_Physical_activity_Health_impact_prevalence_correlates_and_interventions)
- IBO. (2019, julio 16). *International Baccalaureate Organization*. Retrieved from <https://www.ibo.org/globalassets/publications/recognition/learnerprofile-en.pdf>
- Jeremy, K. (2017, 06 29). *Edumaxi*. Retrieved from <https://www.edumaxi.com/what-is-extensive-reading/>
- Juárez, L. (2018). *Multisensory learning: what we need to know*. Bogotá: Research Gate.
- Keyser, A. (2019, August 3). *Why is reading important?* Retrieved from WorksheetCloud: <https://www.worksheetcloud.com/blog/why-is-reading-important/>
- Lestrud, M. (2014). Reading Skills. *Encyclopedia of Autism Spectrum Disorders*, 101-139.
- Lexico. (2019). *Oxford*. Retrieved from <https://www.lexico.com/en/definition/target>
- Marshall, C. (2017, 09 12). *Montessori education: a review of the evidence base*. Retrieved from Montessori education: a review of the evidence base
- Ministerio de Educación. (2019, julio 15). *Ecuadorian English Teacher Standards*. Retrieved from [https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares\\_2012\\_ingles\\_opt.pdf](https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf)
- Montesori. (2015, October). *Kids Collective Preschool*. Retrieved from <http://kids-collective.com/blog/reading-and-writing-with-montessori/>
- Morin, A. (2018). *Multisectory learning*. New York: Understood.

- Nida Temiz. (2016, April). *Participatory Educational Research*. Retrieved from Participatory Educational Research: [http://www.perjournal.com/archieve/issue\\_3\\_1/5-per\\_15-48\\_volume\\_3\\_issue\\_1\\_page\\_40\\_53.pdf](http://www.perjournal.com/archieve/issue_3_1/5-per_15-48_volume_3_issue_1_page_40_53.pdf)
- Pan, E., Muaka, A., Bernhardt, E., & Kamil, M. (2014). *Teaching Reading*. Geneva, Switzerland: IAE.
- Parker, D. (2015). *Probeseite aus Skyline, Advanced Level*. Berlin: Ausgabe .
- Raising Children. (2020). *5-6 years: child development*. Retrieved from <https://raisingchildren.net.au/school-age/development/development-tracker/5-6-years>
- Rodríguez, A. (2017, 09 16). *Fundación Querer*. Retrieved from Enseñanza Multisensorial: <https://www.fundacionquerer.org/ensenanza-multisensorial/>
- Rosenberg, L. (2015). *The Effects of Multisensory, Explicit, and Systematic Instructional Practices on Elementary School Students with Learning Impairments in Encoding and Oral Reading*. Boston, MA: Northeastern University (Doctoral Thesis).
- Sánchez, Á. (2016). *Enseñanza multisensorial. Ventajas del método de enseñanza multisensorial*. Valladolid: Universidad de Valladolid (tesis de grado).
- Schlesinger, N. (2016). *The Impact of Multisensory Instruction on Learning Letter Names and Sounds, Word Reading and Spelling*. Arizona: University of Arizona (Doctoral Thesis).
- Strauss, V. (2019, 03 27). *Washington Post*. Retrieved from Perspective: <https://www.washingtonpost.com/education/2019/03/27/case-why-both-sides-reading-wars-debate-are-wrong-proposed-solution/>
- TeachingEnglish*. (2019, July 25). Retrieved from <https://www.teachingenglish.org.uk/article/reading-young-learners>

- Terán, E. (2016). *Multisensory Program for Developing Reading Comprehension Skills in the Fourth Grade Students with Primary Dyslexia at Harvard High School of Guayaquil*. Guayaquil: UCSG (Tesis de grado).
- Toro, B. (2017, 09 10). *Instrucción Multisensorial ¿Puedo ayudar a mis hijos en el hogar para mejorar su proceso de aprendizaje?* . Retrieved from <http://yelitztn-educacinactual.blogspot.com/2017/09/instruccion-multisensorial-puedo-ayudar.html>
- Waterford.org. (2020). *Education*. Retrieved from Multisensory Learning as an Effective Strategy: <https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/>
- Webster Dictionary. (2019, 09 23). *Learners Dictionary*. Retrieved from [www.merriam-webster.com/dictionary/enhance](http://www.merriam-webster.com/dictionary/enhance)



DE GUAYAQUIL

**ANNEX 1**

**Observation of the Reading Classroom Process -**

Information Gathering Guide

**Objective:** To verify the procedures that English teachers apply to develop the reading skills in second grade students, through the application of the research instruments.

