



**UNIVERSIDAD DE CONCEPCIÓN  
ESCUELA DE EDUCACIÓN  
DEPARTAMENTO DE TEORÍA, POLÍTICA Y FUNDAMENTOS DE LA  
EDUCACIÓN.**

**DEVELOPING READING COMPREHENSION BY MEANS OF  
MULTIMODALITY IN AN EFL PUBLIC SCHOOL: AN  
ACTION RESEARCH PROJECT**

Tesis presentada a la Escuela de Educación de la Universidad de Concepción  
para optar por el grado académico de licenciado en educación y título  
profesional de profesor de inglés.

**POR: FANNY VALENTINA BURGOS WOLFF**

**NOELIA MONSERRAT MOLINA IRA IRA**

**SOFIA ELIANA PEÑA MUÑOZ**

**PROFESOR GUÍA: MG. CATERIN ALEJANDRA DIAZ VARGAS**

Diciembre 2023

Los Ángeles, Chile

Se autoriza la reproducción total o parcial, con fines académicos, por cualquier medio o procedimiento, incluyendo la cita bibliográfica del documento.

© 2023, Fanny Valentina Burgos Wolff, Noelia Monserrat Molina Ira Ira,  
Sofía Eliana Peña Muñoz.

DEVELOPING READING COMPREHENSION BY MEANS OF  
MULTIMODALITY IN EFL PUBLIC SCHOOLS: AN ACTION  
RESEARCH PROJECT

POR: FANNY VALENTINA BURGOS WOLFF

NOELIA MONSERRAT MOLINA IRA IRA

SOFIA ELIANA PEÑA MUÑOZ

PROFESOR GUÍA:

MG. CATERIN ALEJANDRA DÍAZ VARGAS

COMISIÓN EVALUADORA:

DR. CRISTIAN HERNÁN SANHUEZA CAMPOS

MG. ALEXIS ALEJANDRO FERNÁNDEZ LARA

*To ourselves, for being able  
to survive this madness,  
together.*

## AGRADECIMIENTOS

Queremos agradecer a nuestras familias, parejas, amigos y amigas que estuvieron a nuestro lado durante este largo y hermoso viaje. Sin su apoyo y compañía, este logro no hubiera sido posible.

A nuestra querida profesora guía, Mg. Caterin Díaz Vargas, por su dedicación y compromiso con nuestra educación. Gracias por creer siempre y fielmente en nuestro trabajo, incluso cuando nosotras no pudimos. Tiene un lugarcito especial guardado para siempre en nuestro corazón.

A nuestro profesor, Dr. Cristián Sanhueza Campos, por su apoyo incondicional durante nuestro paso por la universidad; gracias por esperar siempre lo mejor de nosotras, seremos mejores docentes gracias a ello. A nuestra jefa de carrera, Mg. Ester Quiroz Uribe, por ser nuestro pañuelo de lágrimas cuando lo necesitamos. Al profesor, Mg. Ricardo Cisternas Leone, por apañarnos y escucharnos en las buenas y en las malas.

A Nicolás y Abraham, por ser nuestros flotadores en el mar de la estadística. Por siempre agradecidas.

A nosotras mismas, por formar un equipo sólido, apañador y lleno de aguante frente a este gran desafío llamado estudiar Pedagogía en Inglés.

## AGRADECIMIENTOS

Es difícil escoger a quién agradecer cuando hubo tanta gente maravillosa que me acompañó durante estos seis años. Principalmente, agradezco a mi familia, sobre todo Jorge, Fanny, Sofía y Amaru, por su amor y entrega incondicional, por levantarme en cada caída, secar cada una de mis lágrimas, y abrazar todos mis logros en mi paso por la Universidad.

Agradezco a mis amigas y compañeras, Sofía y Noelia, por todas las risas, lágrimas, comidas, entre otras. Muchos dicen que la tesis no se debe hacer con amigos porque siempre se llega a la enemistad, y me alegra que juntas pudimos comprobar lo contrario. Gracias por ganarse un eterno lugar en mi corazón.

A mi tía Chabela, tía Gaby, primos Burgos, y a todos mis amigos y amigas, sobre todo Benja, Pelu y Ghis, por su ayuda, apoyo incondicional, y enseñarme el verdadero significado de la amistad. Los amo ahora y siempre.

Finalmente, gracias a mi Abraham, por ser mi compañía, mi pañuelo de lágrimas, mi soporte y mi escape. Nunca olvidaré lo importante que fuiste para mí en este proceso. Te amo, compañero.

*Fanny Burgos Wolff.*

## AGRADECIMIENTOS

Agradezco por sobre todo a mis amigas, Sofía y Fanny, por su infinita paciencia con mis errores, por llorar, reír y sobrellevar este proyecto juntas.

A Catalina y a Yesica, por acompañarme en mis mejores y peores momentos de mi experiencia universitaria, estoy aquí gracias a ustedes.

A Ailén, por brindarme amor, comprensión y ternura, por enseñarme miles de cosas acerca la amistad y el amor. Nuestra amistad y nuestro amor son como las estrellas, no siempre se ven, pero sabemos que están ahí.

A Anabel, por su amistad inquebrantable de 10 años, por enseñarme tantas cosas maravillosas acerca la lucha, amistad y el amor de las mujeres. Larga vida a nuestras interminables charlas y a toda la magia que hicimos juntas.

A Pachi, Bru, Agus, Lesmary, Meli, Ro y Nachi, por enseñarme que la amistad cruza fronteras y por estar siempre a un mensaje de distancia.

