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Multisensory Activities and the Reading Skill.

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I declare this undergraduate dissertation entitled “**MULTISENSORY ACTIVITIES AND THE READING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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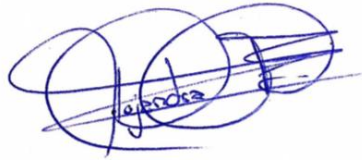
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DEDICATION

I dedicate this research work to my Lord God because he blessed me to arrive at this point in my life by giving me health, life, and strength in all the difficult moments. To my mother who gives me all her love and her unconditionally support in every step that I make. To my father who is an angel that protects me from heaven. To my grandparents who take care of me since I was a child and give me their wise advice. To my sister who gave me the person that I love the most. To my little nephew for giving me his pure love and the most beautiful smile that I ever saw before.

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THEME: MULTISENSORY ACTIVITIES AND THE READING SKILL.

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ABSTRACT

Multisensory Activities have a great contribution to the teaching/learning process especially on the reading skill development because the use of the senses (visual, auditory, kinesthetic, tactile) helps each letter, word or sentence become more memorable for learners in order to facilitate the knowledge acquisition and retain information for longer. However, some teachers prefer to use conventional teaching methods instead of using multisensory activities which may be the reason of students' low level of reading comprehension, resulting in poor development of the reading skill in general. Thus, this research aimed to analyze the influence of Multisensory Activities on the reading skill development in young learners. Moreover, a Quantitative method was used because all the research process was measured with statistic methods. Besides, this research focused on a pre-experimental method in which just one group of 24 students at Unidad Educativa “Mario Cobo Barona” (experimental group) were subject of study. A pre-test, experiment (the use of multisensory activities), and post-test were carried out in order to identify the learners’ problems and outcomes. Consequently, the Wilcoxon rank test was used to verify the hypothesis, resulting in the acceptance of the alternative hypothesis which means that the application of Multisensory Activities has a great influence on the Reading skill development in young learners.

Keywords: Multisensory activities, reading skill, reading comprehension, pre-experimental method.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

To have investigative sources is the key for developing the research in order to get good results. However, there is not enough information focus on Multisensory Activities and the Reading skill. Fortunately, some scientific studies with specific similar features based on the variables where found and they will support the current research.

First, according to the study designed by *Celik Korkmaz & Karatepe (2018)* “**The Impact of Multi-Sensory Language Teaching on Young English Learners' Achievement in Reading Skills**” had the purpose to investigate the effects of multisensory language teaching on young learners for the reading skill achievement. This study was based on both methods qualitative and quantitative in order to analyze and interpret the effects of the MSLT on the reading skill. Moreover, a quasi-experimental research was applied using a pre-test and a post-test, for this, 45 students were divided into control and experimental groups. In the control group was applied conventional education and in the experimental group, multisensory language teaching was taught using visual, tactile, kinesthetic, and auditory drills. At the end of the experiment, it was concluded that the experimental group got positive results because learning through Multisensory Language Teaching made the reading activities more memorable and enjoyable learning experience, but, above all, it helped keep the information in learners' long-term memory.

Second, in the research study “**The Effectiveness Of A Multi-Sensory Approach In Improving Letter- Sound Correspondence Among Mild Intellectual Disabled Students In State Of Kuwait**” carried out by *Moustafa & Ghani (2016)*, had as aim to determine the effectiveness of the multisensory approach for acquiring the early reading and phonemic skills on mildly disabled learners. In a population of 20

students, a quantitative method was applied for gathering information, as well as, a quasi-experimental study method in which a pre-test and post-test were developed. To identify the different results between the pre- test and post-test scores, the T-Test for the paired sample was applied. Finally, the results showed that the multisensory approach had a great effect on mildly disabled students' learning because the use of the multisensory approach helped recognize and remember letter- sounds which are the main steps to develop reading skill in a good way.

Third, in the research carried out by *Lee (2016)* “**Multisensory Modalities For Blending And Segmenting Among Early Readers**”, had the purpose to determine the effects of the multisensory instruction using different modalities in the early reading acquisition. In this research, the principal method was the quasi-experimental in which 56 students got to experiment with the different multisensory activities. For those activities, the conventional way (letter cards) and technology (iPad) were used. Based on the study findings, both modalities were considered effective because the most important thing is to use the multisensory instruction in order to acquire easily and interestingly the reading skill. Also, the author concluded that the use of the senses in reading activities using both modalities provides the opportunity to explore different learning pathways.

In addition, according to *Mahmoud Ghoneim & Abdelsalam Elghotmy (2015)*, in the research titled “**The Effect Of A Suggested Multisensory Phonics Program On Developing Kindergarten Pre-Service Teachers' EFL Reading Accuracy And Phonemic Awareness**” , the study investigated the effect of the Multisensory phonemic program on improving EFL reading accuracy and phonemic awareness on kindergarten teachers. A quasi-experimental research took place in a group of 40 kindergarten teachers, in which a pre-test was applied before the intervention of the experiment, and after the experiment using the multisensory program, a post-test was executed. So, at the end, the results showed that the multisensory phonics program was effective for developing the EFL reading accuracy and phonemic awareness in kindergarten pre-service teachers. To incorporate Multisensory Programs for teachers

is the key to an effective teaching process because teachers transmit their knowledge to the students and it must be a process wisely done.

Finally, in the study developed by *Alenizi (2019)* **“Effectiveness of a Program Based on A Multi-Sensory Strategy in Developing Visual Perception of Primary School Learners with Learning Disabilities”**, the authors investigated the effect of the multisensory strategy for the visual perception development on disabled students. The study used a quasi-experimental method with 30 learners who were divided into two groups. The control group had the conventional reading instruction and the experimental group worked with multisensory strategies. The instruments for the data collection were a pre-test and post-test which helped evaluate the teaching’s effectiveness. The findings showed that there was a difference in both groups, therefore; the conclusion was that it is helpful for learners to use their sensorimotor experiences using the reading materials in the learning process for a better mentally stimulation and visual perception.

To sum up, based on the studies of the different authors, Multisensory Activities has a great contribution to the learning process especially on the reading skill development because the use of the senses helps each letter, word or sentence become more memorable for learners in order to retain information for longer.

INDEPENDENT VARIABLE: MULTISENSORY ACTIVITIES

Multisensory Activities

It is important to have new ways of learning in order to reinforce students' knowledge (Fernández, Ocampo, Costantino, & Dop, 2019). For this reason, an innovative way that helps learners to acquire knowledge in a better way is Multisensory activities (Kivilehto, Malin, & Rätty, 2015). In addition to this, Maliki & Yasin (2017) explain that multisensory activities are the best learning and teaching way in which all the senses have the purpose to facilitate knowledge acquisition. Furthermore, Nasir (2014) adds that multisensory activities have a great influence to increase the reading ability which is the principal skill that needs to be achieved for knowledge acquisition.

Besides, Hoisington (2015) mentions that Multisensory activities are different ways of teaching, in which more than one sense is involved at the moment to develop an activity. The different parts of the brain are activated simultaneously when the individuals use their senses for knowledge acquisition. The main senses using in the Multisensory Activities are visual, kinesthetic, auditory, and tactile. Moreover, Syalviana (2019) explains that multisensory activities are the best way to improve the reading skills, (Nurjanah & Eka, 2017) especially for learners who have reading difficulties, or (Budiman, 2017) that do not have the interest to read.

Also, Hoisington (2015) provides different multisensory activities to apply in the classroom to develop the reading skill:

Visual Activities.

- Imagine the word: the use of flashcards is the tool here. Children need to create a mental picture while reading in order to memorize the words. When a letter or word becomes an image, learners can remember it better.
- Paint the object: learners use printable books to develop this activity. They read the sentence and try to understand, guide by the picture that is in there.

- The correct place: provides the opportunity to comprehend the text by completing blanks using pictures.

Auditory Activities.

- Chanting: provides the opportunity to reinforce new words because of repetition. After learning a word, teachers chant words several times.
- Rhyming: provides the opportunity to learn word families. For example, pen, ten, men.
- Talking image: provides the opportunity to familiarize a description with a picture.

Kinesthetic Activities.

- Form a flag: provides the opportunity to understand questions and their answers.
- Faster as you can: learners need to familiarize a sentence with a picture by making a competence.

Tactile Activities.

- What do you see: provides the opportunity to use clay to form a figure based on a description.
- Word building: provides the opportunity to form different words by using plastic letters. A new vocabulary is given, learners need to build the words that the teacher writes on the board. Finally, they read the word that they formed using plastic letters.
- Read, Write, and Build: in a paper with three-space, the teacher provides a word. Learners have to read that word, write the same word and then, using clay or plastic letters to build that word.

On the other hand, *Davies (2012)* talks about the importance of multisensory activities for developing the reading skill because it allows stimulating learning/teaching experiences for all learners who are still improving their reading senses. These learning activities give away to different multisensory experiences. For instance, (1) is designed to stimulate all the senses, auditory, visual, kinesthetic, and tactile; (2) encourages critical thinking and learning, and development of social, cognitive and emotional abilities; (3) helps to discover learning styles and needs; (4) motivates learners which is an important step in the reading process due to without its motivation they avoid the reading process; and (5) facilitates the reading acquisition. Multisensory Activities has a particular value for English learners who have difficulties in developing the reading skill, they provide a new learning environment.

Furthermore, (*Walet, 2011*) expresses that visual, auditory, kinesthetic and tactile are the main senses using at the moment to develop multisensory activities. Also, these senses help discover the different learning styles which provide multiple pathways for teaching/learning. Learners who struggle with the development of the reading skill need proactive educators who will be able to design creative learning activities to help overcome learners' learning difficulties. There is a huge variety of strategies that teachers can employ to engage and motivate their students in effective learning experiences. However, the Multisensory method is the main strategy that utilizes the VAKT pathways and cognitive program instruction to help in the learners' difficulties. Teachers need to investigate the adequate use of those activities and incorporate them into their teaching process. If multisensory activities are constantly used in reading classes, students will become good readers due to a good teaching method means a good acquisition of knowledge and development of the reading skill.

VAKT

VAKT describes the main senses (visual, auditory, kinesthetic, and tactile) that are used in the multisensory activities (*Lutfia, Abdul, & Saichudin, 2016*). VAKT helps in the multisensory stimulation in order to develop the brain and cognition (*Thomas et al., 2018*).

It is considered as a helpful method for developing in a good way the reading skill. For learners who have difficulties in the learning process, especially, problems in the reading skills improvement, the activities that involve VAKT are very useful for solving any reading problem because it uses all the pathways in the brain in order to enhance memory, abilities, and learning process (*Jeyasekaran, 2015*). In addition to this, *Maspika & Kurniawan (2019)* says that VAKT method is for all children who have problems to overcome the reading skill easily because achieve skills that is in a foreign language is difficult, but if teachers use good teaching methods, learners will succeed in the learning process. However, *Sugiharto & Hendy (2016)* explain that the VAKT method should be applied just for children who have special needs because their difficulty in developing the reading skill is not an easy thing to master. They have a great deficiency to comprehend the reading components. For this reason, VAKT is the best method for children with special needs because the stimulation that produces helps in the reading skill improvement.

