

UNIVERSIDAD TÉCNICA DE AMBATO



CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

COHORTE 2022

Tema: Visualizing Strategy to promote higher levels of Reading Comprehension for young high school learners.

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

Modalidad de Titulación: Proyecto de Titulación con Componente de Investigación Aplicada y de Desarrollo

Autora: Lcda Priscila Fernanda Pillaga Riofrío

Directora: Lic. Nelly Patricia Galora Moya. Mgtr.

Ambato – Ecuador

2024

A la Unidad Académica de Titulación del Centro de Posgrados

El Tribunal receptor del Trabajo de Titulación, presidido por la Lic. Lorena Monserrath Meléndez Escobar, Mgtr., delegada por el Ing. Héctor Fernando Gómez Alvarado PhD., e integrado por los señores: Lic. Mariela Alexandra Arias Sislema, Mtr., Lic. Wilber Orlando Romero Villarroel, Mgtr., designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptor el trabajo de Titulación con el tema: “Visualizing Strategy to promote higher levels of Reading Comprehension for young high school learners”, elaborado y presentado por la Lic. Priscila Fernanda Pillaga Riofrío, para optar por el Título de cuarto nivel de Magister en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Lic. Lorena Monserrath Meléndez Escobar, Mgtr.
Presidenta (Delegada) y Miembro del Tribunal

Lic. Mariela Alexandra Arias Sislema, Mgtr.
Miembro del Tribunal

Lic. Wilber Orlando Romero Villarroel, Mgtr.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: “Visualizing Strategy to promote higher levels of Reading Comprehension for young high school learners” le corresponde exclusivamente a la: Lic. Priscila Fernanda Pillaga Riofrío, Autora bajo la Dirección de la Lic. Nelly Patricia Galora Moya, Mgtr., Directora del Trabajo de Titulación, y el patrimonio intelectual a la Universidad Técnica de Ambato.

Lic. Priscila Fernanda Pillaga Riofrío
C.C: 0302422845
AUTORA

Lic. Nelly Patricia Galora Moya. Mgtr.
C.C.: 1803104601
DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Lic. Priscila Fernanda Pillaga Riofrío
C.C.: 030242284-5

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ix
DEDICATORY	x
RESUMEN.....	xii
ABSTRACT	xiii
CHAPTER I.....	13
THE RESEARCH PROBLEM.....	13
1.1 Introduction	13
1.2 Justification.....	14
1.3 Objectives.....	18
1.3.1 General.....	18
1.3.2 Specific	18
CHAPTER II.	19
RESEARCH BACKGROUND	19
2.1 State of the art.....	19
2.2 Literature Review	28
2.2.1 Independent variable: Visualizing Strategy	28
2.2.2 Dependable Variable: Reading comprehension.....	32
CHAPTER III.....	37
METHODOLOGY.....	37
3.1 Location.....	37
3.2 Tools and Techniques.....	37
3.3 Research approach.....	37
3.4 Population and sample.....	38
3.5 Hypothesis Approach	39
3.4 Data collection.....	39

3.5 Information processing and statistical analysis	40
3.4 Experimental design	40
CHAPTER IV.....	44
RESULTS AND DISCUSSION	44
4.1 Research question 1	44
4.2 Research question 2.....	44
4.3 Analysis and discussion of results.....	44
4.3.1 Pre-test results for the Control Group.....	45
4.3.2 Pre-test results for the Experimental Group	49
4.3.3 Post-test results for the Control Group	53
4.3.4 Post-test results for the Experimental Group	55
4.4 Hypothesis verification.....	56
CHAPTER V.	59
CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY AND ANNEXES	59
5.1 Conclusions	59
5.2 Recommendations	60
CHAPTER VI.....	61
PROPOSAL	61
6.1 General Information	61
6.2 Background of the proposal.....	61
6.3 Justification.....	64
6.4 Objectives	65
6.5 Feasibility analysis	66
6.6 Proposal foundation.....	67
6.7 Methodology.....	70
Introduction.....	72
Scope.....	72

Objectives	73
Competences.....	74
Application of visualization strategies.....	76
Intervention Structure	77
Classroom roles.....	78
Visualization Strategies	80
BIBLIOGRAPHY	121
ANNEXES.....	125
READING PRE-TEST	125
READING POST-TEST.....	134

LIST OF TABLES

Chart 1. Population and sample	38
Chart 2. Pre-test results for the Control Group	45
Chart 3. Summary of results Pre-test Control Group	47
Chart 4. Pre-test results for the Experimental Group.....	49
Chart 5. Summary of results Pre-test Experimental Group	51
Chart 6. Post-test results for the Control Group	53
Chart 7. Post-test results for the Experimental Group.....	55
Chart 8. Kolmogorov-Smirnov normality test.....	57
Chart 9. Wilcoxon test for hypothesis verification	58

ACKNOWLEDGEMENTS

First of all, I thank my parents who supported me during my whole life, and especially during this time. To my brothers and friends who have accompanied me during this process, and to my baby who gave me the strenght and motivation to continue improving.

Priscila

DEDICATORY

TO:

My parents for their love, care, support, and guidance. To my brothers and to my precious baby who has become the most important part of my life, and also to my pets who always give me all their love. I love you all so much. Thanks for everything.

Priscila.

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

COHORTE 2022

TEMA:

VISUALIZING STRATEGY TO PROMOTE HIGHER LEVELS OF READING
COMPREHENSION FOR YOUNG HIGH SCHOOL LEARNERS.

MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componente de
Investigación Aplicada y de Desarrollo

AUTORA: Lic. Priscila Fernanda Pillaga Riofrío.

DIRECTORA: Lic. Nelly Patricia Galora Moya. Mgtr.

FECHA: 16 de enero de 2024

RESUMEN

La comprensión lectora en estudiantes de secundaria plantea un desafío continuo en el ámbito educativo, ya que es una habilidad fundamental para el éxito académico y el desarrollo de habilidades críticas. El objetivo de la investigación fue promover un mayor nivel de comprensión lectora de los alumnos mediante la aplicación de la estrategia de visualización. Utilizando un enfoque cuantitativo y empírico-analítico, se implementó un diseño cuasi-experimental que dividió el estudio en tres fases: pretest, intervención y post test. Durante la fase de pretest, se utilizó la sección de reading de la prueba A2 Key para establecer una línea de base. Durante la fase de intervención, se implementaron estrategias de visualización en varias sesiones de clase. En la fase de post test, se evaluaron las mejoras en la comprensión lectora de los estudiantes después de la intervención. Nuestras conclusiones revelan una diferencia significativa en la mejora de la comprensión lectora entre el grupo Experimental y el grupo Control. El grupo Experimental, experimentó un notable aumento en sus calificaciones, subiendo de 3.04 en el pretest a 6.63 en el post test, mientras que el grupo Control aumentó solo ligeramente de 4 a 4.62. Esta diferencia resalta la efectividad de las estrategias de visualización enriquecedoras implementadas durante la investigación. Asimismo, se formuló una propuesta pedagógica detallada que se centró en la implementación de estrategias de visualización. Este estudio subraya la importancia de implementar estrategias de visualización en la enseñanza de la comprensión lectora, ya que no solo mejoran esta habilidad, sino que también enriquecen las habilidades cognitivas y lingüísticas de los estudiantes, lo que las convierte en un valioso recurso para educadores y estudiantes por igual.

Palabras Clave: COMPRENSIÓN DE LECTURA, ESTRATEGIAS DE VISUALIZACIÓN, ESTRATEGIAS MULTIMODALES, ESTRATEGIAS PEDAGÓGICAS, VISUALIZACIÓN EXTERNA, VISUALIZACIÓN INTERNA.

UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

COHORTE 2022

TEMA:

VISUALIZING STRATEGY TO PROMOTE HIGHER LEVELS OF READING COMPREHENSION FOR YOUNG HIGH SCHOOL LEARNERS.

MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componente de Investigación Aplicada y de Desarrollo

AUTORA: Lic. Priscila Fernanda Pillaga Riofrío.

DIRECTORA: Lic. Nelly Patricia Galora Moya. Mgtr.

FECHA: 16 de enero de 2024

ABSTRACT

Reading comprehension in secondary school students poses an ongoing challenge in education, as it is a fundamental skill for academic success and the development of critical skills. The aim of the research was to promote a higher level of students' reading comprehension through the application of the visualization strategy. Using a quantitative and empirical-analytical approach, a quasi-experimental design was implemented, dividing the study into three phases: pretest, intervention and posttest. During the pretest phase, the reading section of the A2 Key test was used to establish a baseline. During the intervention phase, visualization strategies were implemented in

several class sessions. In the post-test phase, improvements in students' reading comprehension were assessed after the intervention. Our findings reveal a significant difference in reading comprehension improvement between the Experimental group and the Control group. The Experimental group experienced a notable increase in their scores, rising from 3.04 on the pretest to 6.63 on the posttest, while the Control group increased only slightly from 4 to 4.62. This difference highlights the effectiveness of the enriching visualization strategies implemented during the research. In addition, a detailed pedagogical proposal was formulated that focused on the implementation of visualization strategies. This study underlines the importance of implementing visualization strategies in teaching reading comprehension, as they not only enhance reading comprehension, but also enrich students' cognitive and linguistic skills, making them a valuable resource for educators and students.

Keywords: EXTERNAL VISUALIZATION, INTERNAL VISUALIZATION, MULTIMODAL STRATEGIES, PEDAGOGICAL STRATEGIES, READING COMPREHENSION, VISUALIZATION STRATEGIES

CHAPTER I.

THE RESEARCH PROBLEM

1.1 Introduction

Reading is a complex process, properly human, which consists of different components, from basic aspects of sensory processing such as visual recognition, spatial visual orientation, etc., to processes of greater cognitive complexity such as deduction, analysis and synthesis of the message to be transmitted from a text (Gilmour et al., 2019)

In education, several strategies have been identified to improve students' reading comprehension, among them, the visualization strategy. This involves the creation of mental images as a text is read. Under this strategy, students are guided to use their senses and imagination to create vivid images that help them better understand what they are reading. By using this strategy, students can build a deeper and more meaningful understanding of the text.

This study is entitled, visualization strategy to promote higher levels of reading comprehension in young high school learners. The research follows a qualitative-quantitative approach with a quasi-experimental design to identify whether or not there is an influence of the use of visualization strategies on reading comprehension among students.

The study included an educational proposal based on visualization strategies to demonstrate how this strategy can also help students improve their memory and attention span. This is because, by actively engaging their mind in creating mental images, students are more engaged with the text and are more likely to retain the information they are reading. By using this strategy, students can develop critical reading skills and improve their ability to construct meaning from the texts they read.

The study is structured in 6 chapters, which are described as follows:

- **CHAPTER I.** This chapter focuses on the different aspects that make up the work are clearly and accurately exposed, highlighting the importance and the way in which it was approached. The justification, where the importance, impact, beneficiaries, novelty, originality of the degree work is pointed out. Finally, the objectives of the research study.
- **CHAPTER II.** This chapter deals with the state of the art that supports the research work is detailed. Also, a literature review was conducted on the variables pertaining to the study.
- **CHAPTER III.** This chapter establishes the methodology of the study, including the location of the project, tools, techniques, research approach, hypothesis, population, sample, data collection methods and data analysis.
- **CHAPTER IV.** This chapter shows the statistical results obtained from the research, their analysis and discussion based on authors of interest are presented.
- **CHAPTER V.** This chapter provides a summary of the results in order to propose conclusions and recommendations of the project are as follows.
- **CHAPTER VI.** An intervention proposal is structured based on the visualization strategy for the improvement of reading comprehension.

1.2 Justification

Reading is a complex process, properly human, which consists of different components, from basic aspects of sensory processing such as visual recognition, spatial visual orientation, etc., to processes of greater cognitive complexity such as deduction, analysis and synthesis of the message to be transmitted from a text (Gilmour et al., 2019).

Different studies worldwide reported high prevalence rates of reading comprehension difficulties. For example, in the United States, there are worrying percentages for the

country, with 33% of fourth graders and 26% of eighth graders still reading below the basic level (Cho et al., 2019).

According to reports from government organizations, 20% of students in OECD countries have significant difficulty comprehending written texts in English. In agreement, a 2016 Stanford University study found that 70% of high school students in the United States do not read at grade level and many struggles to understand more complex texts.

On the other hand, in the UK, government reports have found that one in five primary school students do not reach the expected level in reading comprehension for their age. As in Australia, according to the National Literacy and Numeracy Assessment Report, 25% of eighth grade students did not meet English literacy standards.

At the same time, Latin America region maintains a low level of reading comprehension in a foreign language. Recent research reported around 27% of fifth graders have this type of problem. In Argentina, the percentage of students with this type of deficiency ranges between 5% and 10% of the total school population. As well as Mexico, 21% of students in upper secondary education are below level 2 in reading performance (Parra et al., 2021).

According to the 2018 PISA Report, 54% of students in Latin America and the Caribbean do not reach the level of reading proficiency required for the world of work and daily life. In addition, only 2% of students in the region manage to reach the highest level of reading proficiency. In the specific case of reading comprehension in English, this report shows that at the Latin American level, only 1% of students achieve the highest level of proficiency in this area, while 70% of students do not reach the minimum level required.

This is related to a study conducted by the Universidad de los Andes in Colombia, which found that 82% of high school students do not have sufficient skills to understand university-level English texts. On the other hand, in Peru, according to a study by the

government, only 10% of high school students have an adequate level of reading comprehension in English.

In the field of education, Ecuador has one of the lowest levels of reading comprehension in the region. According to the PISA report, 75.7% of Ecuadorian students do not reach the minimum level of proficiency in reading in English, and only 0.1% manage to reach the highest level of proficiency. In the specific case of reading comprehension in English, the report shows that only 0.5% of Ecuadorian students achieve the highest level of proficiency, while 87.9% of students do not reach the minimum level required.

Likewise, according to the results report of the Ser Bachiller 2021 test, 58.2% of the students who took the test in Ecuador did not achieve the proficiency level in the English language. It was found that the main shortcoming of students in reading comprehension in English is related to the lack of skills to interpret and analyze complex texts in the language. In addition, according to the same study, students also face difficulties in understanding English vocabulary and grammatical structures, which limits their ability to comprehend more advanced texts.

The results of evaluations applied in basic education indicate that 40% of children do not pass the initial reading level (Escudero et al., 2019). Moreover, the problem is aggravated in the population with greater socio-cultural deficits, as almost 60% of 10-year-old students do not understand what they read, a problem that affects and worsens to a greater extent when these students are promoted to a higher level, where a high percentage of students show this deficiency (Hernández-Chérrez et al., 2020).

These data show that the lack of reading comprehension in English is a significant problem in Ecuador, and that students face difficulties in understanding English texts of different levels of complexity. The main shortcomings are related to the lack of skills to interpret and analyze English texts, as well as to understand the vocabulary and grammatical structures of the language. It is important to note that with proper

instruction and regular practice, students can improve their English reading comprehension skills.

Research theories point out that in order to achieve the objective of decoding the message transmitted through the text, the reader must have different competences that facilitate the assimilation of the message, until it is understood (Sanati, 2020). Currently, one of the most popular competences is the creation of mental images, seeing with the mind's eye is a skill that, like most cognitive skills, is generated from numerous different processes that allow access to long-term memory and create a representation in the short-term buffer (Pearson, 2019)

In the light of this situation, the aim of this research is to improve reading comprehension in 10th grade students at Unidad Educativa Severo Espinosa in Ducur-Cañar through visualization strategies. This research is important because it promotes the improvement of reading comprehension using the visualization strategy, guiding students to create mental images as they read the text. It also develops critical thinking skills. By creating mental images, students can analyze and synthesize information from the text. It promotes information retention and fosters creativity and imagination to bring the ideas in the text to life, which helps students to enjoy reading more.

The study is impactful in that it presents an intervention proposal for the improvement of reading comprehension through the visualization strategy. For this impact to be positive and beneficial for students, it seeks to help them develop critical thinking skills, retain information, and enjoy reading more. In addition, the project is novel in that the visualization strategy is rarely used in educational institutions.

The direct beneficiaries are the students, who will be part of the learning and reading comprehension process through activities that allow them to develop critical thinking, imagination, and visualization of images to understand and enjoy what they are reading. The indirect beneficiaries are the teachers, as they have a new teaching strategy that can be applied in the classroom.

1.3 Objectives

1.3.1 General

To promote higher level of Reading Comprehension of the 10th grade students by implementing Visualization Strategy

1.3.2 Specific

- To assess the result of visualization strategies on Reading Comprehension for 10th grade students at Unidad Educativa Severo Espinosa in Ducur- Cañar.
- To determine if visualization strategy promotes higher level of Reading Comprehension.
- To design and present a proposal of a didactic guide for teachers at Unidad Educativa Severo Espinosa in Ducur- Cañar on Visualization Strategy

CHAPTER II.

RESEARCH BACKGROUND

2.1 State of the art

As society has changed, education has also been changing according to the needs and interests of society, since it is impossible to live without scientific progress. These changes require teachers to update themselves to implement new teaching techniques and strategies in the field of teaching.

On this basis, Turnbull et al. (2020) points out that education is an attempt to create environments that promote changes in what people do, know and feel, with the goal of promoting personal, social and intellectual growth and it depends largely on the training and competence of teachers, as well as on the human, pedagogical and professional qualities of each educator.

In this way, several articles of interest have been selected in relation to the research topic, which are the basis for the proper development of the study.

The first study developed by Aziza et al. (2019), reviews research on the teaching of reading strategies, with a focus on cognitive and metacognitive reading strategies. Findings show that the use of visualization techniques for prediction, analysis, summarization, and other reading strategies during reading enables students to actively participate in interactions with the author of a text.

This research contributes to knowledge about cognitive strategies that connect readers to written information and is useful for English as a foreign language (EFL) learner who struggle with using different types of reading strategies.