A todos los y las profesoras que dejaron un granito de arena en mi camino, y a la educación pública que me crió y forjó mi vocación.

*Noelia Molina Ira Ira.*

## AGRADECIMIENTOS

Primeramente, me gustaría agradecer enormemente a Noelia y Fanny, por ser tan buenas compañeras y amigas; sin sus risas, retos, cantos y nuestras salidas inesperadas, esto hubiera sido mucho más difícil de lo que realmente fue. No puedo estar más orgullosa del tremendo equipo que formamos.

Se lo dedico mi familia, quienes de lejos y de cerca me han apoyado durante los últimos 5 años, y que han estado en las buenas, las malas y las peores. A mi pololo, Nicolás, por su apoyo y amor incondicional durante estos meses. Mención honrosa a mi mamá, quien soporto mis llantos y lamentos cuando sentí que no podía más, y a mi papá junto a mi abuelo Sergio, quienes a 500 kilómetros de distancia me brindaron todo su apoyo desde el día 1. Los amo a todos.

Finalmente, me gustaría dedicar este logro a mi abuelo Juan, mi tata, quien a pesar de no estar físicamente conmigo hace más de 7 años, he sentido su presencia en cada gran paso que he dado. También a mi querido gato Mota, quien estuvo conmigo durante la mayor parte de este desafío. Siempre en mi memoria.

*Sofia Peña Muñoz.*



## INDEX

<b>AGRADECIMIENTOS</b> .....	vii
<b>LIST OF TABLES</b> .....	xii
<b>ILLUSTRATIONS' INDEX</b> .....	xiii
<b>ABSTRACT</b> .....	xv
<b>INTRODUCTION</b> .....	1
<b>1 CHAPTER ONE: SCHOOL CONTEXT</b> .....	5
<b>1.1. Description of the school</b> .....	5
<b>1.1.1. Liceo Comercial Diego Portales Palazuelos</b> .....	5
<b>1.2. Research problem</b> .....	8
<b>2. CHAPTER TWO: ACTION PLAN DEVELOPMENT</b> .....	10
<b>2.1. Objectives</b> .....	10
<b>2.1.1. General objective</b> .....	10
<b>2.1.2. Specific objectives</b> .....	10
<b>2.1.3. Research questions</b> .....	10
<b>2.2 Context and research object</b> .....	11
<b>2.3 Characteristics of the implementation of the pedagogical innovation</b> .....	11
<b>2.3.1 Challenges of teaching EFL in Chilean education</b> .....	12
<b>2.3.2 Reading comprehension in Chilean EFL classrooms</b> .....	20

2.3.3	Use of multimodality as a teaching strategy .....	23
2.4	Characterization of the classroom project .....	28
2.4.1	Session 1 .....	29
2.4.2	Session 2 .....	30
2.4.3	Session 3 .....	31
2.4.4	Session 4 .....	31
2.4.5	Session 5 .....	32
2.4.6	Session 6 .....	33
2.5	Action research plan .....	33
2.6	Resources .....	34
2.6.1	Session 1 .....	34
2.6.2	Session 2 .....	36
2.6.3	Session 3 .....	38
2.6.4	Session 4 .....	39
2.6.5	Session 5 .....	41
2.6.6	Session 6 .....	43
2.7	Evaluation of the implementation and data collection instruments.....	45
2.7.1	English placement test .....	46
2.7.2	Reading comprehension test .....	47
2.7.3	Perception survey .....	48
3	<b>CHAPTER THREE: RESULTS AND DATA ANALYSIS .....</b>	<b>50</b>
3.1	Approach, method and purpose.....	51

3.1.1	Sample.....	52
3.1.2	Methodological procedure.....	52
3.2	Placement test results.....	54
3.3	Reading comprehension pre and post test results.....	55
3.3.1	Overall interpretation.....	56
3.4	Perception survey results.....	58
4	<b>CHAPTER FOUR: DISCUSSION.....</b>	<b>70</b>
4.1	Placement test results.....	71
4.2	Reading comprehension test results.....	72
4.3	Perception survey.....	73
4.4	Final remarks.....	75
4.5	Limitations.....	76
	<b>REFERENCES.....</b>	<b>79</b>
	<b>APPENDIX A: Didactic Materials.....</b>	<b>90</b>
	<b>APPENDIX B: Cambridge General placement test.....</b>	<b>98</b>
	<b>APPENDIX C: Reading comprehension test.....</b>	<b>103</b>

## LIST OF TABLES

<b>Table 1:</b> Didactic proposal distribution chart .....	29
<b>Table 2:</b> Gantt Chart for the AR plan.....	34
<b>Table 3:</b> Cambridge Placement Test Results .....	46

## ILLUSTRATIONS' INDEX

<b>Figure 1</b> .....	35
<b>Figure 2</b> .....	36
<b>Figure 3</b> .....	37
<b>Figure 4</b> .....	37
<b>Figure 5</b> .....	38
<b>Figure 6</b> .....	39
<b>Figure 7</b> .....	40
<b>Figure 8</b> .....	40
<b>Figure 9</b> .....	41
<b>Figure 10</b> .....	42
<b>Figure 11</b> .....	43
<b>Figure 12</b> .....	44
<b>Figure 13</b> .....	44
<b>Figure 14</b> .....	49
<b>Figure 15</b> .....	55
<b>Figure 16</b> .....	57