It is important to point out that the use of VAKT is a useful and interesting way to learn for all learners, not only for people with special needs. VAKT helps to develop the different skills, especially the complex ones like the reading skill because the exposure of the body and the surroundings is the best learning stimulus.

Cognition

Cognition is considered as a mental process of awareness which involves different functions such as judging, reasoning, and planning. However, some studies support different theories of cognition.

According to *Fisher, Simmons, & Allen (2019)*, cognition is an important quality that needs to be developed in students by using mentally exercises because this quality helps gain confidence, high psychological functioning, and the most important thing to enhance

critical thinking and the problem-solving skill. Nevertheless, *Shoghi Javan & Ghonsooly (2018)* states that cognition is a mental function that is increased at the moment to learn a foreign language. Bilingualism helps to activate different cognitive functions such as monitoring, attention, and inhibition. Children who learn a foreign language at an early age are able to develop their cognition faster because when a second language is learning, their mind is working harder constantly in order to understand and acquire something that is not in their mother tongue. Therefore, bilingual learners have a better cognition rather than monolinguals because to keep control over their two languages, bilinguals use cognitive control processes. Moreover, to learn a second language or more languages helps to people to improve their cognition (*Ellis, 2019*), languages are an emergent, social, and integrated way to activate the mental function 'cognition' (*The Douglas Fir Group, 2016*).

On the other hand, *Chua, Tan, & Chng (2017)* mention that the key for cognitive development is to be in contact with the surroundings because, in that way, their senses will develop in order to help enhance cognition functions. *Smith (2015)* agrees that cognition is activated by the organism interacts with the environment and as a result of the use of the senses.

Human Brain

According to *Arboccó De Los Heros (2016)* human beings have three brains and each brain is in charge of developing different functions; moreover, the information is receiving in different ways, especially children's young brains and adult brains. For this reason, *Krisell & Counsell (2017)* reveals that the human brain is a complex human organ that needs to study due to its operation.

As long as, *Green (2016)* talks about learning motivation and the brain. The human brain is the central system organ that does not need much motivation for learning a language when the teacher uses practices and materials which replicate natural learning

experiences, and class participation is the main tool, but if the teacher uses traditional teaching methods, the brain needs the motivation to work better due to learners will not progress in learning skills. Besides, *Kwan (2018)* mentions that when someone is in the learning process, it is important to use continuous exposure to the best learning activities, in that way, the brain and cognition are further enhanced. Additionally, *Baker & Adams (2015)* argues that a learning activity has high quality and impact when the senses are used for learning because the information will retain in our long- term memory.

DEPENDENT VARIABLE: READING SKILL

Reading skill

Reading is considered as a multisensory activity, which involves cognitive, perceptual and motor interactions with the text or book that is being read (*Mangen, 2010*). The purpose of this skill is to understand and analyze information from a written text in order to interpret what the author wants to say or transmit. Reading is known as a complex, interactive and comprehending skill that needs time and materials to develop it successfully. There are three types of reading. (1) Reading for pleasure allows practicing this skill in order of being a good reader. (2) Reading for information increase the background knowledge of the reader. (3) Reading for research is focused on reading scientific information to design investigative works or any study. (*Bojovic, 2014*). Regardless of the type of reading, English learners have difficulties in learning successfully this skill because of its complexity, interference of the mother tongue, complex vocabulary or grammar, and the use of inadequate teaching/ learning methods (*Altmisdort, 2016*). However, reading difficulties are not impossible to solve. It is difficult to read something that is not in the mother tongue, but the use of good activities will have a positive influence on the reading skill improvement. For that reason, in a classroom, teachers need to consider as a solution the use of Multisensory activities because they help to decrease reading difficulties (*Gerlach, 2017*).

Reading comprehension

Reading comprehension is required in all school levels because it is considered as a tool for students' knowledge development that allows them to approach to the culture and learning in different areas. Having a good reading comprehension is a guarantee to develop other knowledge skills. Comprehension helps to solve different kinds of reading issues, to interpret and analyze graphics, data, maps, or other reading tasks.

Kuşdemir & Bulut (2018) point out that reading and comprehension are combining for a better learning process because the ultimate objective of reading is comprehension. Reading comprehension is a process that is carried out by the reader and the text in an interactive way. Comprehension is considered as a process in which the reader uses their own knowledge or their previous learning experience to deduce or infer the content of the text. Comprehension is also known as a complex skill that involves conscious and unconscious learning/ teaching strategies. Comprehension entails the application of reasoning strategies to construct a meaning model based on the main ideas of the text. Moreover, *Özdemir & Akyol (2019)* talk about the importance of reading comprehension. This competence influence in the development of the reading skill in general, which is very useful in lifelong learning. To develop a good comprehension in reading is essential in different perspectives in order to participate in the readers' communities of the school, everyday life, or even for personal enjoyment.

In addition, from the cognitive point of view of *Brand & Dalton (2012)* comprehension is a competence that allows improving learners' capacities and functions to process information. A developed imagination and a proper understanding allows learners to choice the information, examine it, summarize it, organize it, distinguish the main ideas from the secondary ones, keep it in the long-term memory in the form of main thoughts which will help remember, because its storage has been produced with a great understanding and significance. In the comprehensive reading development, there are some difficulties in the learning process, caused by different causes that make the reader

avoid reading. To prevent these difficulties, the teacher plays an important role. *Nation (2019)* also talks about the idea of reading comprehension difficulties. For English learners, comprehend a text with vocabulary that they do not know is one of the most difficult things, especially if the teacher uses traditional methods that the only thing that makes is to get bored students. *Pourhosein Gilakjani & Sabouri (2016)* suggest that the best strategy for developing the reading comprehension in order to improve in general the reading skill, it is the use of innovative learning activities. Furthermore, *Mireles (2018)* expresses that reading comprehension and multisensory activities have a positive relationship in order to get the expected learning outcomes. The use of the senses in a reading class has a great impact, especially at the moment to comprehend the information. (*Cho, Capin, Roberts, Roberts, & Vaughn, 2019*).

Reading comprehension components

According to *Acosta (2019)* in the reading comprehension development are involved important components. Reading comprehension components are the conscious actions that readers use to monitor and evaluate the breakdowns in comprehension, so that readers can correct and improve them later. Moreover, *Kissau & Hiller (2013)* say that reading comprehension components are useful for both learners L1 and L2 because those components have a great impact to improve the reading skill.

The components propose by *Acosta (2019)* are the most frequent to evaluate and monitor the reading comprehension at the moment to perform reading activities.

Components	Evaluation
Prior knowledge	The form that learners connect new information to the known information, remember relevant information and improve their comprehension.
Monitoring	The way that readers pay attention to the new vocabulary in order to identify complicated vocabulary items, so that they make corrections and adjustments to improve their comprehension.

Questioning	Students make relevant questions. It allows the teacher to understand learners' thought processes and their deep inquiry.
Focus on context	The process to understand contextual references to interpret meaning.
Inferring	The way that readers make interpretations, predictions or conclusions about what they read.
Visualizing	The way that learners create mental images to comprehend what they read.
Paraphrasing	The way that learner rewording the information of the text to show comprehension.

Table 1: Reading comprehension components.

Source: (Acosta, 2019)

Created by: Benavides, A. (2019)

On the other hand, *Ritchey, Palombo, Silverman, & Speece (2017)* mention that when teachers do reading activities for improving comprehension, it is important to take into account specific aspects or components for evaluating this skill in order to get good results. An acronym (PLUG IN) can help teachers to remember what components need to evaluate or monitor in the learners' reading comprehension.

Acronym	Components	Description
P	Preview the text	Focusing on headings, images, and other text features. Students make predictions about the text and generate questions.
L	Link to background knowledge	Students make a connection between their prior knowledge and what they read.
U	Use fix up tactics	Students decodes words and try to understand vocabulary by context.

G	Generate questions	Students make questions in the reading process to clarify doubts.
I	Identify the main idea	Students understand the most important information of the text.
N	Now, answers the questions.	Students answers teacher's questions to show understanding.

Table 2: Reading comprehension components.

Source: (Ritchey, Palombo, Silverman, & Speece, 2017)

Created by: Benavides, A. (2019)

Finally, *Bulut (2017)* expresses that a good development of the reading comprehension depends on the components at the moment to evaluate reading comprehension. For this reason, the author proposes some main components based on an investigative point of view to evaluate the reading comprehension.

Components	Description
Interacting	Interact in the reading process.
Predicting	Make predictions about the text before reading.
Using context	Try to understand the words' meaning from context.
Prior knowledge	Use prior knowledge to understand better the content of the text.
Meaning.	Re- construct meaning.
Summarizing	Summarize the main events and characters in the text.
Reading Importance	Reading skill is considered important by the reader.

Table 3: Reading comprehension components.

Source: (Bulut, 2017)

Created by: Benavides, A. (2019)

English language skills

According to *Alaye (2019)* the purpose of the language skills is to develop communicative competence, (*Rogde, Melby-Lervåg, & Lervåg, 2016*) especially in English learners who have poor language skills domain. A meaningful communication has as base the integration of the four skills. In one activity, students can improve the four skills inadvertently. For instance, in a role-play, students need to 1) write, 2) read, 3) listen to their dialogues, and perform it which implicates 4) speak.

Additionally, the main skills in the English language are divided into two groups receptive and productive. Receptive skills are reading and listening, and productive skills are speaking and writing (*Lorena & Sadiku, 2015*). *Darancik (2018)* considers that productive and receptive skills need to be improved taking into account learner needs in order to acquire a foreign language successfully and effectively. However, (*Aoki & Santiago, 2015*) explain that for children is difficult to acquire skills that are in a different language because of its complexity. If teachers use good teaching methods, the difficulty to improve the English language skills will reduce.

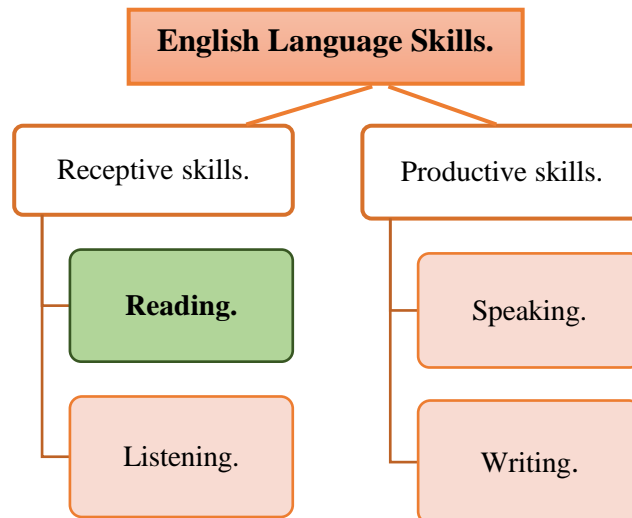


Figure 1: English Language Skills.
Source: (Lorena & Sadiku, 2015)
Created by: Benavides, A. (2019)

Receptive skill

According to *Harits (2016)* the main objective of receptive skills is to understand and assimilate information and not produce language at all. Reading and Listening are receptive skills or sometimes known as passive ones. (*Wifag, 2016*) suggests that sometimes, in the process to learn a foreign language, it is better to start developing receptive skills because they will support to improve the productive skills. For instance, the achievement of the reading skill can promote to develop writing skill. However, *Sheth (2016)* expresses that receptive skills are an essential part of the learning process, but they are considered as complex skills because, for people who just beginning to learn the English language, it becomes difficult especially if teachers do not have the right teaching methods.