On the other hand, the study carried out by Al-Murtadha (2019), In the research, the author focuses mainly on identifying factors that influence second language (L2) learning in ESL contexts. This study aims to examine the effects of a treatment using text visualization and imagination techniques on a group of EFL learners in rural

schools. The classes were randomly assigned to a control group and an experimental group. The researcher designed a weekly 45-minute visualization lesson for the treatment group to help learners imagine everyday situations in English; the control group performed visualization activities. The results indicated that the treatment group had significantly increased at the end of the intervention, and it revealed students' perceptions of the effectiveness of the programmed and the role of visualization in improving students' reading comprehension and suggests activities that teachers can use to improve. The study concludes that, in addition to visualization, stimulating L2 development and interventions in schools is necessary

The study cited in the previous paragraph was considered because it proposes a methodology for data collection and analysis based on what was intended to be proposed in this research. At the same time, it allows us to analyse the students' perception of the effectiveness of an intervention programme using the visualization strategy.

A third article conducted by Cheng and Beal, (2020), had the objective to investigate the effects of students' drawing and imagining on learning memory, learning transfer and cognitive load, as well as students' attitudes towards learning strategies when learning a computer- based science text. Three groups were formed in the study: the drawing group, the imagination group, and the image group (control). The results showed that there were no significant differences between the three groups in terms of recall and transfer of learning, but the students' prior knowledge and spatial skills were positively and significantly correlated with recall and transfer of learning. The visualization strategy is detailed within the drawing group, which had a significantly higher cognitive task than the drawing group. Results point student perceived drawing, imagining, and reading to be useful for learning and reading comprehension. In addition, students were more likely to learn by visualizing provided images than creating drawings.

The research was taken into consideration because it investigated the effects of drawing and imagination on learning memory, learning transfer, cognitive load and students' attitudes towards learning strategies when learning a scientific text on a computer. It provides a technological contribution to the development of a visualization strategy for reading comprehension. In addition, it includes another visualization strategy to drawing, which had a significantly higher cognitive task.

The study carried out by Salas et al. (2021), aims to encourage teachers to select and implement strategies according to the needs of their students and the topics or texts they present in their classes. The article presents several strategies that show how teachers can engage readers: The first is a quick, collaborative, multi-layered sketch inspired by graffiti. It also describes how to imagine the text and how readers can create a visual landscape around the story they are reading. It also explains how teachers can use guided imagery to introduce students to the vivid historical context of the narrative and how readers can create a physical storyline. It also describes how readers can create small visual clues in the form of logograms to follow the progress of the text. These visualizations enable readers to imagine the story they are reading and themselves in the narrative space.

This article was selected for two reasons. The first is that it encourages teachers to choose and implement strategies according to the needs of their students and the texts presented in their classes. Second, it offers several strategies, including the use of quick sketches, creation of visual landscapes, guided imagery to introduce students to the historical context of the narrative, creation of physical plots and small visual clues to follow the progress of the text.

Similarly, the study designed by Turchioe et al. (2020), although this study is not an educational study, it is important because it shows that visualization is a cognitive strategy from a clinical perspective. The case study presented by the authors explores how visualization can help interpret and contextualize patient health texts, emphasizing objective understanding using visual analogies rather than words. This article provides

further insights into the theoretical foundations of visualization strategies, their application and usefulness. These theoretical foundations can thus be applied in schools to improve students' reading comprehension.

The study was selected because it provides information on the theoretical underpinnings of visualization strategies, their application and usefulness, which can be applied in schools to improve pupils' reading comprehension.

On the other hand, the study of Bogaerds et al., (2021) summarize the results of several studies on structuring narrative and informational texts with students in grades 4-6 in mainstream schools. Among them, the use of cognitive strategies was highlighted as a model for improving reading comprehension. The results showed that teaching sentence structure using visualization strategies had a direct positive impact on pupils' reading comprehension. In addition, content-related features such as visual attention to paragraph-level structure, active construction of graphic scenes, and instruction in rule-based summarization methods were identified. This study is useful because it allows for the design of instruction that can support the positive effects of reading based on visualization strategies.

Like previous studies, it was selected because of its exposure of cognitive strategies as a model for improving reading comprehension, with a focus on the use of text visualization. It also provided insight into visual attention to paragraph-level structure, active construction of graphic scenes, and instruction in rule-based summarization methods.

Under the same line of research, the study of the Nazurty et al (2019), had the purpose to analyze the English reading strategies used by student teachers at public universities, specifically the type and frequency of English reading strategies used by student teachers. The reading strategy "visualize the read information" was used in most reading activities. This is a cognitive strategy associated with visualization.

The study made it possible to analyze the visualization strategy in a more adult environment, as it was carried out among master's students at public universities. These can be used for the intervention proposal.

Similarly, the study conducted by Gaith y El-Sanyoura (2019), exposed the interaction between the use of metacognitive reading strategies and EFL learners' reading comprehension. The role of global, problem-solving, and support strategies in predicting learners' literal and higher-order reading comprehension was also examined. As a result, participants indicated that they made extensive use of visualization as a problem-solving strategy in text comprehension. Furthermore, problem-solving strategies were positively correlated with and predictive of text comprehension. This study is important because it discusses implications for teaching and learning, as well as for future research.

The article was selected because it investigated the interaction between the use of metacognitive reading strategies and EFL students' reading comprehension.

The study was followed by an analysis of Hwang et al. (2019), a summarization strategy based on concept maps is integrated in a flipped learning context to improve students' reading comprehension. The results of the experiment showed that the strategy focused on cognitive visualization, i.e., visualizing what is read and summarizing it using a concept map. Although this approach improved the students' ability to summarize, the effect of this strategy on the students' reading comprehension was not significant. However, this result is because students were not familiar with the flipped classroom environment. This study is relevant because the improvement in students' summarizing skills may be directly related.

The article was relevant as it shows a different concept by including the derivation of the visualization strategy as a summarization tool based on concept maps in a flipped learning context to improve students' reading comprehension. This strategy has its limitations but can work if used in an appropriate context within a flipped classroom area.

In the study of Nurviyani et al. (2020), the development of students' reading comprehension through multimodal reasoning was investigated. In addition, students' difficulties in making multimodal inferences were investigated. The results showed that almost all students made significant progress in their reading skills through multimodal reasoning, that they were able to make visual and verbal inferences using clues from the text and linking them to their prior knowledge, that they created mental images in their minds and distinguished between literal and implicit meaning, that they used the text as a basis for their reading, that they used specific reading strategies before, during and after reading and that they could make their conclusions visually and verbally clear. This enabled them to develop micro- and macro-reading skills and to fully comprehend multimodal texts. It is important that the study includes a strategy that is perfectly adapted to the current study.

The study was selected because it contributes to research in the cognitive area by integrating the concept of multimodal reasoning. In this study, students can make visual and verbal inferences by using clues from the text and relating them to their prior knowledge, creating mental images according to a read text.

According to research by Kung (2019), the results showed that students generally prefer cognitive knowledge when reading English texts and that authentic reading material increases their motivation and positive attitude towards learning due to several important factors.

This study clearly shows that developing students' awareness of second language reading strategies through the use of appropriate reading materials in the classroom has several pedagogical and theoretical implications.

The research led by Darmayanti (2021), The objective was to investigate the effects of reading content using visualization strategies on students' motivation toward reading. The analysis showed that students' motivation increased following the introduction of reading content that enabled them to visualize what they were reading.

The study showed that visualization of reading content affected students' motivation to read, and that visualization affected students' reading comprehension (inferences, details, and main ideas).

Consequently, the study of Ruhul (2019), explores how students can develop their reading skills through effective reading strategies. Reading literacy is considered one of the most important components of the English curriculum at all levels of education.

Within these methods, cognitive visualization strategies were mentioned, and it was observed that students who were taught visualization strategies in the context of reading activities developed at a high level.

Likewise, the investigation of Wang and Li (2019), described the development of an innovative multimedia application and examines how teachers rate its usefulness in helping visually impaired students to visualize their reading. Students with reading disabilities can easily create mental representations of spoken and written language, and their sensory systems can quickly transform parts into wholes through images. Students with reading disabilities may have difficulty creating pictures because the sensory information in pictures is slow and often stops at fragments. Images can also be stored to analyse students' learning outcomes and needs.

This study is very important because it allows us to analyse the use of visualization as a strategy for learning to read from an ICT perspective.

It is worth mentioning the research of Varaporn and Sitthitikul (2019), investigated how multimodal tasks affect the critical reading skills and cognition of students learning English as a foreign language. The study suggests that multimodal tasks can be incorporated into the development of reading programs for English as a foreign language (EFL) learner, as multimodality has been shown to appropriately improve students' critical reading skills.

The study was selected because it provides a guide for teachers who intend to incorporate multimodality into their practice, the following is a guide to the pedagogical implications of multimodality in EFL reading.

Similar to the previous study, the research of Cromley et al. (2021). In this study was the use of an approach that involved learning from several illustrative texts, giving an explicit task without text, explaining to classmates using pictures and text, collecting information about what representations were used during the learning process.

The study of Guo et al. (2020), analysed a number of studies that measured the impact of graphics on reading comprehension. The study highlights the use of graphics as a technique to support and enhance visualization. The authors conclude that graphics improve students' comprehension in a variety of ways in free-form and mixed-form tests. Implications for future research are presented.

The study was selected because the results showed that the group that received visualization instruction significantly improved their reading comprehension compared to the group that did not receive visualization instruction.

The study carried out by Durbahn et al., (2020) examines the relationship between vocabulary size and visual comprehension. It also looks at the role of pictures in visual comprehension and distinguishes between questions on audio comprehension, questions on audio picture comprehension and questions on picture comprehension.

The study has been selected because it suggests how visualization strategies can be combined in educational settings to improve students' reading comprehension.

The article conducted by Jasmine and Felicia (2019) explores how visualization can improve the academic performance of university students. The methodology of the study included university students, divided into two groups: an experimental group and a control group. Both groups took a knowledge pre-test and then the experimental group participated in a visualization workshop, while the control group received no

intervention. The visualization strategy focused on teaching students to create vivid and detailed mental images of the information they were learning. Students practiced this technique by visualizing specific concepts and relating them to their own experiences. They were also taught to use relaxation techniques to reduce stress and improve their ability to concentrate. The results of the study showed that the experimental group performed significantly better on the post-test compared to the control group. It was also found that students who showed a greater ability to visualize information performed better on the post-test.

The study was selected because it allows the visualization strategy to be an effective tool to improve students' academic performance and it can be included in the proposal.

Finally, the study by Acosta and Tinoco (2021), analyses the influence of the interpretation of images in the initiation to reading at the initial level. Among the most relevant results, the use of visualization in the teaching-learning process is fundamental in early education because it helps children to better understand the content dealt with in class, develops creativity and imagination, increases vocabulary, and helps to develop skills such as visual discrimination, which is necessary to start reading from the enjoyment of reading. Through reading, the child develops communicative and expressive skills that are fundamental for the development of language, which is considered a fundamental aspect for the integral development of children.

The study was selected because it suggests that the visualization strategy can be an effective tool for improving reading comprehension in students of different levels and ages. Visualization can help students connect with the text in a deeper and more meaningful way, enabling them to better comprehend the information they are reading.

2.2 Literature Review

2.2.1 Independent variable: Visualizing Strategy

The present research focuses on the use of the visualization strategy to improve reading comprehension. This independent variable is accompanied by key categories listed below:

- Learning theories
- English language teaching methods
- Visualizing strategy

Learning theories

Teaching English as a second language (ESL) is a field that has greatly benefited from educational research and theory. Teaching theories provide a conceptual and practical framework for understanding how educators approach the teaching of English to non-native speakers. This literature review focuses on examining the most influential teaching theories and their applications in the context of teaching English as a second language.

Communicative Approach

The communicative approach is one of the dominant theories in teaching English as a second language. Originating in the 1970s, this approach emphasizes effective communication as the primary goal of language learning. Studies by Richards and Rodgers (2019) have been instrumental in developing this theory. It focuses on the use of language in real-life situations, promoting meaningful interaction and communicative competence.

Task-Based Approach

The task-based approach is another relevant theory in teaching English as a second language. Emerging as a response to the communicative approach, this approach focuses on practical and problem-solving activities. Ellis (2023) has significantly contributed to the development and understanding of this approach, emphasizing the importance of authentic and meaningful tasks to foster English language learning

Lexical Approach

The lexical approach is an emerging theory that has gained attention in recent years. It focuses on the importance of vocabulary and lexical units as fundamental blocks of language. Lewis (2020) is a central figure in the development of this theory, arguing that language is best learned through lexical patterns and exposure to authentic vocabulary in meaningful contexts.

English language teaching methods

English Language Teaching (ELT) methods play a pivotal role in shaping the instructional practices used to teach English as a second or foreign language. This literature review explores various teaching methods employed in ELT contexts and their implications for language learning outcomes.

Grammar-Translation Method

The Grammar-Translation Method is one of the earliest approaches to teaching language. It emphasizes the explicit teaching of grammar rules and translation exercises. While it provides a strong foundation in grammar, critics argue that it often neglects communicative competence and fluency development.

Direct Method

The Direct Method advocates for teaching language through immersion and direct communication. It emphasizes the use of target language in the classroom, focusing on

spoken language and contextual understanding. This method promotes natural language acquisition but may lack structure and explicit grammar instruction.

Audio-Lingual Method

The Audio-Lingual Method emphasizes repetition, memorization, and pattern practice. It uses drills and dialogues to reinforce language structures and vocabulary. This method aims to develop oral proficiency and automaticity but may overlook meaningful communication and language use.

Communicative Language Teaching (CLT)

Communicative Language Teaching focuses on meaningful communication and language use in real-life contexts. It encourages student-centered activities, authentic materials, and task-based learning. CLT promotes communicative competence and learner autonomy, aligning with contemporary language learning theories.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching centers on completing tasks as a means of language learning. It emphasizes problem-solving and meaningful communication, with a focus on language use rather than language form. TBLT fosters learner engagement, motivation, and real-world language skills development.

Visualizing strategy

The visualization strategy is a reading technique that consists of creating mental images while reading a text. This strategy is used to improve reading comprehension and information retention, since the creation of mental images helps readers to connect and remember information more effectively (Huang et al., 2019).

The visualization strategy presents theoretical elements that support it, among them are:

- Information processing theory: This theory suggests that humans process information in stages and that information is stored in memory at different levels of processing. The visualization strategy is based on deep information processing, which helps readers retain information and create more meaningful connections between ideas in the text (Barral et al., 2020).
- Schema theory: According to this theory, schemas are cognitive structures that help humans organize and understand information. The visualization strategy is based on the creation of visual schemas, which helps readers better understand and retain information from the text (Zhi et al., 2019).
- Cognitive load theory: This theory suggests that information processing has a limit, and that cognitive load refers to the amount of information the brain can process. The visualization strategy helps reduce cognitive load, as the creation of mental images reduces the amount of information being processed at the same time, making the information easier to understand and retain (Nguyen, 2022).
- Multisensory learning theory: This theory suggests that humans learn best when multiple senses are involved in the learning process. The visualization strategy uses sight and imagination, which helps readers learn more effectively and retain information longer (Smith et al., 2021).

In summary, the visualization strategy is a reading technique that relies on the creation of mental images to improve reading comprehension and information retention. This strategy is based on several theoretical elements that suggest that the creation of visual schemas and the reduction of cognitive load are important for effective information processing. The visualization strategy also aligns with multisensory learning theory, as it involves multiple senses in the learning process.

2.2.2 Dependable Variable: Reading comprehension

Communication

Communication skills are essential in various aspects of life, including personal relationships, professional settings, and academic environments. The concept of communicative competence emphasizes the ability to effectively use language in real-life communication situations. Communicative competence comprises not only grammatical knowledge but also sociolinguistic, discourse, and strategic competencies.

Communicative Language Teaching (CLT)

Communicative Language Teaching is an approach to language instruction that prioritizes the development of communicative competence. This pedagogical framework, influenced by the work of linguists, some authors focus on meaningful communication, authentic language use, and learner-centered activities.

Speech Act Theory

Speech Act Theory, developed by philosopher J.L. Austin and further elaborated by linguist John Searle, explores how language is used to perform actions beyond simply conveying information. Understanding speech acts such as requests, promises, and apologies is essential for effective communication in diverse contexts.

Interpersonal Communication Skills

Interpersonal communication skills encompass a range of abilities required for successful interaction and collaboration with others. These skills include active listening, empathy, nonverbal communication, conflict resolution, and assertiveness.

Cross-Cultural Communication

Cross-cultural communication examines how individuals from different cultural backgrounds interact and communicate effectively. Scholars have studied cultural

dimensions that influence communication styles, values, and perceptions, highlighting the importance of cultural awareness and sensitivity in intercultural interactions.

Reading Skill

Reading skill development is a critical component of language acquisition and academic success.

Bottom-Up Processing

Bottom-up processing models, such as the psycholinguistic model proposed in 1967, it emphasizes the importance of decoding individual words and linguistic features to construct meaning from text. These models highlight the role of phonological awareness, vocabulary knowledge, and syntactic understanding in reading comprehension.

Top-Down Processing

Top-down processing models, such as schema theory, it emphasizes the use of background knowledge, context, and cognitive schemata to comprehend text. Readers employ prior knowledge and predictions to make sense of new information, engaging in higher-level cognitive processes to construct meaning.

Reading Strategies

Effective readers employ a variety of strategies to enhance comprehension and engagement with text. These strategies include pre-reading activities, such as activating prior knowledge and setting purposes for reading, as well as during-reading strategies, such as making predictions, monitoring comprehension, and clarifying understanding.

Inference skills

Inference skills are pivotal for readers to grasp implicit meanings, draw conclusions, and generate insights from text. This literature review delves into theoretical

perspectives, instructional methods, and influential factors shaping the cultivation of inference skills in readers.

Cognitive Processes

Inference skills heavily rely on cognitive mechanisms such as schema activation, pattern recognition, and knowledge integration. Readers deploy existing mental frameworks to infer implicit information, bridge gaps in understanding, and construct coherent interpretations of text.

Strategic Approaches

Effective readers employ a range of strategic approaches to enhance inference skills. These approaches encompass metacognitive strategies for monitoring comprehension, inferential strategies for making predictions and drawing conclusions, and evaluative strategies for assessing the plausibility and coherence of inferences.

Textual Signposts

Textual features serve as signposts guiding readers toward making inferences. Cohesive devices, logical connectors, and semantic cues embedded within text facilitate readers' ability to infer relationships, anticipate outcomes, and discern underlying meanings.