<b>Figure 17</b> .....	58
<b>Figure 18</b> .....	59
<b>Figure 19</b> .....	60
<b>Figure 20</b> .....	61
<b>Figure 21</b> .....	62
<b>Figure 22</b> .....	62
<b>Figure 23</b> .....	64
<b>Figure 24</b> .....	65
<b>Figure 25</b> .....	65
<b>Figure 26</b> .....	66
<b>Figure 27</b> .....	67
<b>Figure 28</b> .....	67
<b>Figure 29</b> .....	68
<b>Figure 30</b> .....	68

## **ABSTRACT**

The purpose of the following action-research project was to develop reading comprehension skills in 9th grade secondary students through multimodality. The participants of this project were expected to be at a similar English proficiency level, between A1 and A2 according to the Common European Framework of Reference (CEFR), which was asserted through the implementation of a placement test. The didactic proposal was carried out over a period of nine weeks, contemplating pre and post tests, and one weekly session of 45 minutes each, in which students were engaged in different pre, while and post reading activities, incorporating multimodal resources and reading strategies to enhance their reading comprehension skills. The students' progress was assessed through a reading comprehension test, which was implemented before and after the application of the pedagogical innovation, along with a perception survey. Upon project culmination and a comprehensive analysis of the statistical findings, it was determined that a notable enhancement in the attained results was evident. This substantiated the positive effects derived from the incorporation of multimodal resources on the development of students' reading comprehension abilities.

## INTRODUCTION

Learning English as a Foreign Language (EFL) in Chile has increasingly become a necessary tool for students to grow and develop professionally and personally in the globalized society in which we live today, since it opens the door to communication with people from all around the world. However, despite including English as a mandatory subject in the national curriculum, the language proficiency levels in Chilean EFL secondary students remain low. According to the Estudio Nacional de Inglés carried out by Agencia de Calidad de la Educación (2017), on a scale from 0 to 100, the average score of eleventh grade students was 51 points, while the percentage of students who reached the basic and intermediate level was only 32%. This indicates a low result compared to the standards established by the National Curriculum, in which students are expected to end primary education with an A2 level and finish their secondary education with an intermediate B1 level, according to the standards of the Common European Framework of Reference for Languages (CEFR). These results highlight the importance of addressing the challenge of developing Chilean students' English language skills (Agencia de Calidad de la Educación, 2017).



Reading comprehension is an essential skill for academic success and overall cognitive development, since it involves decoding, understanding, and interpreting the meaning conveyed by a text, as well as the understanding of the meaning of words (MacDonald, 2022). Developing this skill requires vocabulary knowledge, inferencing, critical thinking, and the ability to connect prior knowledge to the text. According to Zimmerman and Hutchins (2003) “good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they’re reading”.

In Chile, reading comprehension is one of the least developed skills among EFL students. While they may acquire basic vocabulary and grammatical structures, their reading skills often lag behind. This deficiency can be attributed to several factors, including lack of reading strategies and insufficient emphasis on reading instruction in the classroom. Consequently, addressing the challenges related to enhancing reading comprehension becomes imperative for the overall language development of EFL students in Chile, as it is essential for them to become proficient readers. In the EFL

context, multimodality can be used as a teaching method to improve English language skills, including reading comprehension (Bezerra, 2012).

According to Bezerra (2012) and Sakulprasertsri (2020), multimodality, which involves using multiple modes of communication, has gained recognition in education. Students process information through different sensory channels, thus using multimodal resources in the EFL classroom aims to enhance learning experiences by allowing students to depict their knowledge through meaningful real-life scenarios (Sakulprasertsri, 2020). Furthermore, the use of multimodality as a teaching strategy recognizes the importance of the connection between spoken language and each learner's cultural and social experiences (Bezerra, 2012).

As stated by García et al. (2016) and Jewitt et al. (2016), multimodality in education is understood as using multiple semiotic resources inside the classroom for communicating, expressing and/or creating meaning, within which we find fixed and moving images, videos, speech, writing, layout, proxemics, technology, among others.

By integrating visual, auditory, and tactile modes, teachers can create a more engaging and interactive learning environment. Multimodal resources

facilitate comprehension and deeper engagement with the material by allowing students to make connections between text and other forms of representation. Furthermore, the use of multimodality in the teaching-learning process recognizes that individuals have diverse learning preferences and that using various modes of representation can improve engagement and understanding among learners (Bao, 2017).

This Action Research (AR) project aims to explore the effects of multimodal resources in enhancing reading comprehension skills in Chilean EFL secondary students. By exploring the potential of multimodality as a teaching method, this research seeks to address the reading comprehension challenges faced by EFL students in Chile. The findings of this study are expected to contribute to improving EFL instruction and supporting the language development of students in Chile.

To accomplish the objectives of this AR project, an entrance placement test was implemented in order to assert the level of English of the participants of this study. The research problem was addressed through the implementation of a didactic proposal that consisted of a series of interventions based on the practice of reading comprehension integrating

reading strategies and multimodal resources. To assess the progress made by students, a reading comprehension test was conducted before and after the pedagogical innovation. Additionally, by the end of this AR project, a perception survey was answered by students.

## **1 CHAPTER ONE: SCHOOL CONTEXT**

### **1.1. Description of the school**

#### **1.1.1. Liceo Comercial Diego Portales Palazuelos**

*Liceo Comercial Diego Portales Palazuelos* is a technical-professional school located in Los Ángeles, and it is one of the biggest public high schools in the Biobío province. The foundation of this school was on February 29<sup>th</sup>, 1940, under the name of Instituto Comercial del Estado. Classes started on May 6<sup>th</sup> of the same year, with 172 enrolled students at the time. Nowadays, the number of enrolled students goes over to 1.500 students, from levels 9<sup>th</sup> to 12<sup>th</sup>. There are a total of 9 groups per level (9<sup>th</sup> to 12<sup>th</sup>), each having around 42 students per classroom. The vulnerability index is high, showing 93% vulnerability among students and their families.