On the other hand, in the article designed by *Polišenská, Kapalková, & Novotková (2018)*, it is mentioned that to teach receptive skills to children with disabilities is the most complicated process. Teachers need to be capacitated for developing these skills in the best possible way. Additionally, *Archana & Somasundaram (2017)* say that capacitated teachers are the key in the learning process, but not just for children with special needs. Capacitated teachers play an important role in the teaching-learning process of all children for acquiring the main skills, especially receptive skills because they contribute to other skills development.

1.2 Objectives

1.2.1 General:

- To analyze the influence of Multisensory Activities on the reading skill development.

1.2.2 Specific:

- To identify the importance of Multisensory Activities in the English language learning.

- To propose different Multisensory Activities for the development of the reading skill in the students.
- To evidence the relationship between Multisensory Activities and the reading skill.

The objectives stated in the current research were carried out successfully. It was possible *to analyze the influence of Multisensory Activities on the reading skill development* because, at the beginning of the project, most of the young learners showed a deficiency in the reading skill, but after the application of the multisensory activities, better results were obtained which sustained that learners were influenced by this activities.

Moreover, *these activities were important in the English language learning* because learners could improve their knowledge. In the different multisensory activities, students did not just learn to read, they learned to write, speak, listen, and the most important thing, they enjoyed what they were doing, being this the positive point for a good learning of the English language.

Besides, for developing the main point of this research which is the reading skill, *different multisensory activities were proposed* based on the main senses (VAKT). Each activity helped to acquire easily this skill. For this reason, they were able to associate and remember most of the learned things at the moment to do the post-test which showed better scores.

Finally, all the results based on each analysis carried out in the methodology *evidenced that the multisensory activities have a great relationship with the reading skill* because students improved in a good percentage their reading knowledge when these activities were added in their classes.

CHAPTER II

METHODOLOGY

2.1 Resources

To carry out in a proper way the current research, different resources are used. In a population of 24 students who belong to ninth “B” grade at Unidad Educativa Mario Cobo Barona, two samples of reading of KET test are applied. One reading sample to apply a pre-test and then another one to apply a post-test. Also, different materials such as clay, pictures, ice cream sticks, worksheets, and notepaper are used to develop the experiment by using multisensory activities.

2.2 Methods

2.2.1 Research Approach

According to *Apuke (2017)* the aim of a quantitative methodology is to quantify, define and analyze variables to obtain results. Also, it uses and analyzes the numerical data using statistical techniques to answer specific questions like how, how much or many, what, where, when, and who. Moreover, it describes the methods to explain a phenomenon through gathering information in numerical form. Based on this criteria, this research is focused on a Quantitative method because all the research process is pointed out in an experiment by using a test in which the data is measured with statistic methods (descriptive and inferential statistics), charts, and tables to get generalizable results from the students for testing the hypotheses.

2.2.2 Basic Mode of Research

- **Bibliographic:** To have various sources to get the necessary information for developing a research is important. For this investigative work, the data information is obtained from digital sources, especially published scientific articles designed by different authors. All the collected information provides the opportunity to develop and sustain the theoretical basis in the present research.

- **Field:** The research field is carried out in a natural setting where the independent variable (Multisensory Activities) and the dependent variable (Reading Skills) can occur successfully. For this reason, this research has the intervention both of students and the researcher in a real class in order to get good collaboration, results, and avoid any possible manipulation in the collected data.
- **Pre-experimental:** This research involves the manipulation of the independent variable to get a positive effect on the dependent variable. Only in an experimental group a pre-test, experiment (the use of multisensory activities), and post-test are carried out in order to identify the learners' problems and outcomes. Also, it is pre-experimental because a comparison of results is applied.

2.2.3 Level of Research

- **Exploratory:** This type of research is carried out when there is a lack of information about a topic which is the case of this research. The research applies an exploratory level because its purpose is to get meaningful information about the two variables and its relation, clarify meanings, or even eliminate any idea out of context in order to determine *what* the problem is.
- **Descriptive:** This research is descriptive because it helps to get information based on the current studied phenomenon to describe "*how* occurs" regarding the variables or conditions in a situation. Also, the hypothesis is verified by using the Wilcoxon rank test in order to describe the results in a better way.
- **Explanatory:** This level studies, explains, or demonstrates the relationship between the two variables. Moreover, it tries to explain *why* the phenomenon happens.

2.2.4 Population and Sample

For the current research, a non- probability sampling is used. Young learners from 12-13 years old from ninth "B" grade at the Unidad Educativa "Mario Cobo Barona" are considered, corresponding to the academic period September 2019- Julio 2020.

Description	Number	Percentage
Men	4	16,7 %
Women	20	83,3 %
Total	24	100%

Table 4: Population.

Source: Institution.

Created by: Benavides, A. (2019)

2.2.5. Information Collection Plan

The time for the data collection is carried out in six sessions (40 minutes each one) in two weeks with a population of 24 young learners, who help the research to identify the influence that the multisensory activities have in their reading process.

Basic questions.	Explanation.
Why?	To achieve the objectives of the current research.
Whom?	Learners of the institution (Mario Cobo Barona).
Which aspects?	Reading Comprehension.
Who?	Author of the research.
When?	2019.
Where?	Unidad Educativa “Mario Cobo Barona”.
What instruments?	KET test (reading- writing part).
How often?	Twice 1. Pre-test. 2. Post- test.
Which situation?	Multisensory Activities and the Reading skill.

Table 5: Information collection plan.

Source: Institution.

Created by: Benavides, A. (2019)

2.2.5.1 Instruments

In this research, the reading and writing sample of the KET test is taken from the Cambridge webpage. That section is divided into 9 parts, but only 8 parts really evaluate the reading skill. Each part evaluates different comprehension components which help learners to develop the reading skill.

	Tasks	Components	
Part 1	Matching.	Inferring, paraphrasing, prior knowledge.	M
Part 2	Gapped sentences.	Focus on context, prior knowledge.	O
Part 3	Conversations.	Prior knowledge, questioning, inferring, focus on context.	N
Part 4	Factual text.	Inferring, paraphrasing.	I
Part 5	Text with gaps.	Focus on context, prior knowledge.	T
Part 6	Word completion.	Visualizing, prior knowledge, focus on context.	O
Part 7	Text with gaps.	Prior knowledge, focus on context.	R
Part 8	Fill in a form.	Visualizing, synthesizing (focus on details).	I
			N
			G

Table 6: KET test components.

Source: Cambridge webpage.

Created by: Benavides, A. (2019)

All the components are based on a valid rubric of reading comprehension designed by *Acosta (2019)*. The rubric evaluates each component in four levels which is useful because it helps to know the level of the reading comprehension skill achievement.

2.2.5.2 Validation of the Instruments

The pre-test and post-test applied in the pre-experiment are KET Tests (reading sample) which have validation from Cambridge.

The reading comprehension rubric also is validated in an investigation "The Reading Comprehension Strategies of Second Language Learners: A Spanish-English Study" designed by *Acosta (2019)*.

2.2.6 Information Processing Plan

In the present research, the process of the information was carried out following four steps in order to achieve the research objectives:

Pre-test.

- For the whole population (experimental group) a prior evaluation was applied to know at what level of the reading skill the learners are. For this purpose, a reading sample using only 8 parts of the KET Test was used.
- The data collection was tabulated to obtain the different results that allowed to determine the level of the students' reading knowledge based on the rubric. The result was represented in a table.

Application.

- The application of the Multisensory Activities was in 40 minutes each hour of English classes.
- It was applied different activities with the corresponding material, all of these based on the main senses (visual, auditory, kinesthetic and tactile).

Post-test.

- After the application, using another reading sample of the KET Test, the whole population was evaluated again in order to show their reading skill improvement and the effectiveness of the multisensory activities
- The data collection was tabulated to obtain the different results.
- The pre-test and post- test were displayed in a table to show a results comparison that allowed to determine if the level of the students' reading knowledge improved.

Data Analysis.

Once all the numerical data was gathered, it is important to make an analysis by using a statistic test. However, it is indispensable to know if the data of both tests are normally distributed or not to apply a good statistic test for verifying the hypothesis. So, the Shapiro Wilk test helped to know this information.

Pre-test

Sorted Data		Coefficients				Diff	a*diff	Distribution
N°	Frequency	a1	0,45	x24-x1	12,00	5,39	0,029	
Student 21	12	a2	0,31	x23-x2	9,00	2,79	0,046	
Student 23	13	a3	0,26	x22-x3	8,00	2,04	0,068	
Student 16	14	a4	0,21	x21-x4	7,00	1,50	0,090	
Student 1	15	a5	0,18	x20-x5	7,00	1,26	0,090	
Student 7	15	a6	0,15	x19-x6	6,00	0,91	0,090	
Student 13	15	a7	0,12	x18-x7	4,00	0,50	0,090	
Student 17	15	a8	0,10	x17-x8	4,00	0,40	0,090	
Student 18	15	a9	0,76	x16-x9	3,00	2,29	0,090	
Student 19	15	a10	0,54	x15-x10	2,00	1,08	0,090	
Student 4	16	a11	0,03	x14-x11	1,00	0,03	0,110	
Student 5	17	a12	0,01	x13-x12	0,00	0,00	0,121	
Student 8	17					18,20	0,121	
Student 20	17						0,121	
Student 2	18						0,121	
Student 3	18						0,121	
Student 15	18						0,121	
Student 6	19						0,121	
Student 12	19						0,111	
Student 10	21						0,111	
Student 11	22						0,070	
Student 14	22						0,048	
Student 22	22						0,048	
Student 24	22						0,048	
Student 9	24						0,048	

Σ	Median	Variance	SS	b
421	17,54	10,61	202,23	18,20
Standard deviation				
3,256821158				

W: b2/SS	p-value
1,64	0,884

Table 7: Validation of normality. (pre-test)

Source: Students' pre-test.

Created by: Benavides, A. (2019)

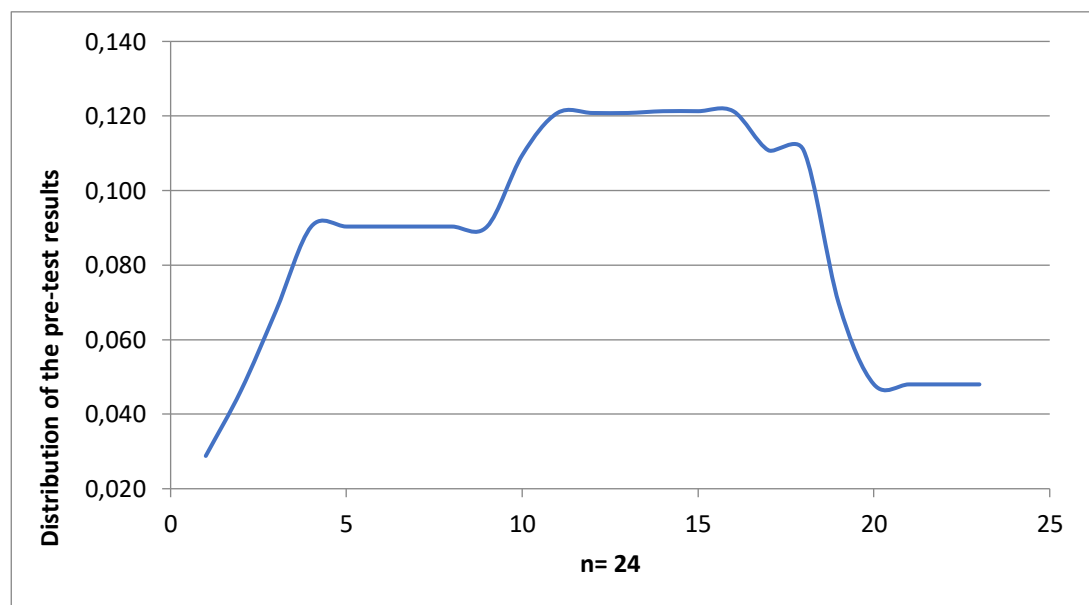


Figure 2: Testing for normality. (pre-test)

Source: Students' pre-test.