**Date:** \_\_\_\_\_

**Observation Guide #:** \_\_\_\_\_

**Quantitative analysis:**

1 = Very poor    2 = Poor    3 = Fair    4 = Good    5 = Excellent

ITEMS	1	2	3	4	5
<b>PRESENTATION:</b>					
1. Establish the purpose for the class.					
2. Activities are developed in a logical order.					
3. Review vocabulary before starting.					
4. Make text to life connection to activate prior knowledge.					
5. Encourage children to predict what the story will be about.					
6. Point out difficult words and ideas.					
7. Ask children to identify problems and solutions.					
8. Asked children to retell or summarize stories					

**Qualitative analysis:**

ITEMS	YES	NO
<b>OTHER ASPECTS:</b>		
9. Apply Read-Aloud and other strategies to encourage students use their senses.		
10. Use strategies to help students recognize information in simple texts.		
11. Consider students' own characteristics and intelligence to learn.		
12. Consider students' needs and strengths.		
13. The class objectives were achieved.		
<b>MOTIVATION:</b>		
14. Motivate students to work through the material presented		
15. Select material according to students' preferences and level.		

DE GUAYAQUIL

**ANNEX 2**

Reading Lesson Plan - Evaluation Checklist

<b>ITEMS</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATIONS</b>
1. Includes clear objectives considering students' needs, level and age.			
2. Includes a logical order of the class procedure.			
3. Students' skills development is verified.			
4. Includes activities to activate students' prior knowledge.			
5. Is oriented to build in students the ability to understand complex content of all sort.			
6. Includes appropriate narratives.			
7. Includes interesting narratives.			
8. Includes expository material (fact based-text to expose the truth through a reliable source) to help students understand narratives.			
9. Includes activities to make students scan for information in a story.			
10. Includes activities to make students skim for information in a story.			
11. Includes activities to make students predict what will happen in a story.			
12. Includes activities to make students recall background knowledge.			
13. Includes the before-during-after reading phases.			
14. Builds vocabulary including specific words that appear in students' texts, so they can use them in varied contexts.			
15. Considers technology application.			

### ANNEX 3

#### Teachers' Interview

##### INSTRUCTIONS

Please, answer all the questions with honesty. There are no right or wrong answers. The questionnaire is anonymous.

##### GENERAL INFORMATION:

Genre: ( ) Male ( ) Female

Age: \_\_\_\_\_

1. What skill in the English Language is, in your opinion, the most important? Explain briefly why.
2. What reading strategies do you teach students to enhance comprehension and retention?
3. In a reading class, do you teach specific words that appear in students' texts?
4. Do you usually include pair or group work activities in a reading class?
5. Without the ability to translate letters into sounds, students cannot develop the reading skills. Do you help students map sounds to letters and decode words?
6. Do you believe using audio recordings or watching a clip of a storyteller performing a story works better to engage students in their reading? Explain why.
7. Have you considered making students create their own illustrations to represent a story main idea?
8. Do you include activities that encourage students use their senses in a reading class? Give examples.
9. How is the learning and teaching process for the development of the reading skills?
10. What common difficulties do you find in the development of the reading skills?
11. According to your experience, how would you describe the reading level of the second grade students?
12. How would you describe the way you teach reading to second grade students?
13. How important do you consider the use of students' senses to enhance the reading skills?
14. Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?
15. What kind of resources do you use during reading instruction with the second grade students?

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL**

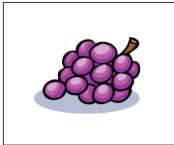

**ANNEX 4  
Reading Comprehension Pre-Test  
(Current 2<sup>nd</sup> grade students)**

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_


**PART 1**

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

 <p style="margin-left: 20px;">These are grapes. <input checked="" type="checkbox"/></p>	 <p style="margin-left: 20px;">This is a house. <input checked="" type="checkbox"/></p>
--	--

**QUESTIONS**

1



This is a helicopter.

2



This is a clock.

3



These are shells.

4



This is a sock.

5



These are chairs.

**PART 2**

Look and read. Write YES or NOT.



Examples:

There are two armchairs in the living room.

Yes.

The big window is open

No.

**QUESTIONS**

1. The man has got black hair and glasses. ....
2. There is a lamp on the bookcase. ....
3. Some of the children are singing. ....
4. The woman is holding some drinks. ....
5. The cat is sleeping under an armchair.....

### PART 3

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

Example:



s n a k e

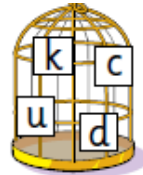


### QUESTIONS

1



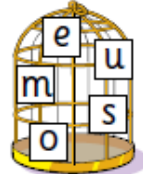
-----



2



-----



3



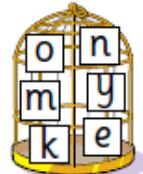
-----



4



-----



5

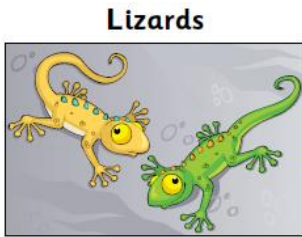


-----



**PART 4**









Read this. Choose a word from the box. Write the correct word next to numbers 1-5.  
There is one example.