As for the infrastructure, Liceo Comercial Diego Portales Palazuelos is currently operating in two different buildings, due to the high demand for enrollment that the school is currently facing. The main building is the biggest among both and holds the total number of students from 10<sup>th</sup> to 12<sup>th</sup> grade. The second building is only three blocks away from the main building, and only students from 9<sup>th</sup> grades are there. Both are three-story buildings, and each has the necessary number of classrooms, one library, and one lunchroom where students are provided with breakfast and lunch every day. Also, both buildings have fully equipped gymnasiums, and one computer laboratory as well. All classrooms are provided with a data projector, a computer, and a speaker, as well as ethernet connection.

Regarding the organization, the school is run by the principal, being the main authority of the institution. The second highest position is the Head of the Academic Department, who oversees each subject department, including the school's integration program, and school workshops, as well as Enlaces, which is in charge of maintaining the school technological devices and websites. There are several professionals that support the students and their well-being, such as social workers, special education teachers, dentists, nurses, psychologists, and counsellors.

Concerning the students, most of them commute from rural areas near the city, using public transport. As stated above, the vulnerability level is high, meaning that most students have a poor cultural and economic background. At the beginning of 2023, the school provided desk supplies and complete uniform to all new students.

About English as a subject, 9<sup>th</sup> and 10<sup>th</sup> grades get four 45-minute classes every week. From 11<sup>th</sup> to 12<sup>th</sup>, there are only two 45-minute classes per week. Students are not frequently exposed to the English language but get to participate in the English Week that is organized by the English Department once a year.

Most students seem to have difficulties towards the learning of English as a Foreign Language, which was noticeable during the observation process. Some students are able to understand basic instructions in the target language, but the majority have a hard time trying to process it. Therefore, most of the teachers of English in the school tend to give their classes in Spanish. Moreover, English classes have a grammatical focus, and teachers rarely implement a communicative approach. Therefore, students perform poor in most language skills, due to the lack of practice they receive.

## **1.2. Research problem**

Despite English being a mandatory subject in the national curriculum, the English language level among EFL secondary students remains low (Agencia de Calidad de la Educación, 2017). During the final practicum process carried out by the teacher-researchers during the first semester of 2023, it was observed that most English skills are being left out during the planning and implementation of classes. Reading comprehension is particularly underdeveloped, which is attributed to the lack of reading strategies and insufficient emphasis on reading instruction. Therefore, the research problem addressed in this investigation is the low performance in reading comprehension among secondary students in the EFL classroom in Chile.

Due to the characteristics of the educational problem detected by the researchers, this project was carried out using an action-research (AR) methodology for the possible solution of an educational problem. According to Burns (2010), AR is a fundamental approach for empowering teachers to carry out research and improve their teaching practices. It involves questioning areas for improvement, intervening deliberately, and using data to make informed decisions.

AR typically involves four phases of the research cycle: planning, acting, observation and reflection. Planning entails the identification of the research problem, developing an action plan, and considering the research possibilities and the potential improvements within the teaching context. Meanwhile, action refers to the careful implementation of the considered plan, and that includes deliberate interventions to bring about changes and alternative methods. Additionally, observation consists of the systematic monitoring and data collection of the effectiveness of the action, documenting the context, action, and opinions of the participants. Finally, the reflection phase involves contemplating the outcomes to improve the teaching context after the cycle of research (Burns, 2010).



## **2. CHAPTER TWO: ACTION PLAN DEVELOPMENT**

### **2.1. Objectives**

In order to tackle the research problem and according to what was perceived during the observation process, the following research objectives are established.

#### **2.1.1. General objective**

Explore the effects of multimodal resources to develop reading comprehension skills in secondary students of English as a Foreign Language

#### **2.1.2. Specific objectives**

- 1.** Assess reading comprehension skills of EFL students in public Chilean classrooms.
- 2.** Determine if there are differences in participants' performance before and after participating in the pedagogical innovation.

#### **2.1.3. Research questions**

- 1.** To what extent can multimodal resources be used to develop a higher level of reading comprehension ability?

## **2.2 Context and research object**

This study will be carried out in one public high school, Liceo Comercial Diego Portales Palazuelos, located in Los Ángeles, Chile, with a total of approximately 1,500 students. The AR project was developed during the second school semester of 2023 in 9<sup>th</sup> graders, making a total of approximately 43 students. All participants have experienced little to no exposure to and practice of reading comprehension strategies, due to the changes experienced in the teaching-learning process (Efriana, 2021), during what has been called Emergency Remote Teaching due to the COVID-19 pandemic (Hodges et. al., 2020). In order to gather the information about the level of English of the group under study, a placement test was given. It was expected that the results show that most of the students were on the same level of English according to the CEFR.

## **2.3 Characteristics of the implementation of the pedagogical innovation**

In order to align with the objectives and research questions of this AR project, a didactic unit was created and executed, based on the literature review. The purpose of this pedagogical innovation was to enhance students'

reading comprehension abilities by incorporating reading strategies and multimodal resources.