Created by: Benavides, A. (2019)

The table 7 describes the statistical process by using the Shapiro Wilk test to know if the sample in the pre-test is normally distributed. First, it was sorted the data to get better results in each formula. Then, it was searched for the coefficients, based on the sample size which helped to know the difference values. Next, based on specific formulas, the median, variance, SS, b, and standard deviation were obtained in order to prove the distribution of the data. Finally, once all the elements were obtained, W was formulated to compare with p-value (obtained from the Shapiro-Wilk table), and after doing this process, it was obtained that the p-value (0,884) is less than W statistic (1,64) which means that in the pre-test the data is non-normally distributed.

Besides, the figure 2 represents non-symmetrical distribution because the results obtained in the pre-test were similar among students. For this reason, the skewness in the sample is remarkable; this means that the population is also skewed or non-normally distributed.

Post-test

Sorted Data		Coefficients			Diff	a*diff	Distribution
N°	Frequency						
Student 3	35	a1	0,45	x24-x1	13,00	5,84	0,049
Student 23	35	a2	0,31	x23-x2	8,00	2,48	0,049
Student 1	36	a3	0,26	x22-x3	7,00	1,79	0,072
Student 17	36	a4	0,21	x21-x4	7,00	1,50	0,072
Student 20	36	a5	0,18	x20-x5	7,00	1,26	0,072
Student 9	37	a6	0,15	x19-x6	5,00	0,76	0,094
Student 12	37	a7	0,12	x18-x7	5,00	0,62	0,094
Student 13	37	a8	0,10	x17-x8	4,00	0,40	0,094
Student 4	38	a9	0,76	x16-x9	2,00	1,53	0,113
Student 6	38	a10	0,54	x15-x10	2,00	1,08	0,113
Student 14	38	a11	0,03	x14-x11	1,00	0,03	0,113
Student 8	39	a12	0,01	x13-x12	0,00	0,00	0,123
Student 11	39					17,29	0,123
Student 21	39						0,123
Student 2	40						0,121
Student 22	40						0,121
Student 7	41						0,109
Student 5	42						0,089
Student 18	42						0,089
Student 15	43						0,066
Student 16	43						0,066
Student 19	43						0,066
Student 24	43						0,066
Student 10	48						0,066

Σ	Median	Variance	SS	b
945	39,38	10,42	165,23	17,29
Standard deviation				
3,227766761				

W: b2/SS	p-value
1,81	0,884

Table 8: Validation of normality. (post-test)

Source: Students' post-test.

Created by: Benavides, A. (2019)

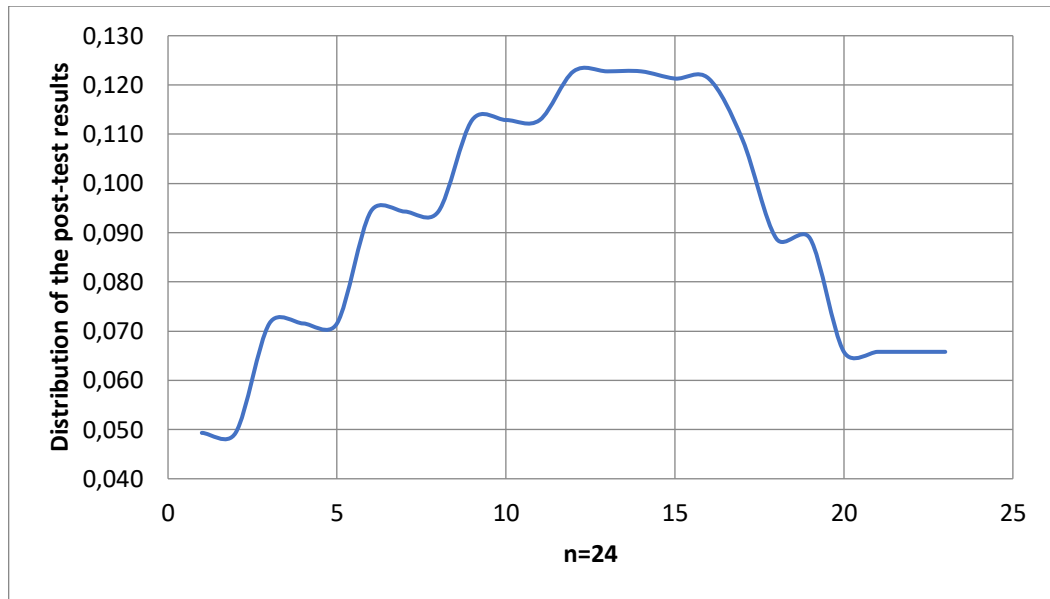


Figure 3: Testing for normality. (post-test)
Source: Students' post-test.
Created by: Benavides, A. (2019)

The table 8 shows the statistical process by using the Shapiro Wilk test to know if the sample in the post-test is normally distributed. First, it was sorted the data to get better results in each formula. Then, it was searched for the coefficients, based on the sample size which helped to know the difference values. Next, based on specific formulas, the median, variance, SS, b, and standard deviation were obtained in order to prove the distribution of the data. Finally, once all the elements were obtained, W was formulated to compare with p-value (obtained from the Shapiro-Wilk table), and after doing this process, it was obtained that the p-value (0,884) is less than W statistic (1,81) which means that in the post-test the data is non-normally distributed.

Besides, the figure 3 represents non-symmetrical distribution because the results obtained in the post-test were similar among students. For this reason, the skewness in the sample is remarkable; this means that the population is also skewed or non-normally distributed.

P- value > W normally distributed.

P-value < W non-normal distribution.

Based on the results obtained, it was concluded that the sample does not belong to a normal distribution because in both analyses (pre-test and post- test) the p-value is less than W. Also, the graphic clearly shows that the curve has not a good design.

In this research to verify the hypothesis, the Wilcoxon rank test is applied because this test helps to analyze non-parametric or ordinal data. It is a common option to measure data when its assumptions are not met.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, it is showed the numerical data and the graphical representation based on the experiment application with young learners from ninth “B” grade at Unidad Educativa "Mario Cobo Barona". To have a better understanding of the collected information, tables and figures are used. Besides, the verification of the hypothesis by using the Wilcoxon rank test is included.

3.1.1 Interpretation of data

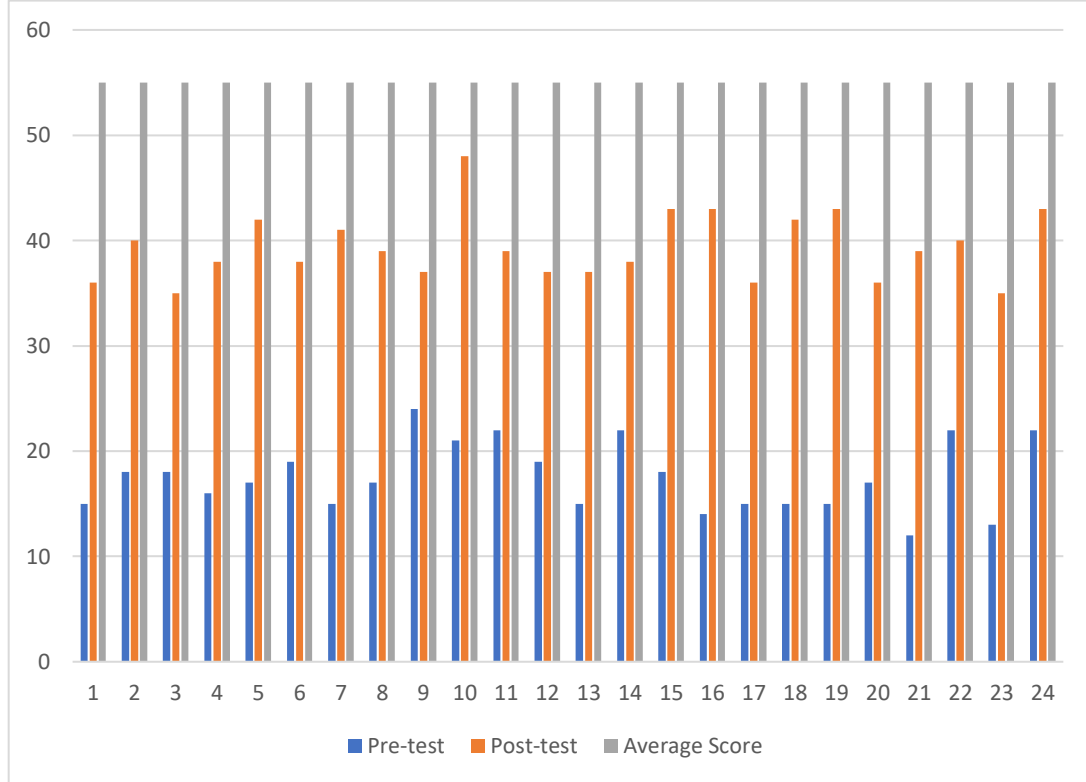
Table 9: Pre and post-test individual comparison scores.

N° of Students	Pre-test/ 55	Post-test/55	Average Score
1	15	36	55
2	18	40	55
3	18	35	55
4	16	38	55
5	17	42	55
6	19	38	55
7	15	41	55
8	17	39	55
9	24	37	55
10	21	48	55
11	22	39	55
12	19	37	55
13	15	37	55
14	22	38	55
15	18	43	55
16	14	43	55
17	15	36	55
18	15	42	55
19	15	43	55
20	17	36	55
21	12	39	55
22	22	40	55
23	13	35	55
24	22	43	55

Source: Students’ pre and post-test scores.

Created by: Benavides, A. (2019)

Figure 4: Pre and post-test individual comparison scores.



Source: Students' pre and post-test.
Created by: Benavides, A. (2019)

The figure 4 demonstrates individual results of the 24 students based on three aspects: pre-test (blue bars), post-test (orange bars), and the average score (gray bars). In the pre-test, the whole population obtained a score from 12 to 24 which indicates a low level of the reading domain. However, in the post-test, students were able to obtain scores from 35 to 48 which shows a better reading domain. Contrasting the scores of both tests, there is a remarkable difference that most of the students improve their reading skill after the application of the Multisensory Activities.