Lots of lizards are very small animals, but some are really big. Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

Cambridge Assessment English. (2018). English Cambridge Qualifications. Pre A1 Starters. Retrieved from <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>



DE GUAYAQUIL


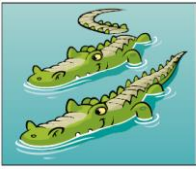
ANNEX 5

Reading Comprehension Post-Test


(Current and former 2<sup>nd</sup> grade students)

PART 1

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

 <p>This is a bus. <input checked="" type="checkbox"/></p>	 <p>These are snakes. <input checked="" type="checkbox"/></p>
--	--

QUESTIONS

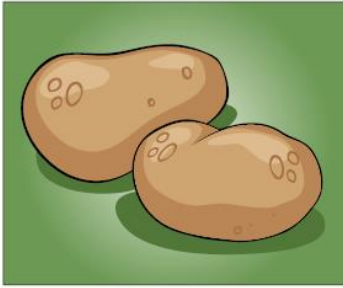
<p>1</p>  <p>This is a mat. <input type="checkbox"/></p>
---

2



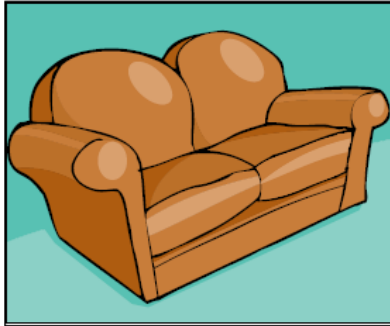
This is an ear.

3



These are coconuts.

4



This is a sofa.

5



These are helicopters.

**PART 2**

Look and read. Write YES or NOT.



Examples:

The boys are wearing blue shorts. Yes .

The cows are looking at the sun. No .

**QUESTIONS**

The children are fishing in the sea.....

There's an old boot in the water. ....

You can see three fish in the picture.....

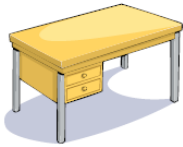
The child with black hair is sitting down. ....

There's a green frog on the bag.....

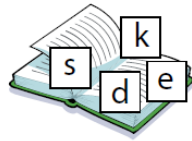
### PART 3

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

Example:



d e s k

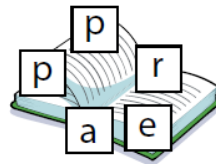


### QUESTIONS

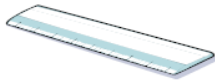
1



-----



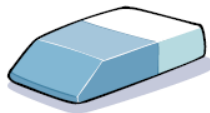
2



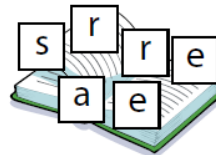
-----



3



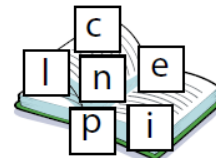
-----



4



-----



5



-----











## PART 4

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

### A horse



Horses are beautiful animals. The one in the picture has four long ..... , two big (1) ..... and a long face. It has a brown (2) ..... on its body too. Lots of (3) ..... enjoy riding horses. Some families have a horse for a pet. At the end of the (4) ....., they clean their horse and give it (5) ..... and water. Horses like eating apples and carrots!

			
legs	people	food	balloon
			
eyes	door	day	tail

Cambridge Assessment English. (2018). English Cambridge Qualifications. Pre A1 Starters. Retrieved from <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol2.pdf>

**ANNEX 6**

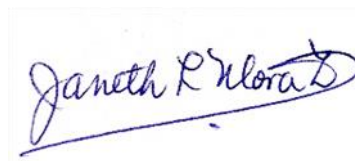
**Validation of the Proposed Project Plan**

**MULTISENSORY LEARNING AND READING SKILLS IN SECOND  
GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD  
EDUCATIVA PARTICULAR BILINGÜE “SANTO DOMINGO DE  
GUZMÁN”, SCHOOL YEAR 2019-2020**

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect			✓		
Social impact		✓			
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments: The activities provided in the proposal activate prior knowledge and strengthen brain learning.

NAME:	Janeth Leticia Mora Zapater, Mg.
OCCUPATION:	Director of English School – ULVR
PHONE NUMBER:	0990536501



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
DE GUAYAQUIL**

Validation of the Proposed Project Plan 2

**MULTISENSORY LEARNING AND READING SKILLS IN SECOND  
GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD  
EDUCATIVA PARTICULAR BILINGÜE “SANTO DOMINGO DE  
GUZMÁN”, SCHOOL YEAR 2019-2020**

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments: These activities are very useful because reading helps students build a better vocabulary.

NAME:	Mélida Campoverde
OCCUPATION:	University Professor
PHONE NUMBER:	0986103613



DE GUAYAQUIL


Validation of the Proposed Project Plan 3

**MULTISENSORY LEARNING AND READING SKILLS IN SECOND GRADE GENERAL BASIC EDUCATION STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE “SANTO DOMINGO DE GUZMÁN”, SCHOOL YEAR 2019-2020**

**RATING SCALE**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	 Signature
Occupation:	Coordinator	
Phone number:	0993742876	