### **2.3.1 Challenges of teaching EFL in Chilean education**

Learning English as a foreign language has been recognized in Latin America as an important skill to acquire in order to break the global communication gap and enable adaptation to the conditions and demands of today's globalized world. However, in recent years, the English level in the region has proven to be very low, where educational systems fail to meet the necessary conditions to develop and achieve an adequate level of proficiency in the language, adding to the fact that the opportunities to learn English outside the EFL classes during the school years are very scarce in several Latin American countries (Cronquist & Fiszbein, 2017).

Chile is no exception to the Latin American reality; based on the results of the Estudio Nacional de Inglés from Agencia de Calidad de la Educación (2017), only 32% of secondary students reached the basic and intermediate levels, which falls short of the expectations set by the National Curriculum. The curriculum aims for students to achieve an A2 level by the end of primary education and an intermediate B1 level by the completion of secondary

education, as per the Common European Framework of Reference for Languages (CEFR) standards. These findings underscore the need to address the challenge of improving English language proficiency among Chilean students (Agencia de Calidad de la Educación, 2017).

According to the Estudio Nacional de Inglés (2017), only 9% of students who are in a low socioeconomic group achieve basic and intermediate levels of proficiency in the language, while in high socioeconomic groups the percentage increases significantly, with 85% of the students reaching the previously mentioned levels. In addition, the results show a significant variation between the score obtained in the Metropolitan Region, corresponding to the capital of the country, and the other regions, which suggests an enormous challenge to face regarding the existing centralization in Chilean education, where the wealthiest and best geographically located schools have greater learning opportunities than those who do not have access to these conditions (Agencia de Calidad de la Educación, 2017).

Furthermore, there are other challenges that EFL teachers must face when giving their classes in Chile, which go beyond the inequality of opportunities and centralization that governs this country. These challenges are more

related to the traditional pedagogical practices established in the Chilean educational system, such as teaching under a grammatical approach instead of a communicative one, which leads to disinterest and demotivation on the part of both students and teachers, generating other obstacles that must be faced in the teaching-learning process, which are described below.

### **2.3.1.1 Limited English proficiency**

Limited English proficiency refers to having a restricted ability to understand, speak, read, or write in English effectively. According to Barahona (2016), multiple factors contribute to the low level of English-language proficiency in Chile, including a scarcity of adequately trained teachers, limited resources, an unsuitable English Language Teaching (ELT) curriculum, overpopulated classrooms, educational system disparities, and social stratification.

The low levels of English language skills among secondary students in Chile are reflected on the results of the National Study of English carried out by Agencia de Calidad de la Educación (2017), where the average score for secondary students was 51 out of 100 points. This poses a great challenge for EFL teachers, as it makes it difficult to effectively communicate in the

language and deliver instruction when students have a limited understanding of English. Thus, teachers may need to find creative ways to scaffold their instruction, provide clear explanations, and offer additional support to help students overcome language barriers and make progress in their language learning journey.

### **2.3.1.2 Large class sizes**

In the Chilean school system, English teachers often face the challenge of teaching classes with a high number of students, particularly in urban areas with low socio-economic background, where class sizes can reach up to 45 students (Barahona & Ibaceta-Quijanes, 2020). Large class sizes like these in EFL teaching can pose several challenges for teachers. As stated by Vega-Abarzúa et al. (2020), when there is a high number of students in a class, it becomes difficult for teachers to provide individualized attention and student-centered education, to address each student's needs, and engage in interactive activities that promote active language use.

Managing classroom dynamics, ensuring participation, and providing feedback become more complex when facing a large number of students in a class. According to Bahanshal (2013), one of the primary challenges

associated with large class sizes is classroom management. Consequently, effectively handling large classes requires a teacher who possesses assertiveness, leadership qualities, and an active presence in order to maintain control over the majority of the class's activities. Moreover, due to the substantial number of students in a single class, it becomes challenging for teachers to closely monitor, observe, and provide individualized feedback. Because of this, teachers need to employ several different teaching strategies such as group work, pair work, and differentiated instruction to effectively manage large classes and cater to students' diverse learning needs.

### **2.3.1.3 Limited exposure to English outside the classroom**

Limited exposure to English outside the classroom refers to the lack of opportunities for students to engage with English in authentic, real-life situations beyond their language learning environment. As stated by Guo (2011), In countries where English is not the dominant language, the English-speaking environment lacks authenticity. In such circumstances, students may only have exposure to English during classroom instruction. Hence, once they leave the classroom, they have limited access to the English language and minimal opportunities to experience or use English in real-life

situations. Relying solely on classroom instruction is inadequate for English as a Foreign Language (EFL) learners to effectively practice the language. Therefore, additional efforts should be made to create more opportunities for these students to engage with English.

In Chile, where English is not widely spoken, students face this challenge of having limited access to English language media, immersion experiences, or native English speakers. According to Silva and Scarlota (2021), providing students with exposure to authentic, native-like speech is crucial in preparing them for how language is used in real-life situations, so they can effectively communicate in the target language. Thus, in the Chilean context, the restricted exposure can make it difficult for students to develop their listening and speaking skills, as well as their cultural understanding of English-speaking contexts.

#### **2.3.1.4 Sociocultural factors**

Teaching goes beyond the mere transference of knowledge to students. It involves connecting the classroom with the social, cultural, political, and historical dimensions of students' lives in the broader external world (Safari & Rashidi, 2015). Thus, the cultural and societal influences generate a great



impact on EFL teaching and learning processes. These factors can include attitudes towards English, educational policies, socioeconomic disparities, and regional variations in resources and opportunities. For example, students from different socioeconomic backgrounds may have varying levels of access to resources such as textbooks, technology, and extracurricular English activities.