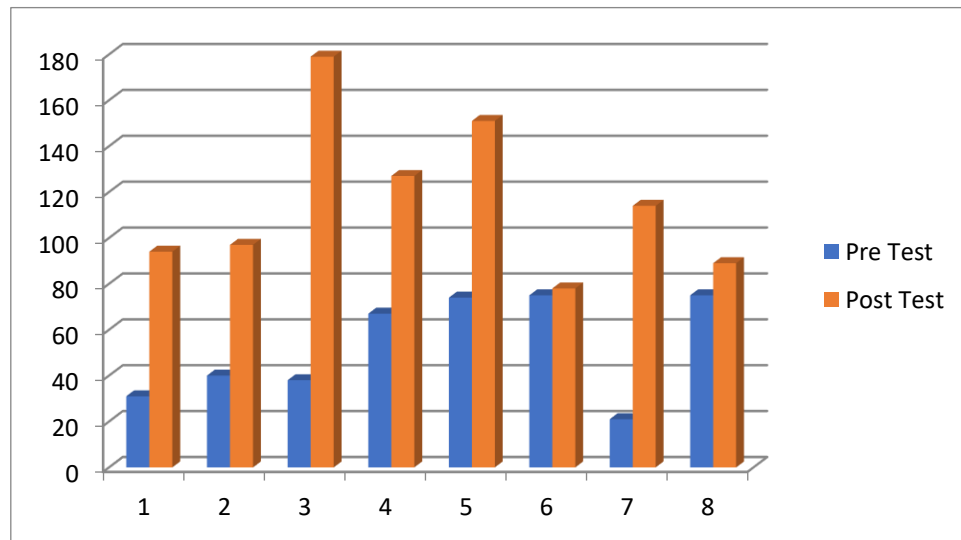
Table 10: Pre and post-test general comparison scores.

	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6	Part 7	Part 8
Pre-test	31	40	38	67	74	75	21	75
Post-test	93	97	179	127	151	78	114	89

Source: Students' pre and post-test scores.

Created by: Benavides, A. (2019)

Figure 5: Pre and post-test general comparison scores.



Source: Students' pre and post-test.

Created by: Benavides, A. (2019)

The figure 5 displays a comparison based on the general scores of the 24 students that were obtained in each part of the pre and post-test. It is important to take into account that in each part of the reading sample of the KET test, there are specific activities to do.

In the first (matching), second (gapped sentences), third (conversations), and seventh (text with gaps) part clearly show that in the pre and post-test the general scores has a noticeable difference, the students improve the reading skill very much. In the fourth (factual text), fifth (text with gaps), sixth (word completion), and eight-part (fill in a form) even though the students already had a regular command of these activities, it is also shown that they obtained better scores after the application of the Multisensory Activities.

Finally, it is necessary to emphasize that in part 3(conversation) the comparison of the general scores shows the best result of achievement than the other parts.

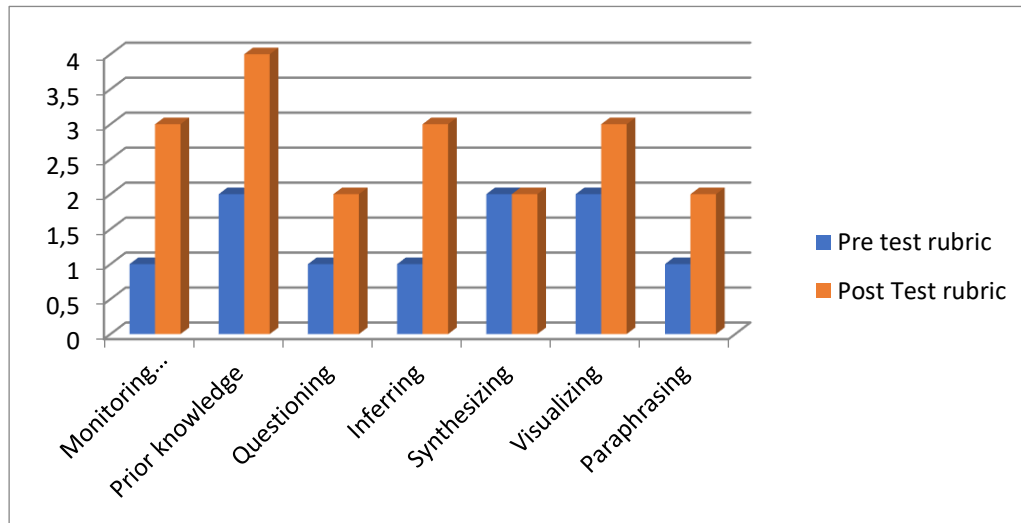
Table 11: Pre and post-test rubric comparison.

	Monitoring comprehension	P. knowledge	Questioning	Inferring	Synthesizing	Visualizing	Paraphrasing
Pre test rubric	1	2	1	1	2	2	1
Post test rubric	3	4	2	3	2	3	2

Source: Students' pre and post-test rubric.

Created by: Benavides, A. (2019)

Figure 6: Pre and post-test rubric comparison.



Source: Pre and post-test rubric.

Created by: Benavides, A. (2019)

The figure 6 shows the 8 components of the pre and post rubric that were taken into account to evaluate the students' reading comprehension level through the development of the 8 parts of the reading sample of the KET test.

In the questioning, visualizing, and paraphrasing components, it demonstrates that students increase one level after the application of the experiment becoming a regular achievement. In the components of monitoring comprehension, prior knowledge and inferring students have a regular improvement after the application, they increase two levels which is a good achievement. However, in the component of synthesizing the students maintain their level which is not the expected result because they may have increased one level at least.

Besides, the prior knowledge component has more acceptance by the students because they develop until level 4 which means 100%. This result is because, at the moment to do the post-test, they remembered and applied what they learned in the development of multisensory activities.

To sum up, students can improve most of the comprehension components which help them to acquire and achieve the reading skill in a better way.

3.2 Verification of hypothesis

The present research project named “Multisensory Activities and the reading skill” at Unidad Educativa Mario Cobo Barona has been analyzed with the Wilcoxon rank test, to obtain the verification of the hypothesis.

Independent variable:

- ✓ Multisensory Activities.

Dependent variable

- ✓ Reading skill.

3.2.1 Logical Model

Ho: Null hypothesis.

The application of Multisensory Activities has a great influence on the Reading skill development.

HI: Alternative hypothesis.

The application of Multisensory Activities has not a great influence on the Reading skill development.

3.2.2 Statistic Model

		Ranges		
		N	Average range	Sum of ranges
	Negative ranges	0a	,00	,00
Post-test	Positives ranges	24b	12,5	300
Pre-test	Drwas	0c		
	Total	24		

- a. Post-test < Pretest
- b. Post-test > Pretest
- c. Post-test = Pretest

Table 12: Pre and post-test hypothesis.

Source: Hypothesis verification.

Created by: Benavides, A. (2019)

In the table of the range test, it indicates that there are a total of 24 collected ranges or results of both tests which are analyzed in the next way. There are 24 positive ranges, 0 negative ranges, and 0 similar ranges which means that all the scores of the post-test are greater than the pre-test. To sum up, the multisensory activities help to achieve better results in students' reading knowledge.

	Post-test	Pre-test
Z		1,74
Sig. asintót. (bilateral)		0,0409

Table 13: Wilcoxon Test Statistics of contrast.

Source: Hypothesis verification.

Created by: Benavides, A. (2019)

In table 13, applying the Wilcoxon rank test, it shows that when Z is obtained with a significance of 1,74 (bilateral) and the value of p is 0.0409 , and this p-value is less than 0.05, showing rejection to the null hypothesis, and acceptance to the alternative hypothesis, which means that the application of Multisensory Activities has a great influence on the Reading skill development of students at the Unidad Educativa "Mario Cobo Barona".

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After analyzing and interpreting all the collected data in the current research entitled “Multisensory Activities and the Reading skill” carried out with young learners from ninth “B” grade at Unidad Educativa Mario Cobo Barona, the following conclusions, recommendations, and limitations were established:

4.1 Conclusions

- Most of the students showed a deficiency in the reading skills due to the use of conventional teaching methodology, but after the application of the multisensory activities, better results were obtained in their reading knowledge. Thus, an individual comparison analysis based on each learners’ results, it was defined that multisensory activities are important in the teaching/learning process due to they produce a positive influence on the improvement of the reading skill.

- The results obtained in the pre-test were analyzed and it was concluded that despite the fact students study English, there is a low reading comprehension which is the main reason for the low grades obtained in all the parts. Students did not complete all the questions of the pre-test because they did not comprehend what they read, they showed selflessness and frustration leaving many questions in blank. However, after the application of multisensory activities based on VAKT senses, the post-test was carried out, also the results were analyzed, it was determined that they understood better each part of the test showing less frustration and selflessness and more reading comprehension domain because they completed most of the questions without fear, resulting in better scores.

- The application of multisensory activities allowed to develop different reading comprehension components. However, it was concluded that learners improve

their prior knowledge in a better way because the use of the senses in the activities proposed in the current research helped the different parts of the brain were activated simultaneously which gave more meaningful learning. For this reason, they were able to associate and remember most of the learned things at the moment to do the post-test.

- The application of the Wilcoxon rank test allowed to determine the influence that multisensory activities have when developing the reading skill, taking into account the collected results in the pre and post-test. Moreover, the statistical results showed that after using multisensory activities most of the young learners had a remarkable improvement in all the components of the reading comprehension skill.

4.2 Recommendations

- To apply conventional teaching methods can discourage students to learn especially at the moment to acquire a complex skill such as reading. For this reason, teachers need to use multisensory activities in their reading classes due to those activities engage the students' attention and facilitate the teaching/learning process to improve the reading skill in an effective way.
- It is recommended to use multisensory activities in the reading classes by using the correct material because those activities help develop their senses and it is determined that they understand better what they read showing less frustration and selflessness and more reading comprehension domain.
- It is important to develop the different reading comprehension skills by using multisensory activities because, in that way, the acquisition of knowledge will be easier and effective because the use of the main senses helps have a better impact in the learning process, especially at the moment to develop the reading skill.

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Annexes

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 12 de septiembre de 2019

Doctor
Marcelo Núñez Espinosa
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación.

Yo, Luz Amada Porras, en mi calidad de Coordinadora del Área de Inglés de la Unidad Educativa Mario Cobo Barona, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Multisensory Activities and the Reading Skill" propuesto por la estudiante Alejandra Elizabeth Benavides López, portadora de la Cédula de Ciudadanía 180382746-6, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Dra. Luz Amada Porras.
Cédula de Ciudadanía: 0502180607
No teléfono celular: 0994390214
Correo electrónico: luzamada4@yahoo.es



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 410-021 / Casilla 101
Ambato-Ecuador

Ambato 23 septiembre 2019
Res. N° FCHE-CD-2566-2019

Señores/as

Benavides Lopez Alejandra Elizabeth

Estudiante de la Carrera de Idiomas, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

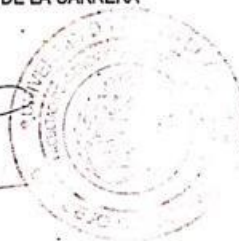
Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 23 septiembre de 2019, en atención al informe favorable de los profesores evaluadores Mg. Cristina Jordán Y Mg. Dorys Cumbe, sobre el tema: "MULTISENSORY ACTIVITIES AND THE READING SKILL" por usted propuesto resuelve:

DESIGNAR A LA DOCENTE MG. LORENA PARRA COMO TUTOR DE LA PROPUESTA DEL PERFIL DEL TRABAJO DE TITULACIÓN QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.15 DEL REGLAMENTO PARA LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL DE GRADO DICE: " El tiempo para el desarrollo del trabajo de Titulación.- El estudiante debiera asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la opción de titulación escogida en el período académico de culminación de estudios (es decir aquel en el que el estudiante se matriculó en todas las actividades académicas que requiera aprobar para concluir su carrera o programa) si el estudiante concluye con el trabajo de titulación podrá presentarlo en cualquier momento de ciclo académico destinado a la titulación. Se entenderá que el estudiante concluye y aprueba el trabajo de titulación únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (Informe final del trabajo de titulación) 45 días antes de la culminación del ciclo académico destinado a la titulación o a las prórrogas respectivas. Además se deberá tomar en cuenta lo determinado en el Reglamento de Régimen Académico vigente y Normativa Legal aplicable para el efecto.