Pedagogical Techniques

Pedagogical techniques play a pivotal role in fostering inference skills development. Educators can employ explicit instruction, modeling, guided practice, and collaborative discourse to scaffold students' inference-making processes and deepen their comprehension of text.

Reading Comprehension

Reading comprehension in English is a fundamental skill for effective communication in today's globalized world. The theoretical framework underpinning reading comprehension is based on several theories and models, which include:

- Information processing theory: This theory suggests that humans process information in stages, which means that reading comprehension involves a process of decoding, interpreting, and storing information. Readers must be able to identify words, understand their meaning and connect them to other ideas to create an overall meaning (Hjetland et al., 2020).
- Reading processing model: This model describes the cognitive processes that occur during reading and is divided into three phases: pre-reading, reading and post-reading. During pre-reading, readers activate their prior knowledge and set goals for reading. During reading, readers decode and comprehend the text. During post-reading, readers reflect on what they have read and consolidate their understanding.
- Reading comprehension model: This model focuses on the processes readers use to construct meaning from text. This model includes three components: decoding, comprehension, and reflection. Decoding involves the recognition of words and comprehension involves the construction of meaning from the words and ideas in the text. Reflection involves the evaluation of comprehension and the identification of gaps in knowledge (Septiyana et al., 2021).
- Constructivist reading theory: This theory suggests that reading comprehension is an active process in which readers construct meaning from the words and ideas in the text and their own prior knowledge and experiences. This theory emphasises the importance of feedback and reflection in improving reading comprehension.

In summary, English language reading comprehension is based on several models and theories that describe the cognitive processes involved in decoding, comprehending,

and reflecting on text. English language reading comprehension is also based on constructivist reading theory, which emphasises the importance of constructing meaning from the words and ideas in the text and from the reader's prior knowledge and experiences.

Visualization and reading comprehension strategy

Visualization strategy and reading comprehension are closely related, but they have some key differences. First, visualization strategy refers to the technique of imagining, creating mental images and making sensory connections while reading to improve comprehension. Readers can visualize the characters, places, events, and concepts described in the text to help them better understand and remember what they are reading. The visualization strategy is often used in conjunction with other reading strategies, such as inferencing and summarizing (Barral et al., 2020).

Reading comprehension, on the other hand, refers to the ability to understand the meaning and purpose of the text being read. Reading comprehension involves the integration of skills such as decoding, fluency, vocabulary, and comprehension. Readers must be able to identify words, understand their meaning, infer implicit information, make connections between ideas, and summarize information to construct overall meaning. In terms of similarities, both the visualization strategy and reading comprehension require readers to be active and engaged in the reading process. Also involve creating mental images and identifying connections between ideas to help readers comprehend and remember what they are reading (Salas et al., 2021).

CHAPTER III.

METHODOLOGY

3.1 Location

This research study was carried out at the Severo Espinoza Valdivieso Educational Unit. The institution is in the province of Cañar, in the parish of Ducur. It is an educational institution whose mission is to provide a quality, comprehensive and equitable education that promotes the academic, personal, and social development of students through an education that adapts to the individual needs of students, we aspire to form committed citizens, able to face current challenges and contribute to the development of a just and sustainable society.

3.2 Tools and Techniques

The A2 Key Test was used as a measurement instrument in both the initial and final phases of the study. The A2 Key Test was administered as a pre-test and a post-test to assess participants' reading comprehension and inferential skills. This tool provided a quantitative measure of participants' ability to comprehend English texts and make inferences from them. Comparison of the pre-test and post-test scores allowed for the assessment of progress or changes in inferential skills over the course of the study.

3.3 Research approach

The proposed research adopted a quantitative, empirical-analytical, and quasi-experimental approach in order to achieve the research objectives on the use of visualization strategies in young secondary school students' reading comprehension.

The proposed research used a quantitative approach to assess the impact of visualization strategies on young learners' reading comprehension. A quasi-experimental design with a pre- and post-test were used to collect quantitative data on reading comprehension before and after the implementation of visualization strategies.

The research, being quasi-experimental in nature, sought to demonstrate the effect of an independent variable, in this case, the implementation of visualization strategies, on a dependent variable, reading comprehension in young secondary school students. A comparison was carried out between two groups: an experimental group that received the visualization strategies and a control group that did not receive them.

In this quasi-experimental approach, measurements and assessments were made both before and after the implementation of the visualization strategies in both groups. Quantitative data on reading comprehension were collected using reliable and validated assessment instruments. Subsequently, a comparative analysis of the results between the experimental group and the control group was conducted to determine whether there is a significant difference in reading comprehension due to the implementation of the visualization strategies. This was done to obtain solid empirical evidence and to support the conclusions and recommendations derived from the research.

Finally, the proposed research is empirical-analytical because it is based on the collection of real data in a real educational setting to obtain evidence-based conclusions supported by the data collected.

3.4 Population and sample

The table below shows the population and sample in more detail.

Chart 1. Population and sample

Group	Boys	Girls	Total
Control	16	15	31
Experimental	17	16	33

Source: Field Research

Author: Pillaga, P. (2023)

3.5 Hypothesis Approach

Hypothesis1: The application of visualization strategies significantly improves students' reading comprehension.

Hypothesis 0: The application of visualization strategies does not improve students' reading comprehension.

3.4 Data collection

Data Collection Method	Description
A2 Key Test	The A2 Key Test, used as both pre and post-test measures, assessed participants' reading comprehension and inference skills in English.
Pre-Test Administration	Participants completed the A2 Key Test as a baseline measure before the study commenced, providing initial data on reading abilities.
Post-Test Administration	Following the study or intervention period, participants completed the A2 Key Test again to measure potential changes in their reading abilities.
Data Recording and Management	Detailed records of participants' responses, completion times, and relevant demographic data were maintained to ensure accuracy and consistency.

3.5 Information processing and statistical analysis

Pre- and post-test and questionnaire data were collected and summarized in Excel files. Subsequently, the data were transferred to SPSS statistical software to verify their normal distribution. Non-parametric Wilcoxon tests were then used to compare group means. Finally, comparison criteria were developed to evaluate and accept or reject the established hypotheses.

3.4 Experimental design

This study employed the A2 Key test, a basic level English language test that was used both pre- and post-study. This test is developed and administered by Cambridge Assessment English, a recognized global English language skill testing organization, with rigorous development and validation processes in place to ensure the reliability and validity of the results obtained.

For the participants in this study, only the reading part of the test was considered. This section records their performance by means of the score obtained in it. It is worth mentioning that this section has 5 parts, which evaluate different points related to reading comprehension. Each part of the reading section is detailed below.

- **Part 1:** Students must read and understand different types of short texts, such as emails, notices, posters, or text messages. They then choose the sentence that best matches the meaning of the text in question. A total of 6 questions are asked.
- **Part 2:** Students must answer seven questions related to three short texts on a specific topic. They must locate specific information and understand the details of each text in order to relate the corresponding questions.
- **Part 3:** Students have a longer text, such as a simplified newspaper or magazine article. They must answer five multiple-choice questions, assessing their understanding of the main ideas and some details within the longer text.

- **Part 4:** Students read a short text with numbered spaces and must select the correct word from three options provided for each space. Students are asked to answer six questions. This part tests comprehension of words in context, focusing on vocabulary and, to a lesser extent, grammar.
- **Part 5:** Students must fill in six blanks in one or more texts using single words. This section tests their understanding and knowledge of grammatical forms, such as verbs, determiners, and pronouns, as well as structural relationships at phrase, clause, sentence, or paragraph level.

The development of the research was divided into 3 phases.

Phase 1. Pre-test

First, a diagnostic pre-test was administered. This test consisted of taking the 5 parts corresponding to the reading section of the A2 Key test.

Phase 2. Intervention

Once the results of the pretest were obtained, the experimental group was subjected to an intervention. On the other hand, the control group was maintained with the daily planning of the educational institution. The classroom intervention phase lasted seven weeks and was structured as follows.

The first week was a pre-test week. In the following five weeks, the researcher applied a visualization strategy in the classroom twice a week for a total of 10 sessions; in the seventh week, a post-test was conducted.

The intervention focused on the use of visualization strategies such as mental imagery sessions, visualization of key words, use of external visual resources, among others. All these strategies were integrated into a didactic approach consisting of three activities: pre-reading activities, reading activities and post-reading activities. This focused on a final activity for each session.

The intervention programme consisted of 10 sessions that included visualization strategies to improve students' reading comprehension. These sessions included a "pre-reading activity" in which students familiarized themselves with a visualization strategy, a "during reading activity" in which students read a specific text applying the visualization strategy in conjunction with teacher guidance, and a "post-reading activity." This was to assess their comprehension of what they had read.

Each visualization strategy was carried out in 1 week over 2 sessions with two rounds of exploration. For each paired section, the topics covered were the introduction to the strategy and the use of the strategy in reading. The format of the week for each strategy is as follows.

Week X: Visualization strategy "XXXX".

Session 1

Objective: To introduce the visualization strategy and teach students how to apply it during reading.

Activities:

- **Presentation:** The concept of visualization strategy and its importance for reading comprehension is explained.
- **Examples:** Examples of how students can put the strategy discussed into practice are shown.
- **Practice guide:** A step-by-step guide is provided for students to practice the strategy.
- **Group discussion:** A class discussion is encouraged for students to share their experiences and how they helped them to better understand the text.

Session 2

Objective: To apply the strategy of creating mental images in a guided reading activity.

Activities:

- **Preparation:** A text appropriate to the interests and abilities of the students is provided.
- **Guided reading:** The text is read aloud, and students are guided through the application of the visualization strategy while reading.
- **Assessment:** A short assessment is administered after reading to measure students' reading comprehension. This may be another multiple-choice quiz or a written response task.
- **Individualized feedback:** Specific feedback is provided to each student on their application of the strategy and provides suggestions for improvement.

Response variables or results obtained

In the analysis of the response variables, we sought to understand the impact of the intervention on the development of reading inference skills.

- **A2 Key Test Scores (Pre-Test):** Participants' scores on the A2 Key Test before the intervention provided an initial measure of their reading comprehension and inference skills.
- **A2 Key Test Scores (Post-Test):** Participants' scores on the A2 Key Test after the intervention reflected any changes or improvements in their reading comprehension and inference skills.
- **Changes in Pre and Post-Test Scores:** Analyzing the differences between pre-test and post-test scores on the A2 Key Test allowed for the assessment of the intervention's impact on the development of inference skills.

CHAPTER IV.

RESULTS AND DISCUSSION

4.1 Research question 1

Based on the results, the first research question is: "What patterns are observed in participants' A2 Key Test scores before and after the intervention?" This seeks to identify patterns and trends that reflect the impact of the intervention on the development of participants' reading and comprehension skills. This analysis provided insight into how scores evolve over time and will provide information on the effectiveness of the intervention in improving participants' reading comprehension and inference skills.

4.2 Research question 2

The second question posed is defined as: Which specific aspects of reading comprehension and inferencing show significant improvements after the intervention? and seeks to investigate which specific aspects of reading comprehension and inferencing show significant improvements after the intervention. It also sought to identify which specific skills were most affected by the intervention. This analysis allowed us to understand in which areas participants have developed reading comprehension and inferencing skills most notably.

4.3 Analysis and discussion of results

The study population was divided into two groups, the control group worked normally, while the experimental group used visualization strategies. The information collected was analysed to prove the hypothesis and reach conclusions.

4.3.1 Pre-test results for the Control Group

Chart 2. Pre-test results for the Control Group

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total over 30	Average over 10	A2 Key score
1	2	3	3	2	3	13	4,33	10,8%
2	4	1	1	2	1	9	3,00	7,5%
3	4	2	1	4	2	13	4,33	10,8%
4	2	1	4	1	1	9	3,00	7,5%
5	2	2	3	3	2	12	4,00	10,0%
6	4	1	4	2	1	12	4,00	10,0%
7	4	1	4	3	1	13	4,33	10,8%
8	3	1	4	4	1	13	4,33	10,8%
9	4	1	4	1	1	11	3,67	9,2%
10	4	3	3	2	3	15	5,00	12,5%
11	1	3	4	3	3	14	4,67	11,7%
12	4	4	4	2	4	18	6,00	15,0%
13	1	1	4	1	1	8	2,67	6,7%
14	2	1	4	4	1	12	4,00	10,0%
15	2	1	1	4	1	9	3,00	7,5%
16	4	1	4	4	1	14	4,67	11,7%
17	2	1	3	4	1	11	3,67	9,2%
18	3	3	1	3	3	13	4,33	10,8%
19	3	1	1	3	1	9	3,00	7,5%
20	3	3	1	3	3	13	4,33	10,8%
21	4	4	4	1	4	17	5,67	14,2%
22	3	4	3	2	4	16	5,33	13,3%
23	4	3	2	3	3	15	5,00	12,5%
24	2	2	1	4	2	11	3,67	9,2%
25	3	1	1	2	1	8	2,67	6,7%
26	4	3	1	1	3	12	4,00	10,0%
27	2	1	1	2	1	7	2,33	5,8%
28	2	3	2	3	3	13	4,33	10,8%
29	2	3	4	1	3	13	4,33	10,8%
30	2	1	1	2	1	7	2,33	5,8%

Source: Field research

Author: Pillaga, P. (2023)

Analysis and interpretation of results

In part 1 of the reading comprehension assessment, the scores obtained by the students vary between 1 and 4, with 6 being the maximum possible score. It is important to note that none of the students reached the maximum score. These lower scores may indicate difficulties in reading comprehension and raise the need to improve reading skills in this group of high school level students. Considering their educational level, higher scores would be expected, suggesting that additional strategies should be implemented to promote stronger reading comprehension.

In part 2 of the reading comprehension assessment, students answered seven questions related to three short texts on a specific topic. When analyzing the results, most of the students obtained low scores in this part of the assessment. The scores range from 0 to 4, indicating difficulties in locating specific information and understanding the details of the texts. These results suggest that students may face challenges in relating the corresponding questions to the information provided in the texts.

In Part 3, some students have shown better performance, while others have maintained a similar or even lower value. However, overall, the scores remain relatively low for the level of school the students are in. These results suggest that students still face difficulties in understanding the main ideas and details within longer texts. There may be challenges in identifying and interpreting relevant information in the text, as well as in applying learned reading comprehension skills.

For Part 4, it is noted that the scores obtained vary between 1 and 4, as in the previous parts. Some students have obtained higher scores in this part, indicating a better understanding of words in context and an ability to select the correct word. However, other students still face difficulties and have obtained lower scores.

Finally, in part 5 some students have obtained higher scores compared to the previous parts, indicating a good command of grammatical forms and structural relations at the

text level. However, other students have obtained lower scores, suggesting difficulties in applying this grammatical and structural knowledge.

Overall, the overall average of the scores obtained in the different parts of the reading comprehension assessment is approximately 4, which indicates a low level of reading comprehension on the part of the tested students. When analyzing the individual scores, there are variations in students' performance. Some students have scored above average, indicating a better mastery of the skills assessed in the A2 Key test. However, other students have scored below average, suggesting that they may need further development in those specific skills.

Chart 3. Summary of results Pre-test Control Group

Part of Assessment	Description	Range of Scores	Key Observations
Part 1	Scores range from 1 to 4 out of a maximum of 6. No student achieved the maximum score. Lower scores indicate challenges in reading comprehension, highlighting the need for improvement in reading skills among high school students.	1 - 4	Students struggle with reading comprehension, suggesting the necessity for enhanced strategies to promote stronger comprehension skills.
Part 2	Students answered seven questions based on three short texts. Most students obtained low scores (0 to 4), indicating difficulties in locating specific information and understanding text details. Challenges in linking questions to text information are apparent.	0 - 4	Students face challenges in connecting questions to text content, indicating a need for improved information retrieval and understanding abilities.
Part 3	Some improvement is noted among students, although overall scores remain relatively low. Difficulties persist in understanding main	1 - 4	Students struggle with longer text comprehension, indicating a need for enhanced skills in

	ideas and details in longer texts, suggesting challenges in identifying and interpreting relevant information.		identifying and interpreting text information.
Part 4	Scores range from 1 to 4. While some students show improved understanding, others still face challenges, resulting in lower scores.	1 - 4	Varied performance exists; some students demonstrate enhanced understanding, while others continue to grapple with comprehension challenges.
Part 5	Some students achieve higher scores, indicating proficiency in grammatical forms and text-level structural relations. However, others struggle, signifying difficulties in applying grammatical knowledge.	Varies	Students demonstrate varying levels of proficiency in grammatical comprehension, underscoring the need for further development in this area.
Overall Assessment	The overall average score is approximately 4, signaling a low level of reading comprehension. While some students perform above average, others score below, highlighting the need for tailored support and skill development.	1 - 6	Average scores suggest a general struggle with reading comprehension, with individual variations indicating the necessity for targeted intervention and skill enhancement efforts.

Source: Field Research

Author: Pillaga, P. (2023)

4.3.2 Pre-test results for the Experimental Group

Chart 4. Pre-test results for the Experimental Group

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total over 30	Average over 10	A2 Key score
1	3	0	3	3	1	10	3,33	8,3%
2	2	2	0	3	1	8	2,67	6,7%
3	5	3	2	5	0	15	5,00	12,5%
4	2	3	3	0	3	11	3,67	9,2%
5	0	3	3	2	0	8	2,67	6,7%
6	4	2	2	3	0	11	3,67	9,2%
7	0	0	3	0	2	5	1,67	4,2%
8	3	0	2	3	0	8	2,67	6,7%
9	2	1	0	3	2	8	2,67	6,7%
10	3	0	0	0	2	5	1,67	4,2%
11	1	1	3	3	2	10	3,33	8,3%
12	5	1	2	0	1	9	3,00	7,5%
13	4	2	0	0	0	6	2,00	5,0%
14	5	3	1	0	1	10	3,33	8,3%
15	4	1	2	1	3	11	3,67	9,2%
16	0	1	3	5	1	10	3,33	8,3%
17	5	2	1	0	3	11	3,67	9,2%
18	5	1	1	3	3	13	4,33	10,8%
19	1	0	0	1	1	3	1,00	2,5%
20	4	2	0	2	0	8	2,67	6,7%
21	1	3	0	4	3	11	3,67	9,2%
22	2	1	2	0	2	7	2,33	5,8%
23	0	2	2	2	2	8	2,67	6,7%
24	4	1	2	2	2	11	3,67	9,2%
25	1	0	0	5	3	9	3,00	7,5%
26	2	1	3	4	0	10	3,33	8,3%
27	4	0	1	2	1	8	2,67	6,7%
28	3	0	3	3	1	10	3,33	8,3%
29	5	1	1	0	3	10	3,33	8,3%
30	1	0	3	5	0	9	3,00	7,5%
31	3	1	2	2	2	10	3,33	8,3%

Source: Field Research

Author: Pillaga, P. (2023)

Analysis and interpretation of results

Similar to the control group, the average score in Part 1 out of 6 was 2.07 indicating that the students had difficulties in understanding and selecting the sentence that best matched the meaning of the short texts. The average score is below the expected level for A2 Key.