Chilean education currently confronts a significant obstacle in terms of the prevailing centralization, which results in unequal learning opportunities. Students from wealthier backgrounds and more favorable geographical locations enjoy greater educational advantages compared to those who lack access to such conditions, which is demonstrated on the Results Report of the Estudio Nacional de Inglés (2017). This may present difficulties for teachers to address these sociocultural factors and consider them when planning and implementing their instruction, because sensitivity to cultural contexts and the integration of local culture into the language learning process enhances student engagement and language competence.

### **2.3.1.5 Student motivation**

Student motivation plays a critical role in language learning. Many students perceive English solely as a mandatory subject, failing to recognize its significance as a communication tool that enables adaptation to technological advancements and other disciplines. For most learners, English is viewed as an obligatory task rather than an enjoyable pursuit. Consequently, these students lack enthusiasm and motivation to actively engage in class, merely striving to attain a passing grade to fulfill their course requirements (Akbari, 2015). In Chile, where English may not be seen as immediately relevant or necessary for students' daily lives, maintaining high levels of student motivation can be difficult. One additional difficulty arises from students' perceptions of learning English as a subject that revolves around memorizing lists of words and grammatical rules, as well as acquiring isolated skills, rather than recognizing it as a collection of interconnected skills and subskills (Akbari, 2015).

Teachers need to address this challenge by recognizing first that their teaching methods highly influence the students' perception of the subject. According to Sundqvist and Olin-Scheller (2013), EFL learners often ascribe their lack of interest and demotivation towards learning the language to their

teacher's teaching techniques and approaches. Thus, teachers must confront this difficulty by connecting language learning to students' personal interests and goals, incorporating engaging activities and materials, highlighting the practical applications of English, and fostering a positive and supportive classroom environment. Motivation can also be enhanced by providing opportunities for student autonomy, self-assessment, and goal setting.

### **2.3.2 Reading comprehension in Chilean EFL classrooms**

Reading comprehension is defined as the ability to comprehend and understand what is being read. In the context of learning English as a Foreign Language (EFL), reading comprehension involves not only understanding individual words and phrases, but also understanding the structure, meaning and context of the text. According to Bojovic (2010), readers use their existing background knowledge to obtain and carry the meaning of the text in use, and they engage in reading to gain information. Reading comprehension skills are essential for the acquisition of vocabulary, especially since vocabulary knowledge and reading comprehension are

connected, in the view of the fact that if you do not know some words, you cannot understand what you are reading (Moghadam et. al., 2012).

In the case of high school students in Chile, reading comprehension in EFL can be especially challenging due to a lack of exposure and practice with the language. Many students do not have regular access to English outside the classroom, and in some cases, language instruction may be limited due to a lack of resources, especially in public schools. In addition to the lack of exposure and practice, high school students in Chile may face other challenges in reading comprehension in EFL, such as difficulty understanding the vocabulary and grammar of the text, and experience lack of motivation and low interest in the language, which can affect their ability to understand the text.

#### **2.3.2.1 Reading strategies in EFL teaching**

Zhang (2001) defines learning strategies as learners' intentional attempts to improve their language skills. The main characteristics of learning strategies are that they aid in the attainment of a task or a goal, whether short-term or long-term, and that they can be taught (Bedle, 2017). Reading skills are essential in EFL teaching because they allow students to acquire information and increase their language competence. Thence,

implementing learning strategies to develop and improve the reading skill of learners in the classrooms is a must-do for teachers.

Learning strategies to work on the reading skill of students are called reading strategies, and, according to their focus, they can be divided into three main groups; sensitizing, for improving reading speed, and skimming and scanning (Grellet, 1981).

#### **2.3.2.1.1 Sensitizing**

This group contains strategies that aid students to deal with unexpected vocabulary and phrases. In this category strategies such as Inference and Linking sentences and ideas stand out.

#### **2.3.2.1.2 Skimming and Scanning**

By using Skimming and Scanning strategies, learners can identify the purposes and organizational patterns of texts, understand unknown vocabulary from structure clues, infer information from texts and define the author's attitudes, tones, and purposes of texts, among others (Fauzi, 2018). Other strategies similar to Skimming and Scanning are Previewing and Predicting (Grellet, 1981).

According to the Ministry of Education of Ontario (2004), reading strategies need to be used before reading, during reading and after reading.

Upon that, they divided reading strategies into 3 groups according to their use; in the classroom, these strategies are known as getting ready to read, engaging in reading, and reacting to reading.

#### **2.3.2.1.3 Pre-reading, while-reading, post-reading strategies**

Within the pre-reading category, which intends to get students ready to read, different reading strategies stand out for learners, including previewing a text, finding organizational patterns, anticipation guide, among others.

During while-reading, in which students are intended to engage in the reading, certain strategies emerge that are centered on contextual comprehension, using context to find meaning, ask questions, visualizing, reading between the lines, etc.

Post-reading involves reacting to the reading material. Within this category, several reading strategies stand out, such as thinking about the text, finding the main idea(s), responding to text, making judgments, along with others.

### **2.3.3 Use of multimodality as a teaching strategy**

Jewitt et al. (2016) explores multimodality as multiple means of making meaning, though different these means are from each other, they are integrated and commonly occur simultaneously. In EFL teaching, multimodality can include the use of different semiotic resources such as images, videos, music, games, and others to complement and support language learning (Ajayi, 2009).