SE RECOMIENDA QUE EN LA EJECUCIÓN DEL TRABAJO DE TITULACIÓN SE TOMÉ EN CUENTA LA REDACCIÓN, ORTOGRAFIA Y EL NOMBRE CORRECTO DE LA CARRERA

Atentamente,


Dr. Mg. Victor Hernández del Soto
PRESIDENTE



CC:

DIRECTOR DE PROYECTO Adj: Proyecto
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Annex 2: Lesson planning

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

LESSON PLAN FORM

CLASS: 9th grade.		TOPIC: The use of Multisensory Activities.		
TEACHER'S NAME: Benavides Alejandra.		TIME: 40 min (each class)		
GENERAL COMPETENCE: To develop reading skill through Multisensory Activities with satisfactory performance according to the student's needs and learning styles.		LESSON OBJECTIVES: <i>GENERAL:</i> - To analyze the influence of Multisensory Activities on the reading skill development. <i>SPECIFIC:</i> - To identify the importance of Multisensory Activities in the English language learning. - To propose different Multisensory Activities for the development of the reading skill in the students. - To evidence the relationship between Multisensory Activities and the reading skill.		
METHODOLOGY USED: Multisensory Activities.		FOCUS ON VALUES: Respect, sincerity, and collaboration.		
CONTENTS: Pre-test, experiment (use of multisensory activities), post-test, survey, conclusion.				
BIBLIOGRAPHY: https://www.theliteracynest.com/2018/06/multisensory-teaching-strategies-in-the-classroom-part-one.html https://mnliteracy.org/sites/default/files/multisensory_techniques_to_teach_reading_skills.pdf		RESOURCES: Pictures, worksheets, clay, ice cream sticks, note paper, teacher's voice.		
PROCEDURE				
CLASS	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS	COMPONENTS
	1. Presentation of the process.	Students listen to the teacher.	Students understand the	Not applicable

1 st	2. Teacher gives some instruction.	Students listen to the teacher.	process and the instructions.	
	3. Pre-test: Teacher tests students' reading skill by using a reading test.	Students develop the reading test.	Students' score.	Based on the rubric.
Multisensory Activities				
2 nd	4. Visual: (<i>The correct place</i>). Teacher provides worksheets that contains a short story with some blanks, mini pictures that are part of the story and a space to write the title based on the main idea of the story.	Students read the story in silence. They put the pictures in the correct blanks to complete the story. They write the title of the story.	Motivated students. Students focus on the activities. Student analyze and remember the information learned.	Focus on context Visualizing Prior knowledge Monitoring Inferring
3 rd	5. Auditory: (<i>Talking image</i>). Teacher provides pictures to the students. Each picture has a description that is read by the teacher aloud.	Students pay attention to the message that the teacher is reading. They understand the description of the picture. The student with the correct picture according to the description rises his/her hand and says "talking image"	Good comprehension for performing the reading activities.	Visualizing Paraphrasing Inferring Synthesizing Prior knowledge Monitoring

4 th	<p>6. Kinesthetic: (<i>Form a flag</i>). Teacher divides the class into two groups, one group works with answers that are written in a note paper and the other group works with ice cream sticks that have questions.</p>	<p>Students move around the class looking for their partner who have the correct answer to the question. They paste the note paper in the ice cream stick forming a flag. They read the question with the answers.</p>		<p>Questioning Prior knowledge</p>
5 th	<p>7. Tactile: (<i>What do you see</i>). Teacher provides a short-written description of animals or objects. Teacher gives clay of any color.</p>	<p>Students read the description in silence. They design the animal or object using clay. They describe their object. (retell)</p>		<p>Visualizing Prior knowledge Monitoring Synthesizing</p>
Final process.				
6 th	<p>8. Post-test: Teacher tests students' reading skill by using a reading test.</p>	<p>Students develop the reading test.</p>	<p>Students do the test without much effort. Students comprehend what they read. Students' score</p>	<p>Based on the rubric.</p>
<p>Note: In each activity, it can get involved two senses or more that help students to develop different reading comprehension components.</p>				
<p>Observation:</p>				

Annex 3: Pre-test



Darich Kavala

KEY ENGLISH TEST
for Schools
Reading and Writing

22/55

Time 1 hour 10 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

READING

Questions 1 – 55 carry one mark.

WRITING

Question 56 carries five marks.

500/2416/4

© UCLES 2014

Cambridge English Entry Level Certificate in ESOL International (Entry 2)

Reading and Writing • Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 You cannot use your phone.

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1-H You should put things back in the right place. ✓

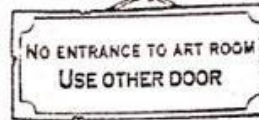
2-L Go here if you have lost something. ✗

3-D You must walk in this place. ✗

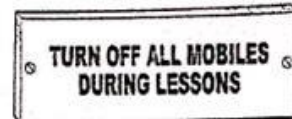
4-G These students do not have a lesson. ✗

5-F You cannot go in through here. ✗

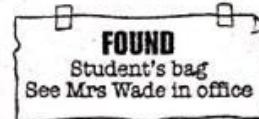
A



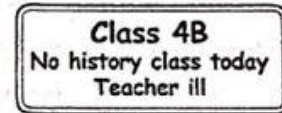
B



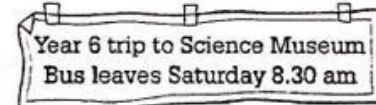
C



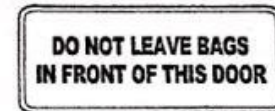
D



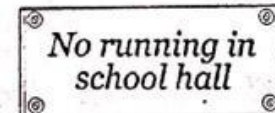
E



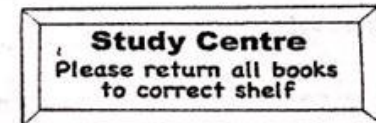
F



G



H



4/5

Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about an internet café.
Choose the best word (A, B or C) for each space.
For questions 6 – 10, mark A, B or C on your answer sheet.



Example:

0 Last month an internet café near Ivan's house.

- A opened B began C arrived

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 The internet café quickly became with Ivan and his friends.

- (A) favourite B popular C excellent Y

7 It only Ivan five minutes to get to the café.

- A takes (B) has C gets Y

8 Ivan often his friends there after school.

- A waits B meets (C) goes X

9 The café has different of computer games that they can play.

- (A) things B ways C kinds X

10 Ivan thinks there is a lot of information on the internet.

- A certain B sure (C) useful V

115

Reading and Writing • Part 3

Questions 11 – 15

Complete the five conversations.
For questions 11 – 15, mark A, B or C on your answer sheet.

Example:

0



Where do you come from?



A New York

B School

C Home

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Why didn't you come to the pool yesterday?

A I didn't see them there.

B It was a great time.

C I was doing something else. ✓

12 I have to go home now.

A Have you been before?

B It's still quite early.

C How long was it for? ✗

13 Whose phone is that?

A It's not there.

B Wasn't it? ✗

C I'm not sure.

14 There weren't any more tickets for the match.

A That's a pity.

B It isn't enough.

C I hope so. ✗

15 Shall we play that new computer game?

A It's all right.

B Yes, it is. ✗

C If you'd like to.

Questions 16 – 20

Complete the telephone conversation between two friends.
 What does Josh say to Matt?
 For questions 16 – 20, mark the correct letter A – H on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.

Josh: 0 C

Answer:

0	A	B	C	D	E	F	G	H
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

Josh: 16 F ✓

Matt: Really? There was some information about it in our club magazine.

Josh: 17 B ✓

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

Josh: 18 H ✗

Matt: The prizes are better this time. The top prize is a skateboard.

Josh: 19 J ✗

Matt: You're much better than you were last year!

Josh: 20 D ✗

Matt: Great! See you then.

- A I'd like a new one but I don't think I'm good enough to win.
- B I didn't see it. Is the competition on all afternoon?
- C Hi. You're calling early!
- D Do the winners get CDs like last year?
- E I wasn't very good then.
- F I didn't know that was today.
- G I haven't got one of those.
- H Maybe, we'll see. Shall we meet in the park at 2.00?

2/5

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.

Are sentences **21 – 27** 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions **21 – 27**, mark **A, B** or **C** on your answer sheet.

Ana Johnson



Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

Example:

0 Ana's home is in Melbourne.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Ana hopes she will become an Olympic swimmer.

A Right B Wrong C Doesn't say

22 Ana knows that she is better at short races than long ones.

A Right B Wrong C Doesn't say

23 Ana has won a lot of swimming competitions.

A Right B Wrong C Doesn't say

24 It is difficult for Ana to make friends with other people who swim.

A Right B Wrong C Doesn't say

25 Ana likes doing the same things as other teenagers.

A Right B Wrong C Doesn't say

26 Ana has met people from different countries at swimming competitions.

A Right B Wrong C Doesn't say

27 Ana prefers speaking to journalists to being on television.

A Right B Wrong C Doesn't say

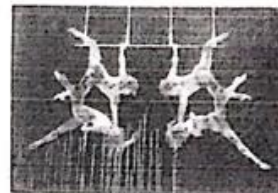
4/7

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word (A, B or C) for each space.
For questions 28 – 35, mark A, B or C on your answer sheet.

A famous circus



The circus, Cirque du Soleil, began (0) Montreal, Canada.

It was started (28) the Canadian Guy Laliberté in 1984.

When he left college, Laliberté travelled around Europe and earned money (29) music in the streets. Not long after he returned home, he started Cirque with (30) friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) over the world and the number of people working for it has grown from 73 to (32) than 3,500.

The Cirque does not have any animals, but (33) is music and dance and each show tells a story. (34) show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) to learn to fly again.

- 28 A from B by C of ✓
- 29 A played B plays C playing ✗
- 30 A their B his C its ✓
- 31 A some B all C enough ✓ 4/8
- 32 A more B much C most ✗
- 33 A this B it C there ✗
- 34 A One B Each C Both ✓
- 35 A need B must C has ✓

Reading and Writing • Part 6

Questions 36 – 40

Read the descriptions of some words about the free time that people have.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 – 40, write the words on your answer sheet.