Similarly, in Part 2, students performed slightly better than in Part 1 with an average score of 2.77 out of 7, but even so, the average score indicates that there were difficulties in locating specific information and understanding the details of short texts. There is a slight improvement compared to Part 1, but there is still room for improvement to reach A2 Key level.

In Part 3, students showed a stronger performance compared to the previous parts, with an average score of 2.77 out of 5. They managed to understand the main ideas and some details within the longer text. The average score indicates a level closer to A2 Key, but there is still room for improvement in understanding longer texts.

In Part 4, students struggled with understanding words in context and vocabulary, with an average score of 2.83 out of 6. The average score reflects a level below that expected for A2 Key.

In Part 5, students had difficulties in filling in blanks using single words and demonstrated limited knowledge of grammatical forms and structural relations, with an average score of 1.93 out of 6. The average score indicates a level below that expected for A2 Key level.

Overall, the experimental group shows variable performance in the different parts of the pre-test. While there were some improvements in parts 2 and 3, parts 1, 4 and 5 reveal significant difficulties in comprehension of short texts, vocabulary, understanding words in context and grammatical knowledge. The average score out of 10 for the whole experimental group is 3.58, indicating that they are below the expected level for A2 Key.

Chart 5. Summary of results Pre-test Experimental Group

Part of Assessment	Average Score	Observations
Part 1	2.07 out of 6	Similar to the control group, students struggled to understand and select sentences that best matched the meaning of short texts. The average score falls below the expected level for A2 Key, indicating difficulties in comprehension and sentence selection.
Part 2	2.77 out of 7	Students performed slightly better than Part 1, but still encountered challenges in locating specific information and understanding text details. Although there's a slight improvement from Part 1, further enhancements are needed to reach the A2 Key level of proficiency.
Part 3	2.77 out of 5	Students demonstrated improved performance compared to previous parts, understanding main ideas and some details within longer texts. While closer to the A2 Key level, room for improvement remains in comprehending longer texts.
Part 4	2.83 out of 6	Students struggled with understanding words in context and vocabulary, scoring below the expected level for A2 Key. There's a need for improvement in vocabulary comprehension and contextual word understanding.
Part 5	1.93 out of 6	Students faced challenges in filling in blanks with single words and exhibited limited knowledge of grammatical forms and structural relations. Scores fell below the expected level for A2 Key, highlighting deficiencies in grammatical comprehension.
Overall Assessment	3.58 out of 10	The experimental group demonstrated variable performance across different parts of the pre-test. While improvements were seen in parts 2 and 3, significant difficulties persisted in comprehension of short texts, vocabulary, understanding words in context, and grammatical knowledge.

Source: Field Research

Author: Pillaga, P. (2023)

On the basis of these results, it is considered necessary that the visualization strategies proposed cover the following aspects:

- **Developing inferencing skills:** Reading comprehension is strengthened when students can make inferences based on the information presented in the text. They can be taught to use contextual clues, such as visual clues or implicit information, to infer meanings and relationships. This help them to better understand the main ideas and details within texts.
- **Use of pictures and diagrams:** Visualization strategies benefit from the use of pictures and diagrams to represent information in the text. Encouraging students to create mental images or use visual resources, such as concept maps or flow charts, helps them to organize and relate information more effectively. They can be taught to identify the key parts of a text and represent them visually to facilitate comprehension.
- **Anticipatory activities:** Before reading a text, students can be encouraged to activate their prior knowledge and make predictions about what they might find in the text. This helps them to build expectations and make connections with their prior knowledge, which facilitate overall comprehension of the text.
- **Teaching relevant vocabulary:** Vocabulary plays a crucial role in reading comprehension. Special attention should be paid to teaching vocabulary related to the topic of visualization strategies. Students need to become familiar with specific terms and key concepts to fully understand related texts. Interactive activities, such as word games or picture association, can be used to reinforce and extend vocabulary.
- **Guided practice and feedback:** It are important to provide students with sufficient guided practice in applying visualization strategies. This may include reading authentic or adapted texts and using comprehension questions that encourage visualization. In addition, it is essential to provide constructive and specific feedback on students' performance, highlighting both their strengths and areas for improvement.

4.3.3 Post-test results for the Control Group

Chart 6. Post-test results for the Control Group

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total over 30	Average over 10	A2 Key score
1	2	2	4	5	4	17	5,67	14,2%
2	4	2	4	1	3	14	4,67	11,7%
3	3	3	4	1	4	15	5,00	12,5%
4	4	4	3	4	1	16	5,33	13,3%
5	4	5	1	3	2	15	5,00	12,5%
6	4	1	2	1	1	9	3,00	7,5%
7	4	3	3	3	3	16	5,33	13,3%
8	3	5	2	1	3	14	4,67	11,7%
9	2	1	0	3	4	10	3,33	8,3%
10	4	4	4	2	3	17	5,67	14,2%
11	2	1	3	3	2	11	3,67	9,2%
12	2	1	2	5	4	14	4,67	11,7%
13	3	2	2	4	4	15	5,00	12,5%
14	4	5	2	5	4	20	6,67	16,7%
15	4	5	4	3	2	18	6,00	15,0%
16	4	2	1	3	3	13	4,33	10,8%
17	3	5	0	1	4	13	4,33	10,8%
18	3	3	2	5	2	15	5,00	12,5%
19	4	3	1	3	2	13	4,33	10,8%
20	3	1	0	1	2	7	2,33	5,8%
21	4	1	0	3	1	9	3,00	7,5%
22	2	1	4	0	4	11	3,67	9,2%
23	2	2	3	3	2	12	4,00	10,0%
24	4	4	4	3	2	17	5,67	14,2%
25	3	1	2	4	2	12	4,00	10,0%
26	3	3	3	1	1	11	3,67	9,2%
27	3	4	2	4	2	15	5,00	12,5%
28	2	3	3	5	1	14	4,67	11,7%
29	3	4	1	4	4	16	5,33	13,3%
30	3	2	4	4	4	17	5,67	14,2%

Source: Field Research

Author: Pillaga, P. (2023)

Analysis and interpretation of results

Overall, scores have not improved compared to the previous test. While the total score out of 30 has increased in several cases, it indicates progress in students' reading comprehension. It is important to note that some students still have lower scores compared to others.

Furthermore, it is important to note that the control group did not receive any specific treatment or intervention related to visualization strategies. Therefore, although there is an increase in the post-test scores compared to the pre-test, the increase is not as high as it could have been if a teaching programme focused on visualization strategies had been applied.

The overall average score remains relatively close to the pre-test average, indicating that the control group has not experienced significant growth in their reading comprehension during the period between the two tests. This reinforces the idea that lack of intervention or specific treatment may limit students' academic progress.

4.3.4 Post-test results for the Experimental Group

Chart 7. Post-test results for the Experimental Group

Student	Part 1	Part 2	Part 3	Part 4	Part 5	Total over 30	Average over 10	A2 Key score
1	3	7	4	4	4	22	7,33	18,3%
2	4	5	3	4	5	21	7,00	17,5%
3	5	7	3	5	5	25	8,33	20,8%
4	4	5	4	2	4	19	6,33	15,8%
5	3	3	5	2	4	17	5,67	14,2%
6	5	7	3	5	5	25	8,33	20,8%
7	4	7	3	3	3	20	6,67	16,7%
8	4	5	3	4	2	18	6,00	15,0%
9	3	7	2	3	4	19	6,33	15,8%
10	4	4	2	3	4	17	5,67	14,2%
11	2	6	3	5	3	19	6,33	15,8%
12	5	5	3	4	4	21	7,00	17,5%
13	6	4	4	3	4	21	7,00	17,5%
14	6	6	4	2	2	20	6,67	16,7%
15	5	5	3	4	5	22	7,33	18,3%
16	4	6	4	5	3	22	7,33	18,3%
17	6	3	3	3	4	19	6,33	15,8%
18	6	7	3	3	5	24	8,00	20,0%
19	3	3	2	3	3	14	4,67	11,7%
20	6	5	4	3	4	22	7,33	18,3%
21	3	4	2	5	5	19	6,33	15,8%
22	4	4	4	2	3	17	5,67	14,2%
23	4	7	3	2	3	19	6,33	15,8%
24	6	4	4	2	3	19	6,33	15,8%
25	3	4	0	5	4	16	5,33	13,3%
26	4	7	4	4	4	23	7,67	19,2%
27	5	4	2	4	3	18	6,00	15,0%
28	3	6	3	4	3	19	6,33	15,8%
29	5	3	3	4	5	20	6,67	16,7%
30	3	3	4	5	4	19	6,33	15,8%
31	4	6	3	4	4	21	7,00	17,5%

Source: Field research

Author: Pillaga, P. (2023)

Analysis and interpretation of results

When analyzing the post-test results of the experimental group, a remarkable academic increase can be observed in comparison to the pre-test. This indicates that the experimental group, which received treatment, experienced significant improvements in their academic performance.

In each part of the test, positive aspects can be identified that reflect the impact of the interventions. For example, in Part 1, there was an increase in the number of correct answers, indicating an increased understanding of the concepts tested. In Part 2, there is an increase in scores, suggesting an improvement in the ability to identify and understand specific information.

In Part 3, there is an improvement in correct answers, indicating a better command of grammar and vocabulary. In Part 4, there is an increase in correct answers, indicating an improvement in the ability to understand and answer text-based questions. Finally, in Part 5, there is an increase in correct answers, indicating an improved ability to synthesize and express ideas coherently.

These positive results support the effectiveness of the interventions applied to the experimental group. The significant academic gains in all parts of the post-test indicate that the strategies and resources implemented have been successful in promoting the development of the skills assessed. This suggests that the interventions have been beneficial and have contributed to the academic progress of the students in the experimental group.

4.4 Hypothesis verification

Hypothesis testing was performed using the Wilcoxon signed-rank test, a non-parametric test that measures data from groups with similar characteristics. The Wilcoxon test is often used to compare means or medians of two independent sets.

First, the difference between the post-test and pre-test was determined for each group (control and experimental). This was done by applying the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test assesses whether a sample follows a normal distribution. In this case, it was determined that the differences for each group in the study follow a normal distribution

Chart 8. Kolmogorov-Smirnov normality test

Control Group		Experimental Group	
N	30	N	31
Mean	1,8667	Mean	10,7742
Standard deviation	4,65154	Standard deviation	2,09300
Absolute	,111	Absolute	,134
Positive	,086	Positive	,134
Positive	-,111	Positive	-,098
Test statistic	,111	Test statistic	,134
Asymptotic sig. (bilateral)	,200	Asymptotic sig. (bilateral)	,163

. a. Test distributions are not normal

Source: Field research

Author: Pillaga, P. (2023)

This test was used to verify the Hypothesis between 2 populations. The hypothesis statement was as follows:

Hypothesis1: The application of visualization strategies significantly improves students' reading comprehension.

Hypothesis0: The application of visualization strategies does not improve students' reading comprehension.

For the control group, the Wilcoxon non-parametric test determined the following values.

Chart 9. Wilcoxon test for hypothesis verification

Control Group		Experimental group	
Asymptotic sig. (bilateral)	0,062	Asymptotic sig. (bilateral)	0,001

Source: Field research

Author: Pillaga, P. (2023)

The Wilcoxon non-parametric test applied to this process determined the existence of statistically significant differences at a level of $P > 0.05$ obtained value of (0.062) between the results of the pre-test and post-test, which allows, in this way, to accept the null hypothesis of research and reject the alternative hypothesis that states: The application of visualization strategies does not improve students' reading comprehension.

On the other hand, the Wilcoxon non-parametric test applied to this process determined that the P-value obtained (0.01) is less than 0.05 (5% significance level). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. Which states: The application of visualization strategies significantly improves students' reading comprehension. This suggests that the application of visualization strategies does significantly improve students' reading comprehension in the experimental group. The results obtained support the efficacy of visualization strategies as an effective approach to improve reading comprehension in this specific context.

CHAPTER V.

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY AND ANNEXES

5.1 Conclusions

- Through the background research, several visualization strategies have been identified as effective tools for improving students' reading comprehension. Among these strategies are drawing and imagining in which the use of quick sketches, the creation of visual landscapes, the use of guided imagery to contextualize the narrative are addressed. Similarly, the use of concept maps as summary tools. Moreover, making visual and verbal inferences based on clues from the text and prior knowledge. Use of visual markers such as post-its or symbols to indicate important points, questions or doubts while reading the text. Visual reconstruction for students to create visual representations of the content read, either through drawings, diagrams, or graphical representations, to foster deeper understanding.
- Based on the bibliographical research and the findings obtained during the field phase, educational actions have been designed for the promotion and application of visualization strategies in the development of reading comprehension in English. These actions are framed within the new educational approaches and paradigms, such as constructivism, which promote active participation and meaningful learning of students. The use of cooperative strategies and worksheets has proven to be effective in improving the reading comprehension process, allowing students to create visual connections, infer meanings and construct personal meaning from texts. In this sense, it can be concluded that the implementation of these strategies offers an enriching and motivating approach to English language learning and promotes the development of key cognitive and linguistic skills.
- Through the diagnosis carried out to assess the level of reading comprehension in English language learning, valuable information has been obtained to

identify the current situation and to adapt strategies and pedagogical approaches in an effective way. By means of the statistical analysis of the data collected in the pre- and post-tests, it has been possible to verify the hypothesis put forward in this study. It has been conclusively proven that the visualization strategies applied have proved to be highly beneficial for the development and improvement of reading comprehension in English language learning. The results obtained from the data analysis clearly indicate that the use of these strategies has contributed significantly to the acquisition of reading comprehension skills by the students.

5.2 Recommendations

- To promote the training and continuing education of teachers in the use of visualization strategies as pedagogical tools. This enable teachers to be familiar with the different techniques and approaches, and to apply them effectively in the classroom.
- Encourage the incorporation of visualization activities and exercises into the curriculum and lesson planning. This involves designing tasks that involve the creation of mental images, the interpretation of visual elements in texts and the graphic representation of key ideas and concepts.
- To provide resources and teaching materials that support the implementation of visualization strategies. This may include picture books, infographics, videos, concept maps and other visual resources that help students connect textual information with visual representations.
- To encourage students' active participation in the reading comprehension process through collaborative activities. This involves activities in pairs or groups, where students can discuss, exchange ideas and construct meaning together.
- To conduct regular assessments to monitor students' progress in reading comprehension and adjust teaching strategies according to identified needs.

CHAPTER VI.

PROPOSAL

6.1 General Information

Topic: Visualizing Strategy

Executing institution: Unidad Educativa Severo Espinosa

City: Ducur - Cañar

Author: Teacher Licenciada Priscila Fernanda Pillaga Riofrío

6.2 Background of the proposal

The visualization strategy has gained significant importance in teaching reading comprehension, especially for young secondary school students. This strategy is based on the idea that by creating mental images while reading, students can improve their comprehension, retention, and enjoyment of texts. Visualization not only helps to internalise abstract concepts, but also encourages immersion in reading, which in turn promotes more meaningful learning. With the growing need for strong reading skills in an increasingly information-oriented world, promoting visualization strategies becomes an essential pedagogical approach to cultivate competent and critical readers.

The need to incorporate visualization strategies into reading instruction is underpinned by the fact that reading comprehension is a fundamental skill in education and in everyday life. In a context where information is vast and varied, the ability to comprehend and analyse texts effectively is an essential requirement for the academic and professional success of young learners. In addition, visualization provides students with a powerful tool for dealing with challenging and complex texts, enabling them to access deeper levels of understanding and make more meaningful connections with the content. Promoting the use of visualization strategies not only improves students' reading skills, but also equips them with a crucial skill for lifelong learning.

In the process of designing pedagogical strategies aimed at enhancing reading comprehension through visualization techniques, it has been considered relevant to start from previous experiences that provide clarity on the challenges and prior knowledge in this area of research. Among the most notable elements in this research context, the implementation of a comprehensive pre-test prior to the execution of the programmed activities stands out.

One of the most notable shortcomings observed in the pre-test was the students' difficulty in understanding longer and more complex texts. Throughout the different parts of the assessment, it was evident that many students had problems in identifying and retaining the main ideas and details of texts that required greater attention and deeper understanding. This suggests a lack of practice in reading longer texts and the need to develop specific reading comprehension strategies for more complex texts.

Another common error observed in the pre-test was students' difficulty in locating specific information in texts. This was reflected in the low scores, where students were required to answer questions related to short texts. The majority of students had problems finding the necessary information in the texts, indicating a lack of information search and retrieval skills, as well as a limited understanding of the structure of the texts.

Another significant shortcoming relates to the use of grammatical and structural knowledge. Although some students demonstrated a good command of grammatical forms and structural relations in the text, others had difficulties in applying this knowledge. This suggests the need to strengthen the teaching of grammatical and structural aspects in the context of reading comprehension.

Significant variability in individual students' performance was observed across all parts of the pre-test. Some students scored higher, indicating better mastery of certain skills, while others scored below average, indicating specific areas in which they need further development. This variability in performance underlines the importance of adapting

pedagogical strategies to meet the individual needs of students and to address specific gaps identified in their reading comprehension skills.