Using multimodal resources as a teaching strategy has helped to provide a wider range of learning styles in educational environments since multimodal resources enable the delivery of educational content in more than one sensory mode (written, visual, aural) (Sankey et. al, 2010). A case in point is a study carried out by Meneses et. al (2018), which indicates that multimodal texts may help students develop greater topic understanding, make better use of text structure and organization and, as a result, be more effective in writing and reading tasks.

### **2.3.3.1 Pedagogical theories and models that support the use of multimodality in EFL teaching**

Jewitt (2006) proposes multimodality, presented as a teaching method, that incorporates a range of media, encouraging educators to develop knowledge using a variety of multimodal resources, such as sound, visual,

and language systems. Ajayi (2009) analyzes how the use of multimodal texts may help English language learners understand science books; the study suggests that multimodal texts can help and improve comprehension of both written and spoken English, endorsing that while selecting books for their pupils, all teachers, regardless of topic, should think multimodally. Unsworth (2004) studies the use of multiliteracies pedagogy across multiple subject areas in the educational curriculum. His findings reveal that teachers who include multiliteracies pedagogy into their classroom practices can give their students the opportunity to interact with a variety of texts and ways of communication, emphasizing the importance of continuous professional training for educators to allow them to properly integrate multiliteracy pedagogy into their teaching methods.

Additionally, authors explore the integration of multimodality as a whole in preservice teaching programs; Rowsell et. al (2008) conclude that implementing multiliteracies pedagogy in preservice teacher education will allow for the design of learning experiences that are relevant to the diverse and dynamic needs of learners. Likewise, teacher education programs need to offer chances for preservice teachers to engage in genuine learning situations in order to acquire an overview of multimodality pedagogy.



### **2.3.3.2 Challenges of using multimodal resources in EFL classrooms**

Multimodal Resources have gained prominence as they provide students with a variety of opportunities to engage with the language in real-life situations. Nevertheless, the implementation of multimodality carries several challenges, which are described in the following paragraphs.

#### **2.3.3.2.1 Lack of materials and resources**

Farías and Véliz (2019) emphasized the need to have access to proper resources, including materials, in order to effectively integrate multimodality in EFL teaching. Teachers acknowledge that the environment in which they work affects the quality of their instruction, hence appropriate resources are required for the suitable application of multimodal approaches (Farías and Véliz, 2019).

#### **2.3.3.2.2 Lack of training and time management**

Most teachers are not immersed in multimodality. Due to this, the main challenge that educators face in implementing multimodal pedagogy is not fully comprehending the instructional method. (Rowse et al, 2008).

Furthermore, Sakulprasertsri (2020) evidences that designing activities, tasks, and educational resources, and planning lessons that incorporate multimodality can be time-consuming for teachers. Moreover, distractions can emerge if the teacher integrates multimodality, interrupting the flow of the class.

### **2.3.3.3 Multimodality in Chilean education**

Information can be communicated in different ways and modalities, hence the increase in the use of blogs, videos, images, etc., over the last years. In Chile, different measures have been taken towards the implementation of multimodality in Education. According to Maturana and Ow (2016), multimodality has been integrated gradually in many books of the Chilean Curriculum, such as in Spanish, Maths, History and Science school books; it all depends on the subject but most of the texts that students need to comprehend and/or produce are multimodal.

A case in point is a study carried out by Aedo and Millafilo (2021) which consists of the implementation of multimodality items to increase vocabulary of a group of 6<sup>th</sup> graders in Concepción. In this project, the researchers explore the use of memes as a teaching strategy and it had a

positive effect in the students' motivation for the engaging and innovative way of teaching vocabulary, since they found it interesting and similar to the way they usually communicate with friends and see on the internet. The findings were optimistic; learners maintained high scores and showed considerable growth in vocabulary compared to the beginning of the study (Aedo & Millafilo, 2021).

#### **2.4 Characterization of the classroom project**

The present AR project will include only one research cycle, consisting of planning, acting, observing, and reflecting. Six 45-minute sessions will be implemented, utilizing multimodal resources, along with reading strategies in order to accomplish the aim of this research. Moreover, collaborative work in teams and pairs will be given priority across all sessions.

Table 1 shows the distribution of the didactic proposal in terms of sessions, multimodal resources, reading strategies, communicative functions, and types of texts to be utilized during the implementation phase of the project.

**Table 1***Didactic proposal distribution chart*

<i>Session</i>	<i>Multimodal resource</i>	<i>Reading Strategy</i>	<i>Communicative function</i>	<i>Text</i>
1	Image sequence, flashcards	Reading between the lines (inferences)	Expressing Feelings	Short story
2	Film scene (video) Script	Find the main idea	Expressing Feelings	Short dialogue
3	Songs	Find the main idea	Giving advice	Lyrics of a song
4	Board game, pictures, dice, game tokens.	Think about the text	Giving advice	Short stories
5	Audiofile, images.	Skimming and Scanning, Linking Sentences and Ideas, Visualizing.	Describing people	Piece of news
6	Audiovisual presentation and online games	Inference	Describing people	Criminal case

*Note.* This table demonstrates reading strategies based on the taxonomies of Grellet (1981) and Ministry of Education of Ontario (2004).

**2.4.1 Session 1.**

The first session was 45 minutes long and consisted of the utilization of a set of flashcards as a multimodal resource to enhance reading comprehension. In this session, the main reading strategies were making predictions and reading between the lines, and the communicative function was expressing feelings. Therefore, the aim

of the session was for students to work in groups and organize the flashcards according to how they thought the story was going to develop. Afterwards, they were given the printed short story, and after reading it they had to reorder the images according to the chronological order provided by the text. Based on the reading, students were asked to analyze the emotions shown by the characters of the story.