Example:

0 If you like reading about music and fashion, you may buy this. m _ _ _ _ _

Answer: 0

m a g a z i n e

36 People who like watching football often go to this place.

stadium ✓

37 If you enjoy taking photographs, you will need this.

camera ✓

38 People who like swimming in the sea often go here.

beach ✓

39 You may play this instrument if you like music.

guitar ✓

40 If you enjoy camping, you will need to take this with you.

tent ✓

5/5

Reading and Writing • Part 7

Questions 41 – 50

Complete the message left on the internet by a girl from Mexico City.
Write ONE word for each space.
For questions 41 – 50, write the words on your answer sheet.

Example:

0	is
---	----

My name (0) Elisa Valdez. I'm twelve and I live in Mexico City. I (41) *have* two brothers, Emilio and Miguel. Both of (42) are a few years older (43) me. My sister, Maria, is (44) youngest in my family and it was her tenth birthday (45) week.

I love spending time (46) *is* my friends. We often (47) *the* shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48) and I go there twice (49) week to practise. I've learned a (50) of interesting things about my country's music and dancing.

115

Reading and Writing • Part 8

Questions 51 – 55

Read the invitation and the email.

Fill in the information in Louisa's notes.

For questions 51 – 55, write the information on your answer sheet.

Come to an ice-skating party
on Saturday
at
Park Ice Rink
Starts at 1.30 p.m.

You won't need any money
but bring a warm sweater.

Let me know if you can come
by Thursday.

Sara

From: Carla

To: Louisa

Shall we go to Sara's ice-skating party together?
My dad will take us in the car but we'll need to
come back by bus. We'll drive to yours and get
you at 12.30. Ring me this afternoon on my
mobile (07816 212185) or after 6 p.m. at home
(366387) to let me know.

Louisa's Notes *Ice-skating party*

Person having party: Sara

Day:

51 Saturday ✓

Time:

52 1.30 p.m.

Take:

53 12:30 ✓

Travel there by:

54 Drive Car ✓

Carla's evening phone number:

55 07816 212 185 ✓

3/5

Annex 4: Post-test

Test 1 NAME: *Zharich Lawlor*

PAPER 1 READING AND WRITING (1 hour 10 minutes) 43/55

PART 1
QUESTIONS 1-5

Which notice (A-H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE	ANSWER
0 We work fast.	H

1 This is not for adults. <i>A</i>	A YOUTH CLUB Under 16s only
2 You can't drive this way. <i>C</i>	B <i>Half-price drinks</i> <i>with 3-course meals!</i>
3 We can help you day and night. <i>D</i>	C CITY CENTRE CLOSED TO TRAFFIC ALL DAY TODAY
4 You can have dinner here. <i>B</i>	D <i>Tourist Information</i> <i>open 24 hours</i>
5 Come here to book a holiday. <i>F</i>	E NO PETROL STATION ON MOTORWAY
	F TURNER TRAVEL <i>Fly away to the sun</i> <i>this summer</i>
	G SCHOOL OFFICE CLOSED FOR LUNCH
	H We repair shoes QUICKLY 8 a.m. - 5 p.m.

5/5

PART 2

QUESTIONS 6-10

Read the sentences (6-10) about Sam's new computer.
Choose the best word (A, B or C) for each space.
For questions 6-10, mark A, B or C on the answer sheet.



EXAMPLE

ANSWER

0 Sam's father him a new computer for his birthday.

A

A bought B paid C spent

6 He Sam how to use it.

A learnt **B showed** C studied

7 Sam sent an e-mail to his friend Billy to tell him about his nice present.

A message B programme C form

8 Billy came to Sam's house and they did their geography together.

A subject **B homework** C class

9 They were because they found some information about rivers on the internet.

A happy **B interesting** C pleasant

10 Afterwards, they playing a new computer game together.

A wanted B thanked **C enjoyed**



Scanned with
CamScanner

4/5

PART 3

QUESTIONS 11-15

Complete the five conversations.

For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE

Where do you come from?

A New York.
B School.
C Home.

ANSWER
A

- 11 Who's that man with the green sweater?
A He's my brother.
B It's John's.
C I don't know it.

- 12 Where's Amanda gone?
A She's at the station.
B She'll arrive tomorrow.
C She's going to leave tonight.

- 13 I hate shopping.
A So do I.
B Certainly.
C That's all right.

- 14 How long did the journey take?
A About 500 kilometres.
B Almost 5 hours.
C Last week.

- 15 The room costs £55 a night.
A I don't take it.
B Give me two, please.
C That's a lot.

4/5

QUESTIONS 16–20

Complete the conversation in a garage.

What does David say to the mechanic?

For questions 16–20, mark the correct letter A–H on the answer sheet.

EXAMPLE	ANSWER
Mechanic: Good morning. How can I help you?	
David: 0	E

Mechanic: Certainly. What's the problem?

David: 16 H

Mechanic: How long have you had the car?

David: 17 F

Mechanic: Hm, there may be something wrong with the engine.

David: 18 A

Mechanic: I'm afraid we have a lot of work at the moment. I can't do it until Friday.

David: 19 D

Mechanic: Well, I suppose I can do it on Wednesday.

David: 20 G

Mechanic: Bring it in at 8.30 in the morning.

A Oh dear. Can you repair it now?

B That will be fine.

C Thanks. How much will it cost?

D It's only Monday today. I'll go to another garage.

E Would you have a look at my car, please?

F I bought it new about four years ago.

G It goes at eighty kilometres an hour.

H It won't start in the morning.

4/5

PART 4

QUESTIONS 21–27

Read the article about Howard Bonnier.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on the answer sheet.

HOWARD BONNIER

Bray is a beautiful village about fifty kilometres west of London. A young Englishman named Howard Bonnier opened a restaurant called *The Palace* there about three and a half months ago. Not many people in Britain know Mr Bonnier's name yet, but he's already quite famous in France. This is because he has written in French magazines about almost all the best restaurants in that country. He's only 29 years old.



When Howard was a teenager, he often went to restaurants with his mother and father. He liked doing this so much that he decided not to buy lots of clothes and CDs; instead, he used his money to visit France and eat in good restaurants. He also bought a lot of French and English cookbooks – he says he has more than two hundred and fifty!

So why did he decide to open a restaurant? Simply because he loves cooking. Has it been an easy thing to do? He says it's expensive to start your own restaurant and it's much more difficult to cook for fifty people than to cook for your family, but he's sure he's done the right thing.

EXAMPLE	ANSWER
<p>0 Howard is French.</p> <p>A Right B Wrong C Doesn't say</p>	B

- 21 *The Palace* has been open for less than a year.
 A Right B Wrong C Doesn't say ✓
- 22 Lots of people in France know about Howard.
 A Right B Wrong C Doesn't say ✓
- 23 Howard's parents took him out to restaurants.
 A Right B Wrong C Doesn't say ✓
- 24 Howard has always spent a lot of money on clothes.
A Right B Wrong C Doesn't say ✓
- 25 Howard has written books about French cooking.
A Right B Wrong C Doesn't say ✓
- 26 It costs a lot of money to eat in Howard's restaurant.
A Right B Wrong C Doesn't say ✓
- 27 Howard says cooking for a lot of people is easy.
 A Right B Wrong C Doesn't say X

6/7

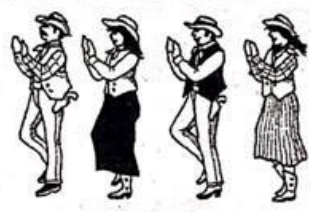
QUESTIONS 28-35

Read the article about line dancing.

Choose the best word (A, B or C) for each space (28-35).

For questions 28-35, mark A, B or C on the answer sheet.

Line dancing



Thousands of people in Britain⁰..... a new hobby – line dancing. In almost²⁸..... town, you will find clubs and classes for this new activity.

‘Line dancing is easy to learn. If you have two feet and can walk, then you can do it!’ Fiona Lever, a teacher,²⁹..... . ‘You don’t need a partner because you dance³⁰..... groups. It’s the³¹..... way to make new friends. In my classes,³²..... are young and old people. The boys like it because they can make a lot of noise with their feet³³..... the dances!’

When³⁴..... line dancing begin? Most people think it started about fifteen years³⁵..... when American country music became famous in Britain.

EXAMPLE			ANSWER	
0	A have	B had	C having	A

- 28 A all B some C every ✓
- 29 A say B says C saying ✓
- 30 A at B to C in ✓
- 31 A best B better C good ✗
- 32 A here B there C they ✓
- 33 A among B across C during ✓
- 34 A has B is C did ✓
- 35 A after B ago C since ✓

7/8

PART 6

QUESTIONS 36-40

Read the descriptions (36-40) of some things you may find in your bag.

What is the word for each description?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on the answer sheet.

EXAMPLE

ANSWER

0 You use this to write with.

p e n

36 If you lose this, you won't be able to get into your house.

key ✓

37 Many people put these on when they want to read something.

g l a s s e s ✓

38 People pay for things with this.

m o n e y ✓

39 If it has been windy, you may need to do your hair with this.

c o m b ✓

40 You write important dates in this so you don't forget them.

d a t e s ✗

PART 7

QUESTIONS 41-50

Complete this letter.

Write ONE word for each space (41-50).

For questions 41-50, write your words on the answer sheet.

Dear Lynne and Tony,

I'm writing (Example: to) say thank you ^{use} 41 the two nights I stayed in
42 lovely home. It 43 good to see you again.

Here 44 the photographs 45 your children that you asked for. They're
good photos, aren't 46? I hope you like 47. I really love my new
camera.

I 48 going to visit my sister in New York next week. I 49 take a lot of
photos there, too. I haven't seen my sister for a long 50.

Thanks again.

Love,

Roy

6/10

PART 8

QUESTIONS 51-55

Read the two e-mail messages.

Fill in the information on the visa application form.

For questions 51-55, write the information on the answer sheet.

To: Churchill Language School, Oxford
From: Alice Silveiro

I would like to study at your school. I work in the reception of a hotel in my home town, Sao Paulo, Brazil, and English is important for my job.

Where can I stay in Oxford? I shall spend two months in Britain.

Alice Silveiro

To: Alice Silveiro
From: Churchill Language School, Oxford

We have six-week courses for people who want to study English. There is a house for students next to the school, in Park Road, at number 26.

You will need a visa.

Churchill Language School

VISA APPLICATION FORM

Name: Alice Silveiro

Nationality:

51	<u>Brazilian</u> ✓
----	--------------------

Job:

52	<u>Receptionist</u> ✗
----	-----------------------

Address in Britain:

53	<u>Sao Paula, Brazil</u> ✗
----	----------------------------

Why are you visiting Britain?

54	<u>to study English</u> ✓
----	---------------------------

How long will you stay?