The identification of students' reading comprehension deficits, such as difficulty in understanding complex texts, inability to locate specific information, deficits in the use of grammatical knowledge and variability in individual performance strongly underlines the imperative need for a solid and effective pedagogical guide. Such a guide not only provide teachers with practical tools and targeted strategies to address these deficits but also allow for more personalised teaching tailored to the specific needs of learners. The implementation of a pedagogical guide based on visualization strategies is presented as an essential response to raise reading comprehension levels and ensure more effective learning in the context of secondary education.

In support of the choice of a pedagogical guide focusing on visualization strategies for the development of reading comprehension, relevant theories and pedagogical approaches can be identified. One of these is the theory of situated cognition, which argues that learning is optimised when it is connected to authentic situations and contexts. In the context of reading comprehension, this implies that visualization strategies should contextualize reading in meaningful and authentic situations, which in turn enhances comprehension and reading comprehension effectiveness.

In addition, the constructivist approach emphasises active learning and the construction of knowledge by learners. Visualization strategies actively engage students in creating mental images and challenge them to think creatively, thus contributing to the development of their reading comprehension skills and the active construction of their knowledge.

Therefore, this research proposal seeks to address the need to improve reading comprehension through a pedagogical guide that brings together specific activities designed to develop reading comprehension skills through visualization strategies. This guide is based on the premise that mastery of reading comprehension is essential for

effective communication and success in lifelong learning, as well as mastery of descriptive writing, as stated in the reference text.

6.3 Justification

The creation of a pedagogical guide focusing on the use of visualization strategies in the educational context is justified by a number of key benefits for both teachers and learners. These benefits cover essential aspects of teaching and learning, promising to enrich the entire educational experience.

Firstly, the use of visualization strategies in teaching reading comprehension is presented as a powerful tool for teachers. These techniques, which include creating mental images and connecting reading to authentic situations and contexts, enable students to improve their comprehension of texts, making them more meaningful and vivid. The pedagogical guide provides teachers with practical examples and activities that facilitate the effective incorporation of these strategies in the classroom, providing educators with the necessary tools to enrich the teaching-learning process.

In addition to improving reading comprehension, the emphasis on visualization strategies also contributes to the development of critical thinking. Students are challenged to interpret information and create mental images while reading, which fosters critical thinking skills by effectively analyzing and synthesizing content. The pedagogical guide include exercises specifically designed to stimulate critical thinking and promote detailed observation, thus enhancing students' cognitive skills.

A crucial aspect is the motivation and active participation of learners. Visualization strategies can make reading more interesting and engaging by allowing students to immerse themselves in the content and connect it to their personal experiences. This, in turn, can increase motivation and active participation in the reading process. The pedagogical guide provide activities that encourage students' active participation, inspiring them to engage in reading with enthusiasm and curiosity.

In addition, the use of visualization strategies encourages the appreciation of different perspectives. Students learn to look at texts from different angles and to appreciate the richness of detail in reading. This promotes empathy and understanding of different points of view, thus enriching the learning environment. The pedagogical guide encourages teachers to explore the diversity of perspectives in reading and to use visualization strategies to foster openness to new ideas and understanding of diverse contexts.

Finally, these visualization strategies also play a key role in improving effective communication. They help learners to express their ideas and thoughts more accurately and coherently, which is essential in both written and verbal communication. The pedagogical guide provides strategies to improve written communication and foster an effective exchange of information and knowledge, preparing students for successful communication in their academic life.

6.4 Objectives

General

1. Develop a comprehensive pedagogical guide to enable teachers to improve students' reading comprehension skills through the effective implementation of visualization strategies in the teaching and learning process of reading.

Specific

1. Identify and select the most appropriate and effective visualization strategies for teaching reading comprehension in the educational context, considering the needs and levels of the students, as well as the diversity of texts they deal with.
2. To design pedagogical activities and exercises that integrate visualization strategies in a meaningful way into the curriculum, thus fostering the development of observation skills, critical thinking, and creative reading comprehension.

3. To facilitate the successful implementation of the pedagogical guide, providing support and guidance to teachers so that they can effectively incorporate visualization strategies into their educational practice, promoting reading comprehension in their students without the need for formal assessments.

6.5 Feasibility analysis

The viability and feasibility of the pedagogical guide focusing on the use of visualization strategies in the teaching and learning process of reading comprehension is underpinned by a number of key elements that support its effective application in educational contexts. Firstly, this guide is based on a solid theoretical foundation supported by pedagogical and literary research that has demonstrated the effectiveness of visualization strategies in improving students' reading comprehension and critical thinking. This theoretical basis ensures that the guide is grounded in well-established pedagogical practices.

Furthermore, the guide aligns well with contemporary educational goals, which emphasise the need to foster reading comprehension, critical reading, and the development of critical thinking skills among students. This coherence ensures that the guide is relevant and valuable to both teachers and students in the context of current educational goals.

The adaptability of the guide is another factor that supports its viability. It has been designed in a flexible way so that it can be applied in a wide variety of educational settings, including different school levels and subject areas. This versatility simplifies its implementation in various educational contexts and its adaptation to the specific needs of each setting, making it compatible with different educational systems.

In addition, the availability of resources and materials is another crucial component for the viability of the pedagogical guide. The resources needed for its implementation, such as examples of activities, exercises, and pedagogical suggestions, are accessible

and inexpensive. This facilitates their adoption by teachers, as they do not require significant investment in material or financial resources.

Teacher training and support are essential elements to ensure effective implementation of the guide. Training workshops and additional resources are foreseen to prepare and motivate teachers to use visualization strategies effectively in their classrooms.

Ultimately, the pedagogical guide offers long-term benefits, as it has the potential to improve students' reading comprehension skills, foster their critical thinking and promote more effective communication. These benefits contribute to students' lifelong educational success, which further reinforces its viability and feasibility as a valuable pedagogical tool in the field of education.

6.6 Proposal foundation

The methodology employed in the creation of the pedagogical guide was developed following a systematic process involving several essential stages. First, a comprehensive review of research and literature was conducted in order to identify the most effective visualization strategies for teaching reading comprehension. This review included current studies, leading pedagogical approaches and best practices in the field of reading comprehension and visualization strategies.

Once the key strategies had been identified, specific educational objectives were defined that were in line with the established educational standards and learning objectives. This served as the basis for the design of the curriculum, in which the sequence of content was planned and the specific competences to be acquired by the students were established.

The next stage involved the development of concrete pedagogical activities and resources designed to enable teachers to implement the visualization strategies effectively in the classroom. These activities included practical examples, exercises,

projects, and pedagogical suggestions aimed at facilitating the teaching of visualization techniques.

In addition to the activities, teaching materials, such as teacher guides and student support materials, were developed to complement the pedagogical guide. These materials provided detailed guidance on how to implement the visualization strategies and how to integrate them into daily teaching.

Throughout the process, continuous monitoring was carried out to evaluate the effectiveness of the guide and adjust, as necessary. This ensured that the pedagogical guide adapted to the changing needs of teachers and students and continued to be a valuable pedagogical tool for improving reading comprehension through visualization strategies.

6.7 Proposal development



VISUALIZING STRATEGIES

PEDAGOGICAL GUIDE

DESCRIPTION

This pedagogical guide is an essential tool for educators who wish to enrich the teaching of reading comprehension in English language learning. This guide is based on research findings that demonstrate the effectiveness of specific visualization strategies and their positive impact on learners. It provides a practical and detailed approach to implementing these strategies in the classroom, promoting meaningful learning and the acquisition of essential skills. With a clear structure and targeted resources, this guide provides educators with the tools they need to improve their students' reading comprehension and promote their academic success.

Author: Teacher Priscila Fernanda Pillaga Riofrío

Content

Introduction.....	72
Scope.....	72
Objectives.....	73
Competences	74
Application of visualization strategies	76
Intervention Structure.....	77
Classroom roles.....	78
Visualization Strategies.....	80

Introduction

This teaching guide has been developed to provide teachers with an effective tool to improve their students' reading comprehension skills through visualization strategies. This guide is based on a solid theoretical foundation supported by pedagogical and literary research, as well as the practical experience of committed educators.

Reading comprehension is a critical aspect of the educational process, and its mastery is essential to the development of critical and reflective individuals. The guide provides a selection of visualization strategies that have been shown to be effective in fostering deep comprehension of texts.

This guide has been structured in a way that is adaptable to different levels and educational contexts. Teachers find strategies, examples and activities that can be flexibly incorporated into their teaching practices.

As educators delve into this guide, they find valuable tools to stimulate critical thinking and an appreciation for reading in their students. Reading is a fundamental skill, and this guide is designed to enrich its teaching.

We thank teachers for considering this guide as a tool in their teaching. We invite you to explore and use these strategies with the confidence that they contribute to the development of stronger reading comprehension skills in your students.

Scope

The Pedagogical Guide entitled "Improving Reading Comprehension through Visualization Strategies" has been carefully designed to meet the needs of both teachers and students in secondary education. Its applicability extends to students at secondary level, particularly those in the first years of their education.

- **For Teachers:** This guide serves as a comprehensive resource, equipping educators with a wide range of strategies and activities designed to enhance the teaching of reading comprehension. Designed for secondary school students, it

provides five specific approaches: Unimodal Internal Visualization, Multimodal Internal Visualization, Unimodal External Visualization, Multimodal External Visualization and Creative Visualization and Visual Planning in which teachers with specific tools to foster their students' reading comprehension skills through visualization techniques. The guide includes detailed examples of activities, allowing teachers the flexibility to easily integrate them into their existing curricula and customize them to fit the unique dynamics of their classrooms.

- **For Students:** Secondary students find this guide invaluable as it focuses on improving their reading comprehension skills. Through structured practice and specific exercises, students hone their skills in comprehending written texts by harnessing the power of visualization. The guide is thoughtfully presented in an accessible and user-friendly format, ensuring that students can easily understand and apply these visualization techniques in their reading.
- **For Advanced Levels:** While the guide is primarily aimed at secondary school students, its principles and strategies are adaptable to more advanced levels of education. Teachers and students working at higher levels of education can take advantage of the visualization concepts presented here, extending the usefulness and versatility of the guide to a broader spectrum of learners.

Objectives

General

Develop a comprehensive pedagogical guide to enable teachers to improve students' reading comprehension skills through the effective implementation of visualization strategies in the teaching and learning process of reading.

Specific


1. Identify and select the most appropriate and effective visualization strategies for teaching reading comprehension in the educational context, considering the needs and levels of the students, as well as the diversity of texts they deal with.
2. To design pedagogical activities and exercises that integrate visualization strategies in a meaningful way into the curriculum, thus fostering the development of observation skills, critical thinking, and creative reading comprehension.
3. To facilitate the successful implementation of the pedagogical guide, providing support and guidance to teachers so that they can effectively incorporate visualization strategies into their educational practice, promoting reading comprehension in their students without the need for formal assessments.

Competences

The Pedagogical Guide "Improving Reading Comprehension through Visualization Strategies" aims to develop specific competences in teachers and students. These competences cover both reading skills and teaching skills. The following are the key competences that are expected to be developed through this guide:

For teachers:

- **Competence in Visualization Strategies:** Teachers will acquire the ability to understand and apply various visualization strategies in teaching reading comprehension, enabling them to effectively guide students in this process.
- **Design of Pedagogical Activities:** They will develop the ability to design effective pedagogical activities that integrate visualization strategies in the classroom, adapting the activities according to the level and needs of the students.

- 
- **Curriculum Adaptability:** Teachers will learn to adapt visualization strategies to meet the needs of students with different ability levels and learning styles, thus promoting inclusion.
 - **Reading Comprehension Assessment:** They will develop skills to assess students' reading comprehension and use effective feedback strategies to improve their skills.
 - **Communication Skills:** Acquire effective communication skills to guide students in the process of visualization and reading comprehension.

For Students:

- **Reading Comprehension:** Students will develop the ability to comprehend written texts more deeply and effectively, identifying main ideas, details, and connections between concepts.
- **Critical Thinking:** Students will improve their critical thinking skills by questioning, analyzing, and evaluating the information contained in the texts they read, as well as relating it to their own experiences and prior knowledge.
- **Visualization Skills:** They will learn to use visualization strategies to create mental images of the content read, which will facilitate comprehension and retention of the information.
- **Reading Autonomy:** They will acquire the ability to read more autonomously and effectively, enabling them to approach a variety of texts with confidence and understanding.
- **Application of Strategies:** Students will be able to apply visualization strategies in a reflective manner in a variety of reading situations, providing them with a valuable tool for life.

Application of visualization strategies

The proposed intervention strategy has been meticulously conceived with the purpose of significantly enhancing reading comprehension skills. This strategy is based on a carefully planned structure that is spread over a total of 10 evenly distributed learning sessions. Each pair of sessions takes place over the course of a week and is devoted exclusively to the teaching and application of a particular visualization technique.

The layout of these sessions has been designed with the primary objective of guiding students through a gradual and highly practical learning process, culminating in a substantial improvement in their reading comprehension skills. Each session consists of an introductory phase where the topic is presented comprehensively. This is followed by a phase where illustrative examples are provided to demonstrate the visualization technique in action, enabling students to understand its practical application in reading contexts. This is followed by a guided practice where students are given the opportunity to apply the technique under the guidance of the teacher. Finally, there are opportunities for students to independently apply the technique in their own reading and comprehension activities.

Through this comprehensive structure, students have the valuable opportunity to not only understand and master the visualization techniques, but also to internalise and apply them effectively in their interaction with a wide variety of written texts in English. This do not only enrich their reading comprehension, but also foster greater independence and confidence in their ability to approach and comprehend texts more deeply and effectively.

Intervention Structure

Week X: Visualization strategy "XXXX".

Session 1

Objective: To introduce the visualization strategy and teach students how to apply it during reading.

Actividades:

- **Presentation:** The concept of visualization strategy and its importance for reading comprehension is explained.
- **Examples:** Examples of how students can put the strategy discussed into practice are shown.
- **Practice guide:** A step-by-step guide is provided for students to practice the strategy.
- **Group discussion:** A class discussion is encouraged for students to share their experiences and how they helped them to better understand the text.

Session 2

Objective: To apply the strategy in a guided reading activity.

Actividades:

- **Preparation:** A text appropriate to the interests and abilities of the students is provided.
- **Guided reading:** The text is read aloud, and students are guided through the application of the visualization strategy while reading.
- **Assessment:** A short assessment is administered after reading to measure students' reading comprehension. This may be another multiple-choice quiz or a written response task.
- **Individualized feedback:** Specific feedback is provided to each student on their application of the strategy and provides suggestions for improvement.

Classroom roles

During the implementation of the intervention, students are assigned specific roles to encourage collaboration, active learning, and participation in the reading comprehension process. These roles help to make the classroom dynamic more interactive and enriching. The assigned roles are described below:

Teacher Facilitator: The teacher plays a crucial role as a facilitator of learning. His/her main function is to guide and support students in understanding and applying visualization strategies. The teacher provides guidance, introduce the techniques, moderate discussions, and provide feedback. In addition, he/she adapts the intervention according to the specific needs of the learners.

Activities

- **Presentation of Strategies:** The teacher introduces and explain the visualization strategies clearly and concisely, providing concrete examples to illustrate their application.
- **Guiding the Discussion:** During class discussion sessions, the teacher moderates and guide conversations, asking open-ended questions to stimulate critical thinking and ensuring that all students participate.
- **Individualized Feedback:** Provide specific feedback to students on their application of the strategies. Identify areas for improvement and provide suggestions for skill development.
- **Adapting the Intervention:** Evaluate students' progress and adjust intervention as needed. Adapt strategies and activities to meet individual and group needs.

Active Learner: All students assume the role of "Active Learner". As active learners, they actively participate in the reading and discussion activities. They are expected to apply visualization strategies, share their perspectives and experiences, collaborate with their peers, and be opened to learning from their peers. This role promotes students' active engagement in their own and their peers' learning process.



Activities

- **Application of Strategies:** Students apply visualization strategies while reading assigned texts. They create mental images, make connections, and actively take notes.
- **Participation in Discussions:** Actively contribute to group discussions, sharing their experiences and how they applied strategies to better understand the text. Ask questions and reflections to enrich the discussion.
- **Self-assessment:** Reflect on their own reading comprehension and self-assess their application of the strategies. Identify areas in which they need to improve and set learning goals.
- **Collaboration:** Work collaboratively with peers, share additional resources and provide constructive feedback to peers during group activities.

Visualization Strategies

Strategy 1. Unimodal internal visualization

1

Definition

Unimodal Internal Visualization is a powerful technique that involves creating vivid mental images as students read a text. This strategy is based on the idea that by building visual representations in their minds, readers can significantly improve their comprehension of a text and their ability to recall information. Unimodal internal visualization focuses on the sense of sight, as students use their imagination to form detailed images based on the descriptions and elements present in the reading.



This strategy not only stimulates students' imaginations, but also connects them more deeply to the content of the text. By creating mental images of characters, settings, events and other descriptive details, students can feel more immersed in the story or material, allowing them to comprehend it more effectively.

To use unimodal internal visualization as an effective reading comprehension strategy, it is essential that students are guided in the process. Teachers can explain and model how to carry out this technique by encouraging students to pause periodically during reading to create and review their mental images. After reading, classroom discussion and reflection activities can be held for students to share their visualizations and how these influenced their understanding of the text.

This strategy is particularly beneficial when dealing with texts rich in visual descriptions, such as fictional passages, descriptive texts, historical narratives, and literature. Moreover, it can be adapted to meet the needs and levels of learners, from the youngest to the most advanced. Unimodal internal visualization not only improves reading comprehension, but also fosters creativity and a love of reading, making it a valuable tool in secondary education.



Activities

Activity 1: "Mental Images in Narrative".

Objective: To encourage unimodal internal visualization in narrative reading.

In this activity, teacher selects a passage from a short story or novel that features detailed visual descriptions, such as an important scene or the introduction of a character. The steps are described below:

- The teacher reads aloud the passage, emphasizing the key visual descriptions.
- Students are asked to close their eyes and listen to the passage again while concentrating on creating mental images based on the narrative. They are given time to reflect.
- Students share their mental images with a partner or in a group, encouraging discussion about how these images influenced their understanding of the story.
- Finally, students are asked to draw their images or describe them in writing. This allows them to express their visualizations creatively.

[1] Once there was a gentleman who married, for his second wife, the proudest and most haughty **1** woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled **2** goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious. **3** She employed her in the meanest work of the house. She scoured **4** the dishes, tables, etc., and cleaned

madam's chamber, and those of misses, her daughters. She slept in a sorry garret, **5** on a wretched **6** straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses **7** so large that they could see themselves at their full length from head to foot.

The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil **8** as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel, **9** was a hundred times more beautiful than her sisters, although they were always dressed very richly. **Q1**



[1920s-Cinderella](#) by clotho98 is licensed under CC BY-NC 2.0.

Activity 2: "Science and Nature Descriptions".

Objective: To apply unimodal internal visualization in science and nature texts.

In this activity, teacher selects an informative article or passage related to natural sciences, such as an article about ecosystems, natural phenomena, or animals. The steps to be followed are described below:

- Students show the text and encourage to underline or highlight key visual descriptions in the text.
- After reading, students share their visualizations of what they imagined while reading. Discussion is encouraged on how these mental images helped them to better understand the scientific concepts presented.
- Students are provided with a series of images related to the topic and asked to compare them to their visualizations. What differences did they notice? How did the visual images influence their understanding?

[1] "Ooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

"It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.

For the last four years — since 1932 — Oklahoma and nearby states had endured ¹ dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

[5] The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed. ^{Q1}

"I'm scared," said Mary Ann.



[We'll never make it to the barn.](#) by James Watling is used with permission.

Activity 3: "The Protagonist in the First Person".

Objective: To foster empathy and emotional connection with the protagonist of a story.

In this activity, a passage is selected from a first-person narrative in which the protagonist narrates his or her story. The steps are described below:

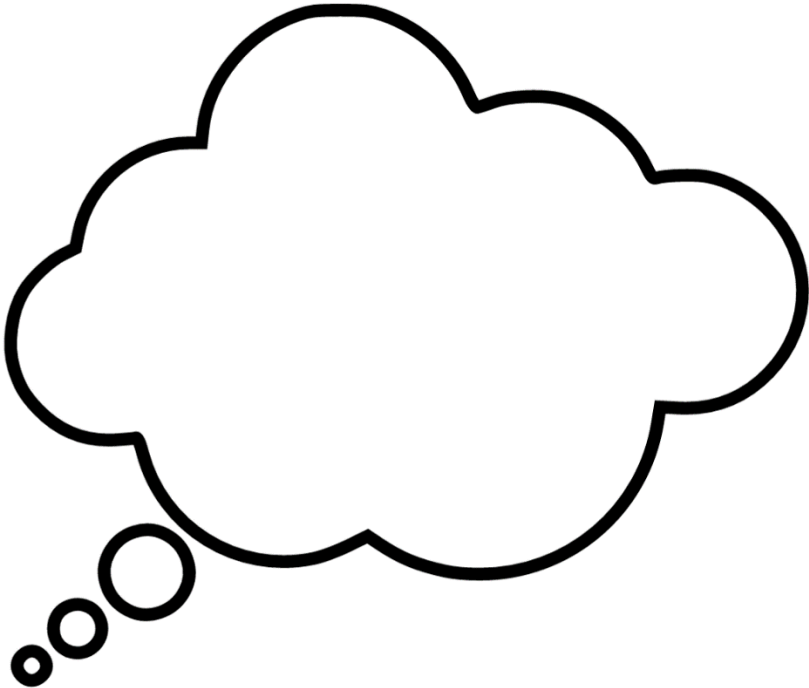
- Students read the passage with the aim of creating a detailed mental picture of the protagonist and the situation he/she is in.
- After the reading, students have to write a short letter or diary in the voice of the protagonist, expressing their thoughts and emotions about the story. This helps them to connect more deeply with the character and his or her experience.

BAD DAY

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. Soon I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I quickly had to make another plan. By five o'clock, I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that something had gone wrong with the computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged!

Mental Image Activity Worksheet

I visualize while I read and write details



Five horizontal lines for writing, each consisting of a solid top line and a dashed bottom line.

UNIDAD EDUCATIVA SEVERO ESPINOSA		
1. INFORMATIVE DATA		
Area	English as a foreign language	
Teacher's name:		
School Year	2022-2023	
Grade/Course		
Date:		
2. PLAN		
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS
<p>Reading EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types</p>	<p>CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p>

Methodological strategies	Resources
<p>Session 1 Warm-up Start the class with a brief discussion about the importance of creating mental images while reading. Ask students if they have ever had an internal visualization experience while reading and how it has helped them to understand the story.</p> <p>II. Introduction Explain the concept of unimodal internal visualization and how it refers to creating mental images while reading. Mention that in this session they focus on narrative and how visual descriptions influence our understanding of a story.</p> <p>Activity 1 - "Mental Imagery in Narrative" (30 minutes): Select a passage from a short story or novel with detailed visual descriptions. Read the passage aloud, emphasizing the key visual descriptions. Ask students to close their eyes and listen to the passage again, focusing on creating mental images. After the reading, encourage them to share their mental images in pairs or groups and discuss how the images influenced their understanding of the story. Finally, ask students to draw their images or describe them in writing in their notebooks.</p> <p>Session 2: Activities 2 and 3 - "Descriptions of Science and Nature" and "The Protagonist in the First Person".</p> <p>Warm Up:</p>	<p>Selected Text: Select a passage from a short story or novel with detailed visual descriptions. This text is essential for the activity.</p> <p>Copies of the Text: Print or project the passage for students to view.</p> <p>Colored Pencils, Paper or Notebooks: For students to draw or describe their mental images after reading.</p>

Start the session by recalling the previous activity and asking students what they learned about internal visualization in narrative.

Activity 2 - "Science and Nature Descriptions" (30 minutes):

Present an article related to natural science that contains important visual descriptions.

Students underline or highlight key descriptions in the text.

After reading, students share their visualizations and discuss how the images influenced their understanding of the topic.

Activity 3 - "The Protagonist in the First Person" (30 minutes):

Select a first-person narrative passage in which the protagonist tells his or her story.

Encourage students to read the passage and create a detailed mental picture of the protagonist and his or her situation.

After reading, ask students to write a short letter or diary in the voice of the protagonist, expressing their thoughts and emotions about the story.

Discuss how this activity helped them connect emotionally with the character.

Reflection and Evaluation (10 minutes):

Ask students how they felt when applying unimodal internal visualization in different types of reading.

Encourage them to reflect on how this strategy might help them understand and enjoy reading more.

Homework (5 minutes):

Assign students an additional reading and ask them to practice internal visualization while reading.

They should take notes in their visualization journals about the mental images they create.

Strategy 2 Multi-modal internal visualization

2

Definition

Multimodal internal visualization is a reading comprehension strategy that involves creating mental images in multiple sensory modalities while reading a text. Beyond simply forming visual images in the mind, this strategy seeks to actively engage other senses, such as touch, smell, taste, and hearing, to construct rich and detailed mental images. In essence, it is a technique that allows readers to experience and understand content more fully and vividly by engaging a variety of senses.

When students apply multimodal internal visualization, they not only imagine what they see in the text, but also strive to visualize how it feels, sounds, smells, tastes or even how it relates to their emotions. This contributes to a deeper understanding of the material and a fuller immersion in the reading.



This strategy is particularly effective in reading texts that contain rich sensory descriptions. By activating multiple sensory modalities, students can connect emotionally with the content and build a more meaningful and memorable reading experience. Multimodal internal viewing is not only limited to the creation of images, but also involves the construction of a multisensory experience that enriches reading comprehension and enjoyment.



Activities

Activity 1: "Sensory Exploration of a Descriptive Passage".

Objective: To encourage multimodal internal viewing in descriptive texts and enrich reading comprehension by engaging multiple senses.

Procedure:

- Select a descriptive passage from a narrative that includes visual, aural, olfactory, and tactile details. For example, a detailed description of a natural landscape or a cooking scene.
- Ask students to read the passage and, as they do so, instruct them to create mental images that include not only what they see, but also what they hear, smell, feel and, if relevant, taste.
- After the reading, organize a classroom discussion in which students share their multisensory mental images. Encourage them to compare and contrast the imagined sensory experiences.
- To consolidate the activity, students can express their visualizations in a creative format of their choice, such as a drawing, a written description that incorporates multiple sensory modalities, or even an oral presentation in which they share their multisensory experiences with the rest of the class.

What is a food desert?

A food desert is an area or neighborhood where people, for various reasons, have limited access to fresh, whole, and healthy foods.

Everyone has a slightly different definition of food deserts, but a lot of people tend to use the

United States Department of Agriculture's

(USDA) ¹ definition: "in urban ² food deserts,

a significant percentage of the neighborhood's

residents live more than one mile away from a fresh food provider such as a supermarket

or farmer's market; in rural ³ areas, a food desert must be at least ten miles away from a

fresh food source."



[Fresh Food](#) by Sonny Side Up! is licensed under CC BY 2.0.



Activity 2: "Exploring Sensory Emotions".

Objective: To promote empathy and emotional connection with characters or situations in reading by engaging the senses in creating mental images.

Procedure:

- Choose a narrative passage that evokes specific emotions, such as joy, sadness, fear, or excitement.
- Ask students to read the passage and, as they do so, instruct them to create mental images that involve not only the emotions, but also sensory details that contribute to those emotions.
- After the reading, students can write a short essay or reflection describing their multisensory mental images and how they contribute to their understanding of the emotions in the story.
- In the classroom, discussions can be organized for students to share their reflections and discuss how the multimodal internal visualization enriched their understanding of the emotions in the text.

As you read, imagine on how Poe characterizes the love between the narrator and Annabel Lee.

[1] It was many and many a year ago
In a kingdom by the sea
That a maiden there lived whom you may know
By the name of Annabel Lee;
[5] And this maiden she lived with no other
thought
Than to love and be loved by me.

I was a child and she was a child
In this kingdom by the sea;
But we loved with a love that was more than
love —

[10] I and my Annabel Lee;
With a love that the winged seraphs ¹ of
heaven
Coveted ² her and me. ^{Q1}

And this was the reason that long ago
In this kingdom by the sea
[15] A wind blew out of a cloud chilling
My beautiful Annabel Lee;
So that her highborn kinsman came
And bore her away from me
To shut her up in a sepulchre ³

[20] In this kingdom by the sea. ^{Q2}

The angels not half so happy in heaven
Went envying her and me —
Yes! — that was the reason (as all men know
In this kingdom by the sea)

[25] That the wind came out of the cloud by night
Chilling and killing my Annabel Lee. ^{Q3}

But our love it was stronger by far than the love
Of those who were older than we —
Of many far wiser than we —

[30] And neither the angels in heaven above
Nor the demons down under the sea
Can ever dissever ⁴ my soul from the soul



[Untitled](#) by Tj Holowaychuk is licensed under CC0.

Of the beautiful Annabel Lee.

For the moon never beams without bringing me dreams

35] Of the beautiful Annabel Lee;

And the stars never rise but I feel the bright eyes

Of the beautiful Annabel Lee;

And so all the night-tide I lie down by the side

Of my darling — my darling — my life and my bride

40] In the sepulchre there by the sea

In her tomb by the sounding sea. Q4

"Annabel Lee" by Edgar Allan Poe (1849) is in the public domain.

Activity 3: "Creating a Sensory Collage".

Objective: To integrate multisensory mental imagery into an artistic representation that reflects the understanding of a text.

Procedure:

- Assign students to read a descriptive or narrative passage that can be visualized in a multisensory way.
- After reading, ask them to create a "sensory collage" that reflects their mental images in multiple sensory modalities. This can include images, sounds, key words, smells and textures.
- Students can use magazines, printed images, sound recordings, tactile elements (such as cloth or rough paper), and scents to create their collage.
- Once they have completed their collages, students can share their work with the class and explain how each element of the collage represents a part of their multisensory mental images. This encourage discussion and reflection on the multimodal internal visualization strategy.

After you read, make a sensory collage how the speaker feels throughout the poem.

[1] This morning
the beautiful white heron
was floating along above the water

and then into the sky of this
[5] the one world
we all belong to Q1

where everything
sooner or later
is a part of everything else

[10] which thought made me feel
for a little while
quite beautiful myself. Q2



[Untitled](#) by Anchor Lee is licensed under CC0.

Lesson Plan

UNIDAD EDUCATIVA SEVERO ESPINOSA		
1. INFORMATIVE DATA		
Area	English as a foreign language	
Teacher's name:		
School Year	2022-2023	
Grade/Course		
Date:		
2. PLAN		
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS
<p>Reading EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types</p>	<p>CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p>

Methodological strategies	Resources
<p>Session 1 Warm up</p> <p>Start the class with a brief discussion about how senses and emotions can enrich the reading experience. Ask students if they have ever read something that made them feel as if they were in the story.</p> <p>Introduction to the Strategy</p> <p>Explain the concept of multimodal internal viewing and how it involves the creation of mental images that engage various senses and emotions. Mention that in this session they focus on sensory and emotional exploration of a descriptive passage.</p> <p>Activity 1 - "Sensory Exploration of a Descriptive Passage" (30 minutes):</p> <p>Select a descriptive passage from a narrative that includes visual, aural, olfactory, and tactile details. Ask students to read the passage and create multisensory mental images as they do so. Organize a classroom discussion for students to share their multisensory mental images and compare their imagined sensory experiences. Encourage students to express their visualizations creatively, either through drawings, written descriptions or oral presentations.</p>	<p>Selected Text: Select a passage from a short story or novel with detailed visual descriptions. This text is essential for the activity.</p> <p>Copies of the Text: Print or project the passage for students to view.</p> <p>Colored Pencils, Paper or Notebooks: For students to draw or describe their mental images after reading.</p>

Session 2: Activities 2 and 3 - "Exploring Sensory Emotions" and "Creating a Sensory Collage".

Warm Up

Start the session by recalling the previous activity and asking students how the sensory exploration made them feel.

Activity 2 - "Exploring Sensory Emotions"

Introduce a narrative passage that evokes specific emotions and ask students to read it. As they read, instruct them to create mental images that involve not only emotions, but also sensory details that contribute to those emotions. After reading, ask students to write a short essay or reflection on their multisensory mental images and how they contributed to their understanding of the emotions in the story. Encourage classroom discussion as they share their reflections and discuss how multimodal internal visualization enriched their emotional understanding of the text.

Activity 3 - "Creating a Sensory Collage"

Assign students to read a descriptive or narrative passage suitable for this activity. Then ask them to create a "sensory collage" that reflects their mental images in multiple sensory modalities. Students can use magazines, printed images, sound recordings, tactile elements and smells to create their collage. After completing the collages, students can share their work with the class and explain how each element of the collage represents their multisensory mental images.
Reflection and Evaluation

Ask students how they felt when applying multimodal internal visualization and sharing their sensory and emotional experiences.

Encourage them to reflect on how this strategy might help them understand and enjoy reading more

Homework

Assign students an additional reading and ask them to practice multimodal internal visualization and write a reflection on their experiences.

Strategy 3 Unimodal external visualization

3

Definition

The unimodal external visualization strategy refers to the practice of enhancing reading comprehension by using visual images or graphic resources related to the text. Rather than relying solely on internal imagination, readers rely on external images that complement, illustrate, or clarify textual content. This strategy focuses on a single sensory modality, which is sight, and focuses on the use of visual elements to enrich comprehension of a text.

In this strategy, learners can take advantage of a variety of visual resources, such as graphs, maps, charts, diagrams, photographs, illustrations, diagrams, and other visual elements related to the topic or content of the text. These external images not only facilitate the understanding of complex concepts but can also help learners to remember and retain information more effectively.



Unimodal external visualization is particularly useful in reading technical, scientific, informational texts or any material that can benefit from visual representation. By using graphic resources, students can clarify information, identify patterns, visualize relationships, and simplify abstract concepts, contributing to stronger comprehension and long-term retention. This strategy can be applied to a wide range of disciplines and types of reading, and its effectiveness lies in students' ability to translate textual information into a visual form that strengthens their comprehension.



Activities

Activity 1: "Creating Concept Maps and Diagrams".

Objective: To promote understanding of concepts and relationships between ideas in complex texts.

Procedure:

- Students are provided with a dense or technical text along with the task of creating a concept map or diagram that visually summarizes the structure of information and relationships between key concepts.
- They are encouraged to use graphic resources such as arrows, lines, boxes, and keywords to represent the connections between ideas.
- Students work in groups or individually to create their concept maps or diagrams.
- Students present and explain their concept maps or diagrams to the class. This promotes discussion and understanding of key concepts in the text.

As you read, take notes on how people learned about Ruth's cookies

A sweet invention

- [1] Ruth Wakefield wanted a cookie, but not just any cookie. Ruth wanted something new. Something different. And she was just the person to create **1** it.

In the 1930s, Ruth and her husband owned the Toll House restaurant in Whitman, Massachusetts. Toll House was a well-known stop on the way between Boston and Cape Cod. Actors, singers, and other celebrities of the time all ate there. Ruth was in charge of the restaurant's great food.

Ruth had studied cooking in college, and she was good at it. People said that all Ruth had to do was taste a dish, and then she could make it without even looking at a recipe. **2** She was always learning and trying new things. Every January, Ruth and her husband took a trip overseas to try foods in different countries, such as France and Egypt. **Q1**



Untitled by Shakti Rajpurohit is licensed under CC0.

Toll House was especially known for its desserts. Ruth made lemon meringue pie, Boston cream pie, and gingerbread. The restaurant served a thin butterscotch cookie, but Ruth wanted to create something brand-new. On the way home from one of their trips overseas, she planned out a new recipe.

- [5] At that time, chocolate was used in desserts, but it was always melted and mixed in. What if Ruth could use chocolate a different way? She thought back to a college class on cooking where she learned how foods work together. She also recalled her past experiments with chocolate.

Back home, Ruth ordered bars of semi-sweet chocolate from the grocery store. Then she used an ice pick to break the chocolate bars into pieces and added the bits to cookie dough. She tried batch **3** after batch until she had one she liked. Ruth named her new cookie the Chocolate Crunch Cookie. **Q2**

Chocolate Crunch Cookies were a hit! Customers at her restaurant loved them so much they asked her to make them at home. They shared the cookies with their friends. People wrote to Ruth and asked her for the recipe. She was happy to give it to them.