55	<u>Two months in Britain</u> ✓
----	--------------------------------

3/5

Annex 5: General Rubric

Pre-test

	Level 1	Level 2	Level 3	Level 4
Monitoring Comprehension	<ul style="list-style-type: none"> *Is unaware when reading errors distort the meaning or content of the story. *Student does not have decoding strategies, word analysis, surface, or deep structure strategies to identify unknown words. 	<ul style="list-style-type: none"> *Student is able to identify difficulties, but does not articulate need to solve problem or articulate the problem area. 	<ul style="list-style-type: none"> *Able to articulate and identify what does or does not make sense and implements text management strategies with teacher prompting and guidance. 	<ul style="list-style-type: none"> *Able to articulate and identify what does or does not make sense in a text. *Independently utilize strategies to solve reading problems and enhance understanding. *Independently employ text management strategies (pause, reread, reflect, create solutions to reading problems, etc.)
Using Schema (Prior Knowledge)	<ul style="list-style-type: none"> *Is unable to make any connections with the text. 	<ul style="list-style-type: none"> *Student talks about what text reminds them of, but cannot explain how it relates to the text. 	<ul style="list-style-type: none"> *Student uses general world knowledge, personal experiences and relates it to the text 	<ul style="list-style-type: none"> *Links background knowledge and <u>examples from the text</u> to enhance comprehension and/or interpretation *Students utilize different types of schema to monitor meaning of text.
Questioning	<ul style="list-style-type: none"> *Unable to generate, ask, or answer questions. *Answers to questions are random, inappropriate, or off-topic. *Is unable to utilize text to answer document based questions. 	<ul style="list-style-type: none"> *Student is able to generate some beginner questions. * Student answers questions, yet is unable to support with evidence from the text. 	<ul style="list-style-type: none"> *Student can ask and answer questions and begin to provide evidence from the text. 	<ul style="list-style-type: none"> *Asks and answers different types of questions. *Uses specific evidence and examples in the text to support questions and answers. *Has the capacity to infer an answer to a question from the text.
Inferring	<ul style="list-style-type: none"> *Student does not make predictions, interpretations, or draw conclusions. *Student makes predictions, interpretations, or draw conclusions that are inappropriate or off-topic. 	<ul style="list-style-type: none"> *Students make predictions, interpretations, and draw conclusions that are based off of opinion rather than off of information derived from the text. 	<ul style="list-style-type: none"> *With teacher guidance and support, students create meaning that is not concretely or explicitly stated within the text. 	<ul style="list-style-type: none"> *Student independently makes reasonable, logical predictions and or conclusions that are based on interpretations of text. *Students independently combine schema and explicit examples from text to answer text dependent questions.

<p>Synthesizing</p>	<p>*Student is unable to retell elements of a text.</p>	<p>*Student can retell some elements of the text. *Student cannot differentiate key, important elements vs. inconsequential elements of a text.</p>	<p>*Students retell the story in a sequential, logical manner. *Student is able to identify key elements and themes of the story.</p>	<p>*Student independently summarizes the information from the text in conjunction with other relevant texts, and the reader's schema in a succinct, original way. *Student independently monitors the overall meaning of a text and revises and alters s that meaning as the text evolves.</p>
<p>Visualizing (Sensory Imagery)</p>	<p>*Does not demonstrate use of sensory images.</p>	<p>*Student demonstrates use of some sensory images.</p>	<p>*Demonstrate the use of sensory images *Images are somewhat elaborated from literal text or existing pictures.</p>	<p>*Student independently demonstrates and creates multi-sensory images that extend and enriches the text. *Student use and create images to draw conclusions, to create distinct and unique interpretations of the text, and to recall significant story elements from the text.</p>
<p>Paraphrasing</p>	<p>*Student is unable to understand rewording information.</p>	<p>*Student understand some rewording information with some supporting explanation.</p>	<p>*Student understand most of the rewording information without supporting explanation.</p>	<p>*Student independently understand all the rewording information showing a good comprehension. *Student makes a combination of rewording information schema and information explicit from text.</p>

Post-test

	Level 1	Level 2	Level 3	Level 4
Monitoring Comprehension	<p>*Is unaware when reading errors distort the meaning or content of the story.</p> <p>*Student does not have decoding strategies, word analysis, surface, or deep structure strategies to identify unknown words.</p>	<p>*Student is able to identify difficulties, but does not articulate need to solve problem or articulate the problem area.</p>	<p>*Able to articulate and identify what does or does not make sense and implements text management strategies with teacher prompting and guidance.</p>	<p>*Able to articulate and identify what does or does not make sense in a text.</p> <p>*Independently utilize strategies to solve reading problems and enhance understanding.</p> <p>*Independently employ text management strategies (pause, reread, reflect, create solutions to reading problems, etc.)</p>
Using Schema (Prior Knowledge)	<p>*Is unable to make any connections with the text.</p>	<p>*Student talks about what text reminds them of, but cannot explain how it relates to the text.</p>	<p>*Student uses general world knowledge, personal experiences and relates it to the text</p>	<p>*Links background knowledge and <u>examples from the text</u> to enhance comprehension and/or interpretation</p> <p>*Students utilize different types of schema to monitor meaning of text.</p>
Questioning	<p>*Unable to generate, ask, or answer questions.</p> <p>*Answers to questions are random, inappropriate, or off-topic.</p> <p>*Is unable to utilize text to answer document based questions.</p>	<p>*Student is able to generate some beginner questions.</p> <p>* Student answers questions, yet is unable to support with evidence from the text.</p>	<p>*Student can ask and answer questions and begin to provide evidence from the text.</p>	<p>*Asks and answers different types of questions.</p> <p>*Uses specific evidence and examples in the text to support questions and answers.</p> <p>*Has the capacity to infer an answer to a question from the text.</p>
Inferring	<p>*Student does not make predictions, interpretations, or draw conclusions.</p> <p>*Student makes predictions, interpretations, or draw conclusions that are inappropriate or off-topic.</p>	<p>*Students make predictions, interpretations, and draw conclusions that are based off of opinion rather than off of information derived from the text.</p>	<p>*With teacher guidance and support, students create meaning that is not concretely or explicitly stated within the text.</p>	<p>*Student independently makes reasonable, logical predictions and or conclusions that are based on interpretations of text.</p> <p>*Students independently combine schema and explicit examples from text to answer text dependent questions.</p>

<p>Synthesizing</p>	<p>*Student is unable to retell elements of a text.</p>	<p>*Student can retell some elements of the text. *Student cannot differentiate key, important elements vs. inconsequential elements of a text.</p>	<p>*Students retell the story in a sequential, logical manner. *Student is able to identify key elements and themes of the story.</p>	<p>*Student independently summarizes the information from the text in conjunction with other relevant texts, and the reader's schema in a succinct, original way. *Student independently monitors the overall meaning of a text and revises and alters that meaning as the text evolves.</p>
<p>Visualizing (Sensory Imagery)</p>	<p>*Does not demonstrate use of sensory images.</p>	<p>*Student demonstrates use of some sensory images.</p>	<p>*Demonstrate the use of sensory images *Images are somewhat elaborated from literal text or existing pictures.</p>	<p>*Student independently demonstrates and creates multi-sensory images that extend and enriches the text. *Student use and create images to draw conclusions, to create distinct and unique interpretations of the text, and to recall significant story elements from the text.</p>
<p>Paraphrasing</p>	<p>*Student is unable to understand rewording information.</p>	<p>*Student understand some rewording information with some supporting explanation.</p>	<p>*Student understand most of the rewording information without supporting explanation.</p>	<p>*Student independently understand all the rewording information showing a good comprehension. *Student makes a combination of rewording information schema and information explicit from text.</p>

Annex 6: Multisensory Activities

Visual Activity
(The correct place)

Title: ...pretty... forest



Once upon a time there lived a lion in a . One day after a heavy meal. It was under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion pity and left it. The mouse away.



• Felt
• Felt



On another day, the lion was caught in a net by a Hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion friends. They lived happily in the forest afterwards.

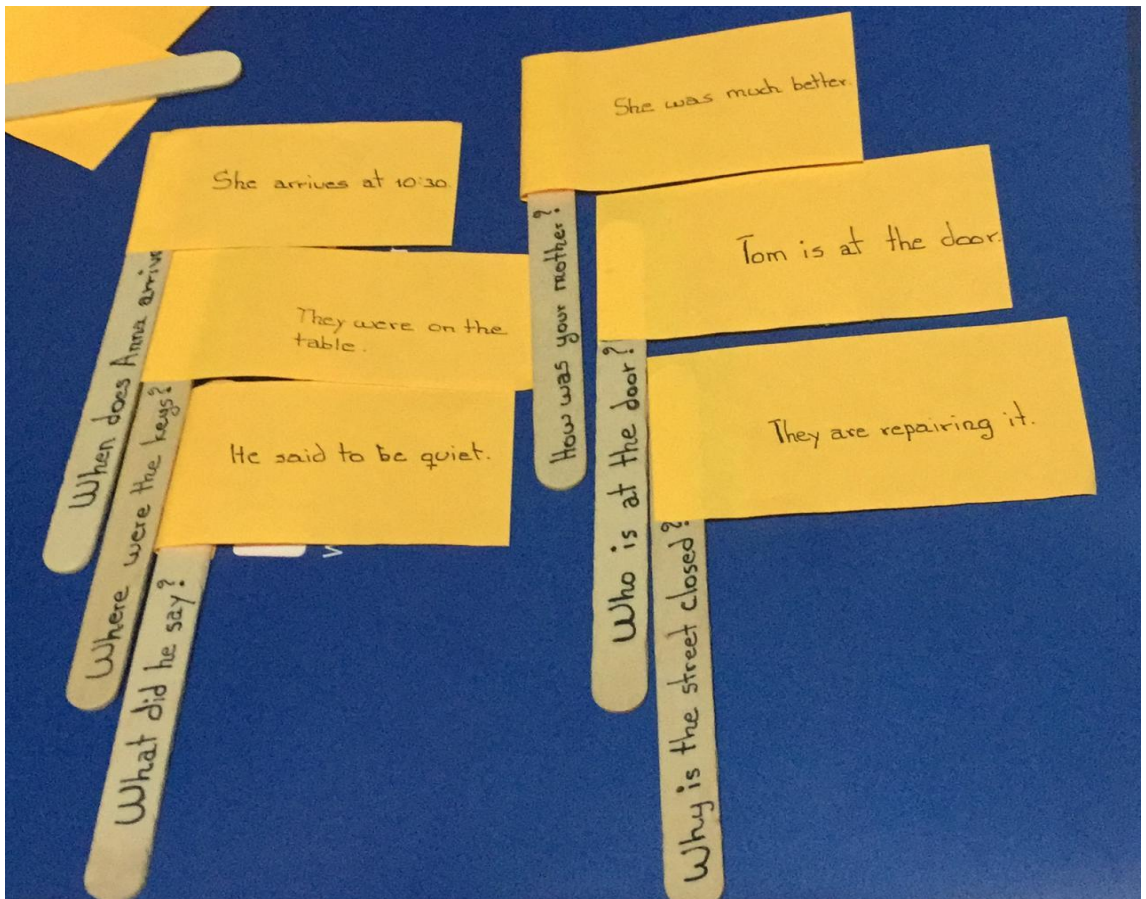


Student's name: ...Vishna... yugsha.....

Auditory Activity
(Talking image)



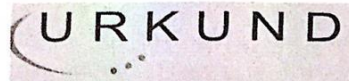
Kinesthetic Activity
(Form a flag)



Tactile Activity
(What do you see)



Annex 7: Urkund analysis



Urkund Analysis Result

Analysed Document: Tesis_BenavidesA..docx (D60758893)
Submitted: 11/12/2019 1:51:00
Submitted By: abenavides7466@uta.edu.ec
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0