Ruth's cookies grew even more famous after she was invited on a radio show to talk about them. Then the recipe was printed in the newspaper. The cookies were so popular that the chocolate bar company saw their sales go up 500% in the region **4** where Ruth lived! In 1939, the company asked Ruth if they could use her recipe and the Toll House name on their chocolate bars. Ruth agreed. **Q3**

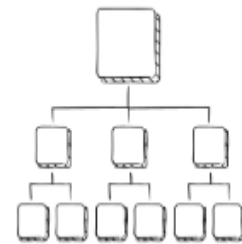
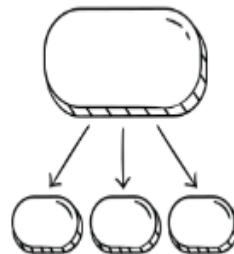
Everyone who made the cookies from Ruth's recipe had to break up the chocolate bars the way Ruth did. It wasn't always easy — Ruth's daughter remembered her mother's hands turning red and sore from chopping up chocolate when making a big batch of cookies for the restaurant. Then, in 1940, the chocolate bar company made chocolate chips for the first time and put them on sale with Ruth's recipe on the bag.

[10] Nobody had seen anything like chocolate chip cookies. Other companies began making their own chocolate chips and cookies. Chocolate chip cookie mix appeared on store shelves. Ruth's cookies became popular and stayed that way. Chocolate chip cookies are still named as one of people's favorite types of cookies.

Ruth retired ⁵ in 1967 and sold her restaurant. Today, the Toll House name and Ruth's recipe still appear on bags of chocolate chips and on chocolate chip cookie products. Her skill at cooking and experimenting with new tastes gave us one of our favorite treats. The next time you enjoy a chocolate chip cookie, thank Ruth Wakefield. Q4

"A Sweet Invention" by Tracy Vonder Brink. Copyright © 2022 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 4.0.

Now make a mind map using different graphical resources such as arrows, lines, boxes, and keywords (Use the examples below).





Activity 2: "Data Visualization"

Objective: .

Procedure:

- Students are provided with an article or text that includes data, graphs, charts, or diagrams.
- They are asked to examine the data and, using external visualization, create a graph or diagram that represents the information clearly and concisely.
- Students explain their graphs to the class, highlighting key points and conclusions based on the data visualization.

Read the news and make a diagram that represents the information clearly and concisely (Use the picture to help you understand the data).

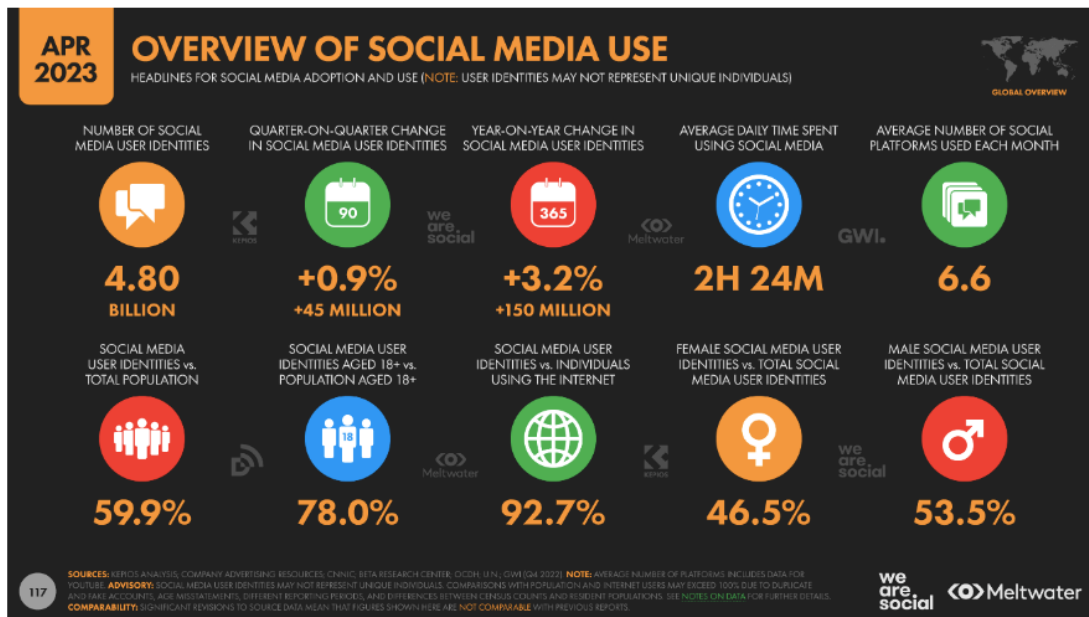
How many people use social media?

According to the Datareportal [April 2023 global overview](#), we can see that social media growth has continued to increase:

- More than **half of the world** now uses social media (**60%**)
- **4.80 billion people** around the world now use social media, **150 million new users** have come online within the last 12 months
- **The average daily time spent using social media is 2h 24m.**

The full report from Datareportal contains a huge amount of insight collated from different data providers across 200+ slides. It provides country-specific data for the vast majority of the world, so you might want to check out the slides of the countries in your core markets to get a better idea of the current state of social in the areas you operate. In this post, we focus on the social media data which starts at slide 160 in the report.

This chart, by [Datareportal](#), summarises the importance and growth of social media today.



<https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>



Activity 3: "Illustration of Reading Scenes".

Objective: To encourage narrative comprehension and visualization of scenes from the story.

Procedure:

- After reading a portion of a story or novel, students are asked to select a passage they find particularly descriptive or meaningful.
- They are encouraged to create an illustration that visually represents the scene described in the text, using colored pencils, paints, or other artistic tools.
- Students share their illustrations with the class and explain how this external visualization helped them to better understand the narrative and connect emotionally with the story.

As you read, take notes about this story

Little Red Riding Hood

[1] Once upon a time there was a dear little girl who was loved by every one who looked at her, but most of all by her grandmother, and there was nothing that she would not have given to the child. Once she gave her a little cap of red velvet, which suited her so well that she would never wear anything else. So she was always called Little Red Riding Hood.

One day her mother said to her, "Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine. Take them to your grandmother, she is ill and weak, and they will do her good. Set out before it gets hot, and when you are going, walk nicely and quietly and do not run off the path, or you may fall and break the bottle, and then your grandmother will get nothing. And when you go into her room, don't forget to say, good-morning, and don't peep into every corner before you do it."



[Jessie Wilcox Smith, Little Red Riding Hood](#) by Sofi is licensed under CC BY-NC 2.0.

I will take great care, said Little Red Riding Hood to her mother, and gave her hand on it.



The grandmother lived out in the wood, half a league **1** from the village, and just as Little Red Riding Hood entered the wood, a wolf met her. Little Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

[5] "Good-day, Little Red Riding Hood," said he.

"Thank you kindly, wolf."

"Whither away so early, Little Red Riding Hood?"

"To my grandmother's."

"What have you got in your apron?"

[10] "Cake and wine. Yesterday was baking-day, so poor sick grandmother is to have something good, to make her stronger."

"Where does your grandmother live, Little Red Riding Hood?"

"A good quarter of a league farther on in the wood. Her house stands under the three large oak-trees, the nut-trees are just below. You surely must know it," replied Little Red Riding Hood. Q2

The wolf thought to himself, "What a tender young creature. What a nice plump mouthful, she will be better to eat than the old woman. I must act craftily, so as to catch both." So he walked for a short time by the side of Little Red Riding Hood, and then he said, "see Little Red Riding Hood, how pretty the flowers are about here. Why do you not look round. I believe, too, that you do not hear how sweetly the little birds are singing. You walk gravely 2 along as if you were going to school, while everything else out here in the wood is merry."

Little Red Riding Hood raised her eyes, and when she saw the sunbeams dancing here and there through the trees, and pretty flowers growing everywhere, she thought, suppose I take grandmother a fresh nosegay. That would please her too. It is so early in the day that I shall still get there in good time. And so she ran from the path into the wood to look for flowers. And whenever she had picked one, she fancied that she saw a still prettier one farther on, and ran after it, and so got deeper and deeper into the wood. Q3

[15] Meanwhile the wolf ran straight to the grandmother's house and knocked at the door.

"Who is there?"

"Little Red Riding Hood," replied the wolf. "She is bringing cake and wine. Open the door."

"Lift the latch," called out the grandmother, "I am too weak, and cannot get up."

The wolf lifted the latch, the door sprang open, and without saying a word he went straight to the grandmother's bed, and devoured 3 her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains. Q4

[20] Little Red Riding Hood, however, had been running about picking flowers, and when she had gathered so many that she could carry no more, she remembered her grandmother, and set out on the way to her.

She was surprised to find the cottage-door standing open, and when she went into the room, she had such a strange feeling that she said to herself, oh dear, how uneasy I feel to-day, and at other times I like being with grandmother so much.

She called out, "Good morning," but received no answer. So she went to the bed and drew back the curtains. There lay her grandmother with her cap pulled far over her face, and looking very strange.

"Oh, grandmother," she said, "what big ears you have."

"The better to hear you with, my child," was the reply.

[25] "But, grandmother, what big eyes you have," she said.

"The better to see you with, my dear."

"But, grandmother, what large hands you have."

"The better to hug you with."

"Oh, but, grandmother, what a terrible big mouth you have."

[30] "The better to eat you with."

And scarcely **4** had the wolf said this, than with one bound he was out of bed and swallowed up Little Red Riding Hood. **Q5**

And scarcely **4** had the wolf said this, than with one bound he was out of bed and swallowed up Little Red Riding Hood. **Q5**

When the wolf had appeased **5** his appetite, he lay down again in the bed, fell asleep and began to snore very loud. The huntsman was just passing the house, and thought to himself, how the old woman is snoring. I must just see if she wants anything.

So he went into the room, and when he came to the bed, he saw that the wolf was lying in it. "Do I find you here, you old sinner," **6** said he. "I have long sought you."

Then just as he was going to fire at him, it occurred to him that the wolf might have devoured the grandmother, and that she might still be saved, so he did not fire, but took a pair of scissors, and began to cut open the stomach of the sleeping wolf.

[35] When he had made two snips, he saw the Little Red Riding Hood shining, and then he made two snips more, and the little girl sprang out, crying, "Ah, how frightened I have been. How dark it was inside the wolf!"

And after that the aged grandmother came out alive also, but scarcely able to breathe. Little Red Riding Hood, however, quickly fetched great stones with which they filled the wolf's belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at once, and fell dead. **Q6**

[35] When he had made two snips, he saw the Little Red Riding Hood shining, and then he made two snips more, and the little girl sprang out, crying, "Ah, how frightened I have been. How dark it was inside the wolf."

And after that the aged grandmother came out alive also, but scarcely able to breathe. Little Red Riding Hood, however, quickly fetched great stones with which they filled the wolf's belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at once, and fell dead. Q6

Then all three were delighted. The huntsman drew off the wolf's skin and went home with it. The grandmother ate the cake and drank the wine which Little Red Riding Hood had brought, and revived, 7 but Little Red Riding Hood thought to herself, as long as I live, I will never by myself leave the path, to run into the wood, when my mother has forbidden me to do so.

It is also related that once when Little Red Riding Hood was again taking cakes to the old grandmother, another wolf spoke to her, and tried to entice 8 her from the path. Little Red Riding Hood, however, was on her guard, and went straight forward on her way, and told her grandmother that she had met the wolf, and that he had said good-morning to her, but with such a wicked look in his eyes, that if they had not been on the public road she was certain he would have eaten her up. "Well," said the grandmother, "we will shut the door, that he may not come in."

Soon afterwards the wolf knocked, and cried, "open the door, grandmother, I am Little Red Riding Hood, and am bringing you some cakes."

[40] But they did not speak, or open the door, so the grey-beard stole twice or thrice round the house, and at last jumped on the roof, intending to wait until Little Red Riding Hood went home in the evening, and then to steal after her and devour her in the darkness. But the grandmother saw what was in his thoughts. In front of the house was a great stone trough, 9 so she said to the child, take the pail, Little Red Riding Hood. I made some sausages yesterday, so carry the water in which I boiled them to the trough. Little Red Riding Hood carried until the great trough was quite full. Then the smell of the sausages reached the wolf, and he sniffed and peeped down, and at last stretched out his neck so far that he could no longer keep his footing and began to slip, and slipped down from the roof straight into the great trough, and was drowned. But Little Red Riding Hood went joyously home, and no one ever did anything to harm her again. Q7

"Little Red Riding Hood" by The Brothers Grimm (1812) is in the public domain.

They select a passage that they consider especially descriptive or meaningful and create an illustration that visually represents the scene described in the text, using colored pencils, paints, or other artistic tools.

Lesson Plan

	UNIDAD EDUCATIVA SEVERO ESPINOSA	
1. INFORMATIVE DATA		
Area	English as a foreign language	
Teacher's name:		
School Year	2022-2023	
Grade/Course		
Date:		
2. PLAN		
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS
<p>Reading EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types</p>	<p>CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p>

Methodological strategies	Resources
<p>Warm Up</p> <p>Starts the class with a brief discussion on how visual representations, such as concept maps, can help to understand concepts and relationships in complex texts.</p> <p>Introduction to Strategy</p> <p>Explains the concept of unimodal external visualization and how this activity focus on creating concept maps and diagrams.</p> <p>Activity 1 - "Creating Concept Maps and Diagrams"</p> <p>Provide students with a dense or technical text along with the task of creating a concept map or diagram that visually summarizes the structure of information and the relationships between key concepts.</p> <p>Encourage them to use graphic resources such as arrows, lines, boxes, and keywords to represent the connections between ideas.</p> <p>Students work in groups or individually to create their concept maps or diagrams.</p> <p>Students present and explain their concept maps or diagrams to the class. This promotes discussion and understanding of the key concepts in the text.</p> <p>Session 2: Activities 2 and 3 - "Data Visualization" and "Illustration of Reading Scenes".</p> <p>Warm Up</p> <p>Start the session by recalling the previous activity and asking students how it helped them to understand the text.</p>	<p>Selected Text: Select a passage from a short story or novel with detailed visual descriptions. This text is essential for the activity.</p> <p>Copies of the Text: Print or project the passage for students to view.</p> <p>Colored Pencils, Paper or Notebooks: For students to draw or describe their mental images after reading.</p>

Activity 2 - "Data Visualization"

Provide students with an article or text that includes data, graphs, charts, or diagrams.
Ask students to examine the data and, using external visualization, create a graph or diagram that represents the information clearly and concisely.
Students explain their graphs to the class, highlighting key points and conclusions based on the data visualization.

Activity 3 - 'Illustrate Reading Scenes'

After reading a portion of a story or novel, ask students to select a passage they find particularly descriptive or meaningful.
Encourage them to create an illustration that visually represents the scene described in the text, using colored pencils, paints, or other artistic tools.
Students share their illustrations with the class and explain how this external visualization helped them to better understand the narrative and connect emotionally to the story.

Reflection and Evaluation

Ask students how they felt when applying the unimodal external visualization strategies in the activities.
Encourage them to reflect on how these strategies improved their reading comprehension.

Homework

Assign students an additional reading and ask them to practice unimodal external visualization using one of the strategies learned in class.

Strategy 4 Multimodal external visualization

4

The multimodal external viewing strategy is a technique that focuses on the use of multiple sensory modalities and visual or graphic elements related to the text to enhance reading comprehension. Unlike other strategies, it goes beyond simple visualization and seeks to engage multiple senses, including sight, hearing and even, in some cases, touch and smell. By combining these sensory modalities, students can experience the content of the text in a deeper and more meaningful way, which enriches their reading comprehension and appreciation.

In multimodal external viewing, students not only rely on their internal imagination, but also incorporate visual, auditory, and occasionally tactile and olfactory elements to create a multisensory reading experience. For example, they may explore a literary scene through visual images, sounds that represent the environment and, in some cases, even tactile textures that correspond to elements in the narrative. This approach can be particularly effective in the comprehension of narrative texts, plays and other literary genres where the creation of a multisensory experience can enhance the connection to the plot and characters.



Moreover, this strategy is not only limited to literature, as it can also be applied to fields such as art, music, and performance, where the integration of multiple sensory modalities is essential for comprehension and appreciation. Ultimately, this strategy offers students a richer and more immersive way to experience and understand a wide variety of texts and content, contributing to their development as both critical readers and appreciators of art and culture.



Activity: "Exploring Art and Literature".

Objective: To link works of art with literature and enrich the understanding of both.

Procedure:

- Provide students with a work of art, such as a painting or sculpture, along with a related literary text.
- Ask them to explore the artwork visually and, at the same time, listen to music that complements the subject matter of the painting.
- Then read the related text.
- Students discuss how the combination of visual, auditory, and literary elements influenced their understanding and appreciation of the artwork and literary text.

Look at the picture, explore the artwork visually and, at the same time, listen to music that complements the subject matter of the painting.

The Great Wave off Kanagawa – Katsushika Hokusai



Easily one of the most recognizable pieces of Japanese art, The Great Wave off Kanagawa is part of a series of paintings focused on Japan's Mt. Fuji. In this particular work, Mt. Fuji is relegated to the background, and it is the massive wave threatening to overcome three fishing boats that takes the foreground. It is said that this was the inspiration for Claude Debussy's La Mer.

Claude Debussy's La Mer: <https://www.youtube.com/watch?v=3o8uUP0IS9c>

Read the text

More than two centuries ago, in faraway Japan, the coastal landscape of the Kanagawa region was about to witness a breathtaking spectacle. It was a day when nature unleashed its most majestic and tempestuous might. The Kanagawa Sea was roaring with an imposing force, its waters rising in waves like giants of white foam. In the midst of this scene, a fishing boat, small and fragile compared to the magnitude of the waves, struggled to stay afloat. The sailors, caught in the whirlwind of this tumultuous sea storm, were desperately clinging to hope.

Yet, in the background of this apocalyptic vision, Mount Fuji, majestic and serene, stood unperturbed. The snow-capped mountain was a symbol of eternity and immutability. In contrast to the uncontrollable fury of the sea, Fuji seemed to observe the scene calmly from its elevated position.

This astonishing scene was immortalized by the renowned Japanese artist Katsushika Hokusai in his masterpiece "The Great Wave off Kanagawa". In this print, Hokusai captured the breathtaking duality between nature unleashed and humanity facing its challenges. The wave, at its peak of power, seems about to engulf the boat and its crew. The tension between human frailty and the magnitude of nature is palpable.

Lesson Plan

	UNIDAD EDUCATIVA SEVERO ESPINOSA	
1. INFORMATIVE DATA		
Area	English as a foreign language	
Teacher's name:		
School Year	2022-2023	
Grade/Course		
Date:		
2. PLAN		
SKILLS WITH PERFORMANCE CRITERIA	ESSENTIAL CONTENT	EVALUATION INDICATORS
<p>Reading EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types</p>	<p>CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text</p>	<p>IEFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p>

Methodological strategies	Resources
<p>Session 1: Introduction and Activity 1 - "Exploring Art and Literature".</p> <p>Warm Up</p> <p>Start the class with a brief discussion about the relationship between art and literature. Ask students if they have ever seen a work of art that made them think about a story.</p> <p>Introduction to Strategy</p> <p>Explain the concept of multimodal external viewing and how this activity focus on linking works of art with literary texts.</p> <p>Activity 1 - "Exploring Art and Literature"</p> <p>Provide students with a work of art, such as a painting or sculpture, along with a related literary text.</p> <p>Ask them to explore the artwork visually, noting the details and emotions it evokes.</p> <p>At the same time, play music that complements the subject matter of the painting, creating a sensory environment.</p> <p>Students read the related text.</p> <p>Organize a classroom discussion for students to share how the combination of visual, auditory, and literary elements influenced their understanding and appreciation of the artwork and literary text.</p> <p>Session 2: Reflection and Evaluation</p> <p>Reflection and Evaluation</p> <p>Start the session by recalling the previous activity and asking students how it helped them understand the artwork and literary text.</p>	<p>Selected Text: Select a passage from a short story or novel with detailed visual descriptions. This text is essential for the activity.</p> <p>Copies of the Text: Print or project the passage for students to view.</p> <p>Colored Pencils, Paper or Notebooks: For students to draw or describe their mental images after reading.</p>

Encourage them to reflect on how the combination of visual, auditory, and literary elements enriched their experience.

Provide guiding questions for discussion, such as "How did the music influence their perception of the artwork?", "What emotions did they experience?", "How did they connect with the literary story?"

Ask students to share their reflections in small groups and then present their findings to the whole class.

Homework

Assign students an additional reading in which they should apply the same strategy of linking art and literature. Ask them to reflect on the experience and write a short review.

BIBLIOGRAPHY

- Ali, A. M., & Razali, A. B. (2019). A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, 12(6), 94-111.
- Al-Murtadha, M. (2019). Enhancing EFL Learners' Willingness to Communicate with Visualization and Goal-Setting Activities. *TESOL Quarterly*, 53(1), 133-157. <https://doi.org/10.1002/tesq.474>
- Amin, M. R. (2019). *Developing Reading Skills through Effective Reading Approaches* (SSRN Scholarly Paper N.º 3342538). <https://doi.org/10.2139/ssrn.3342538>
- Barral, O., Lallé, S., & Conati, C. (2020). Understanding the effectiveness of adaptive guidance for narrative visualization: A gaze-based analysis. *Proceedings of the 25th International Conference on Intelligent User Interfaces*, 1-9. <https://doi.org/10.1145/3377325.3377517>
- Bogaerds-Hazenbergh, S. T. M., Evers-Vermeul, J., & van den Bergh, H. (2021). A Meta-Analysis on the Effects of Text Structure Instruction on Reading Comprehension in the Upper Elementary Grades. *Reading Research Quarterly*, 56(3), 435-462. <https://doi.org/10.1002/rrq.311>
- Cheng, L., & Beal, C. R. (2020). Effects of student-generated drawing and imagination on science text reading in a computer-based learning environment. *Educational Technology Research and Development*, 68(1), 225-247. <https://doi.org/10.1007/s11423-019-09684-1>
- Cho, E., Capin, P., Roberts, G., Roberts, G. J., & Vaughn, S. (2019). Examining Sources and Mechanisms of Reading Comprehension Difficulties: Comparing English Learners and Non-English Learners within the Simple View of Reading. *Journal of educational psychology*, 111(6), 982-1000. <https://doi.org/10.1037/edu0000332>
- Cromley, J. G., Kunze, A. J., & Dane, A. P. (2021). Multi-text multi-modal reading processes and comprehension. *Learning and Instruction*, 71, 101413. <https://doi.org/10.1016/j.learninstruc.2020.101413>

- Darmayanti, N. P. E. (2021). The Effect of Visualized Reading Content on Students' Reading Motivation. *The Art of Teaching English as a Foreign Language*, 2(2), 78-83. <https://doi.org/10.36663/tatefl.v2i2.120>
- Durbahn, M., Rodgers, M., & Peters, E. (2020). The relationship between vocabulary and viewing comprehension. *System*, 88, 102166. <https://doi.org/10.1016/j.system.2019.102166>
- Ghaith, G., & El-Sanyoura, H. (2019). *Reading comprehension: The mediating role of metacognitive strategies*. <http://hdl.handle.net/10125/66748>
- Gilmour, A. F., Fuchs, D., & Wehby, J. H. (2019). Are Students with Disabilities Accessing the Curriculum? A Meta-Analysis of the Reading Achievement Gap Between Students with and Without Disabilities. *Exceptional Children*, 85(3), 329-346. <https://doi.org/10.1177/0014402918795830>
- Guo, D., Zhang, S., Wright, K. L., & McTigue, E. M. (2020). Do You Get the Picture? A Meta-Analysis of the Effect of Graphics on Reading Comprehension. *AERA Open*, 6(1), 2332858420901696. <https://doi.org/10.1177/2332858420901696>
- Hernández-Chérrez, E., Hidalgo-Camacho, C. S., & Carrera-Martínez, V. P. (2020). ORGANIZADORES GRÁFICOS PARA EL FORTALECIMIENTO DE LA COMPRENSION LECTORA EN INGLÉS COMO LENGUA EXTRANJERA. *Chakiñan, Revista de Ciencias Sociales y Humanidades*, 12, Article 12. <https://doi.org/10.37135/chk.002.12.07>
- Hjetland, H. N., Brinchmann, E. I., Scherer, R., Hulme, C., & Melby-Lervåg, M. (2020). Preschool pathways to reading comprehension: A systematic meta-analytic review. *Educational Research Review*, 30, 100323. <https://doi.org/10.1016/j.edurev.2020.100323>
- Huang, Y., Wang, Y., & Feng, Y. (2019). A Study of the Application of Word Cloud Visualization in College English Teaching. *International Journal of Information and Education Technology*, 9, 119-122. <https://doi.org/10.18178/ijiet.2019.9.2.1185>
- Hwang, G.-J., Chen, M.-R. A., Sung, H.-Y., & Lin, M.-H. (2019). Effects of integrating a concept mapping-based summarization strategy into flipped learning on

- students' reading performances and perceptions in Chinese courses. *British Journal of Educational Technology*, 50(5), 2703-2719. <https://doi.org/10.1111/bjet.12708>
- Kung, F.-W. (2019). Teaching second language reading comprehension: The effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13(1), 93-104. <https://doi.org/10.1080/17501229.2017.1364252>
- Lalangui, T., & Alexandra, M. (2021). *Interpretación de imágenes en la iniciación a la lectura en el nivel inicial* [Bachelor Thesis, Universidad Técnica de Ambato-Facultad de Ciencias Humanas y de la Educación-Carrera de Educación Inicial]. <https://repositorio.uta.edu.ec:8443/jspui/handle/123456789/33329>
- Nazurty, Rustam, Priyanto, Nurullaningsih, Pratiwi, A., Sarmandan, Habibi, A., & Mukminin, A. (2019). Learning Strategies in Reading: The Case of Indonesian Language Education Student Teachers. *Universal Journal of Educational Research*, 7(11), 2536-2543. <https://doi.org/10.13189/ujer.2019.071133>
- Nguyen, T. L. P. (2022). Teachers' Strategies in Teaching Reading Comprehension. *International Journal of Language Instruction*, 1(1), Article 1. <https://doi.org/10.54855/ijli.22113>
- Nurviyani, V., Suherdi, D., & Lukmana, I. (2020). DEVELOPING STUDENTS' READING SKILL THROUGH MAKING MULTIMODAL INFERENCES. *English Review: Journal of English Education*, 8(2), 175-182. <https://doi.org/10.25134/erjee.v8i2.2998>
- Parra, Y. J. F., Barriga, A. M., Díaz, R. A. L., & Cuesta, J. A. G. (2021). Teacher education and critical thinking: Systematizing theoretical perspectives and formative experiences in Latin America. *Revista de Investigación Educativa*, 39(1), Article 1. <https://doi.org/10.6018/rie.416271>
- Pearson, J. (2019). The human imagination: The cognitive neuroscience of visual mental imagery. *Nature Reviews Neuroscience*, 20(10), Article 10. <https://doi.org/10.1038/s41583-019-0202-9>
- Reading Turchioe, M., Grossman, L. V., Myers, A. C., Baik, D., Goyal, P., & Masterson Creber, R. M. (2020). Visual analogies, not graphs, increase

- patients' comprehension of changes in their health status. *Journal of the American Medical Informatics Association*, 27(5), 677-689. <https://doi.org/10.1093/jamia/ocz217>
- Salas, S., Williams, B. K., Mraz, M., & Adrane, S. (2021). Reading Eyes Wide Shut: Visualization, Language Learners, and Texts. *English Teaching Forum*, 59(1), 12-19.
- Sanati, Z. (2020). The Effects of Visualization Training Techniques on Reading Comprehension Ability of Iranian Intermediate EFL Learners. *Journal of Language Teaching and Research*, 11, 73. <https://doi.org/10.17507/jltr.1101.09>
- Septiyana, L., Safitri, A., & Aminatun, D. (2021). THE CORRELATION BETWEEN EFL LEARNERS' COHESION AND THEIR READING COMPREHENSION. *Journal of Research on Language Education*, 2(2), Article 2. <https://doi.org/10.33365/jorle.v2i2.1154>
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, 42(3), 214-240. <https://doi.org/10.1080/02702711.2021.1888348>
- Turnbull, D., Chugh, R., & Luck, J. (2020). Learning Management Systems, An Overview. En A. Tatnall (Ed.), *Encyclopedia of Education and Information Technologies* (pp. 1052-1058). Springer International Publishing. https://doi.org/10.1007/978-3-030-10576-1_248
- Varaporn, S., & Sitthitikul, P. (2019). Effects of Multimodal Tasks on Students' Critical Reading Ability and Perceptions. *Reading in a Foreign Language*, 31(1), 81-108.
- Wang, L., & Li, J. (2019). Development of an Innovative Dual-Coded Multimedia Application to Improve Reading Comprehension of Students with Imagery Deficit. *Journal of Educational Computing Research*, 57(1), 170-200. <https://doi.org/10.1177/0735633117746748>
- Zhi, Q., Ottley, A., & Metoyer, R. (2019). Linking and Layout: Exploring the Integration of Text and Visualization in Storytelling. *Computer Graphics Forum*, 38(3), 675-685. <https://doi.org/10.1111/cgf.13719>.



**UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS**



MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

ANNEXES

READING PRE-TEST

AIM: To diagnose students' knowledge of reading.

Level: A2

Time 1 hour

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.



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 1

Questions 1 – 6

For each question, choose the correct answer.

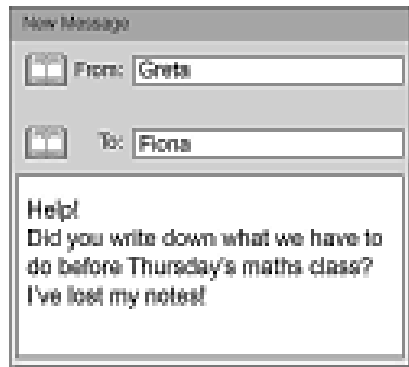
1



Go upstairs if you want to

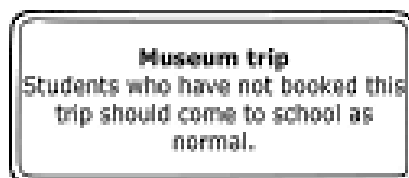
- A** buy a dress for a party.
- B** pay less for something to read.
- C** find a game for a teenager.

2



- A** Greta has forgotten when the next maths class is.
- B** Greta hopes Fiona will help her find her maths notes.
- C** Greta wants to know what the maths homework is.

3



- A** Students not going on the trip cannot have a day off school.
- B** Students have to decide today if they would like to join the trip.
- C** Students going on the trip must come to school first.

**UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS**

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

4

Concert tickets
Buy these on the school website, then collect them from the office

- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning to buy tickets.

5



What should Andy do?

- A invite some friends to play football
- B tell Jake if he can join him later
- C show Tom where Woodside School is

6

Swimming Competition
To enter the races, you must be able to swim more than 200 metres.

- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.



Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Amy	Flora	Louisa
7	Whose class learnt about the garden competition from a TV programme?	A	B	C
8	Whose class grew some vegetables?	A	B	C
9	Whose class won a trip in the school garden competition?	A	B	C
10	Whose class painted flowers on their garden wall?	A	B	C
11	Whose class learnt about the insects in their garden?	A	B	C
12	Whose class got help from someone in a pupil's family?	A	B	C
13	Whose class chose flowers that were the same colour?	A	B	C

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

School gardens competition

Amy



Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

Flora



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.

Louisa



The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 3

Questions 14 – 18

For each question, choose the correct answer.

Starting at a new school

By Anna Gray, age 11

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

- 14** How did Anna feel about moving to a new school?
- A** worried about being with lots of older children
 - B** happy about the idea of doing something different
 - C** pleased because she was bored at her primary school
- 15** Who has become Anna's best friend at her new school?
- A** someone from her primary school
 - B** someone she knew from her home area
 - C** someone she met in her new class
- 16** What does Anna say about the timetable at her new school?
- A** It includes subjects she didn't do at primary school.
 - B** She has shorter lessons than she had at her old school.
 - C** It is quite difficult to understand.
- 17** Why couldn't Anna find her classrooms?
- A** She couldn't read a map.
 - B** There was little time between lessons.
 - C** The school building was very large.
- 18** What does Anna say about the homework she has now?
- A** She gets more help from some teachers than others.
 - B** She thinks it is the hardest part of school life.
 - C** She remembers everything she's told to do.



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 4

Questions 19 – 24

For each question, choose the correct answer.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are **(20)** to get jobs in the hotel or restaurant **(21)** The students learn by helping staff in a real hotel, while their teachers **(22)** them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(23)** the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(24)** at.

- | | | | |
|-----------|-------------------|--------------------|---------------------|
| 19 | A change | B variety | C difference |
| 20 | A knowing | B hoping | C explaining |
| 21 | A business | B work | C career |
| 22 | A see | B look | C watch |
| 23 | A calling | B answering | C speaking |
| 24 | A entered | B stayed | C gone |



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS



MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example: 0

From:	<input type="text" value="Anita"/>
To:	<input type="text" value="Sasha"/>

Thank you **(0)** your email. Living in Canada sounds really great! I'm glad that you like **(25)** new house. What's the weather like? **(26)** it very cold in Canada? Does it snow every day?

I heard that a **(27)** of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes **(28)** TV in French too?

How about the students in your new school? Are **(29)** friendly? And send some photos too – I would like to know more about them.

I've got **(30)** go now, but I'll write again soon.



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

READING POST-TEST

AIM: To diagnose students' knowledge of reading.

Level: A2

Time 1 hour

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.

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 1

Questions 1 – 6

For each question, choose the correct answer.

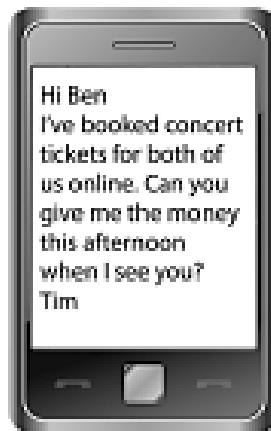
1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A** The bicycle that's for sale was built for a child.
- B** Some parts of the bicycle must be changed.
- C** Debbie is selling the bike because she's too big for it now.

2



- A** Tim thinks Ben should look on the concert website.
- B** Tim hopes that Ben will be able to come with him.
- C** Tim wants to know if Ben can pay him back today.

3



- A** You get into the park by going this way.
- B** It is more expensive to go here alone.
- C** You will have fun if you come with friends.



**UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS**

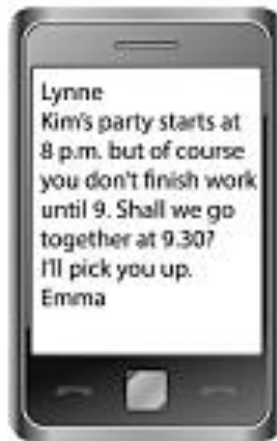


MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



- Why did Sophie write this message?
- A to check if Anna has completed her homework
 - B to let Anna know what they did in class today
 - C to ask Anna to contact her about the homework



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS



MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 3

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'





UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

- 14 What is Alice Watson's job now?
- A dancer
 - B teacher
 - C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practise in.
- 17 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
 - B is her favourite granddaughter.
 - C dances better than Alice did.



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19)..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20)to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21)to make the colour purple. At that (22).....it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23)his own factory to make the colour. It sold well, and soon purple clothes (24)very popular in England and the rest of the world.

- | | | | | | | |
|----|---|----------|---|---------|---|----------|
| 19 | A | class | B | subject | C | course |
| 20 | A | thinking | B | trying | C | deciding |
| 21 | A | way | B | path | C | plan |
| 22 | A | day | B | time | C | hour |
| 23 | A | brought | B | turned | C | opened |
| 24 | A | began | B | arrived | C | became |



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example: 0

From:	Maria
To:	John

I hope (0).....are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25)..... lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27).....the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29)..... tennis.

I'll show you my photos (30)..... I get back.

See you soon,

Maria