#### **2.4.2 Session 2**

With an extension of 45 minutes, this session started with the projection of the scene from the movie that inspired the text from session 1. Furthermore, students were also provided with the dialogue of said scene. After watching the video, students gathered in small groups to discuss the main feelings that were represented in it. Then, in pairs, students discussed and wrote down the clues, words, and characteristics from the text that helped them understand it. Following with the flashcards that were used in session 1, students, guided by the teachers, discussed which emotions were portrayed in each image and how they were represented in the text (inferences).

### **2.4.3 Session 3**

For this session, students worked with the communicative function of giving advice, and the reading strategy employed in this class was “finding the main idea”. The class was divided into groups of 5 students. Each group was provided with printed lyrics of a song, which had gaps that needed to be filled-in with the corresponding words while listening to the song. Then, SS were asked to analyze it in order to find the main idea or problem of the text, identify the feelings and the main problem and give advice according to the described situation, addressing the author of the song. To finish the class, an activity was done through a game carried out in an online educational platform called Wordwall.

### **2.4.4 Session 4**

For this session, the main reading strategy was thinking about the text, according to the taxonomy of the Ministry of Education of Ontario (2004). The predominant multimodal resource used in this session was a board game and the communicative function was giving advice. Students had to gather in small groups, then roll the dice and move on from station to station, where they would find short stories

from situations that required advice regarding school, family, friends, and love issues. They had to read the piece of writing, discuss it with their team and then write down the piece of advice addressing the speaker of the text.

#### **2.4.5 Session 5**

The reading strategies of this session were skimming and scanning, linking sentences and ideas, and visualizing, following the taxonomies of Grellet (1981) and the Ministry of Education of Ontario (2004). The multimodal resources used in this session were audio files, flashcards, and images. The communicative function for this session was describing people. Students worked in small groups and engaged in different activities based on a previously read piece of news divided into stations to encourage participation, motivation, and competition. In the first station, students were presented with the text previously mentioned with gaps and an audio file, to complete it. Next station, students had to skim the piece of news to get a general idea of it, then they created a title for the text. Finally, in the last station, students underlined key words according to the communicative function and drew the suspect based on the description given in the text.

#### **2.4.6 Session 6**

In this 45-minute session the main reading strategy was inference, in line with the taxonomy of Grellet (1981). The multimodal resources used during this session were pictures and audiovisual aids. The communicative function presented was describing people. Students worked in small groups and were provided with 3 criminal cases, which were presented on a Genially presentation and 2 sets of pictures; one for the criminal case scenario, and the other one for suspects. Students had to select the pictures from both sets that best suited each case, according to its description.

#### **2.5 Action research plan**

After approximately 16 weeks of observation during practicum, it was noticed that most English classes lacked a communicative focus and were only focused on grammar. Furthermore, there was no intention to practice reading comprehension, which led students to have little to no interest in the matter.



The following Gantt chart shows how the pedagogical innovation was implemented in terms of sessions and weeks, as presented in Table 2.

## 2.6 Resources

**Table 2**

*Gantt Chart for the AR plan*

Action plan	Week 1				Week 2				Week 3				Week 4				Week 5				Week 6				Week 7				Week 8				Week 9												
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Lesson planning																																													
Placement test & Reading comprehension test																																													
Session 1																																													
Session 2																																													
Session 3																																													
Session 4																																													
Session 5																																													
Session 6																																													
Reading comprehension post test & Perception Survey																																													

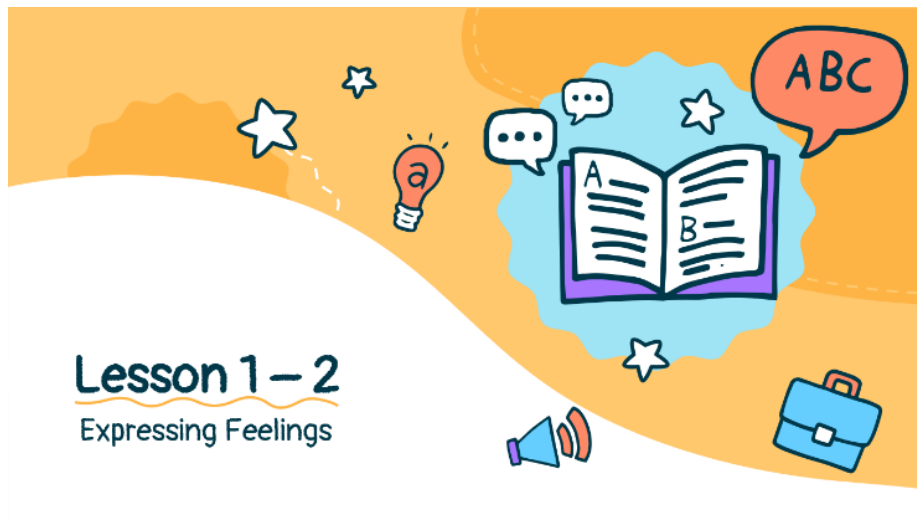
For the development of the pedagogical innovation, several different technological and multimodal resources were utilized during the implementation of all sessions, such as online education platforms (Genial.ly, Wordwall, among others), videos, songs, etc. Additionally, data projectors, speakers, worksheets, flashcards, and other different tangible resources will be needed in order to accomplish the objectives of this AR project.

### 2.6.1 Session 1

In the first session, the activities were presented through a PowerPoint audiovisual presentation (PPT), as shown in figure 1. The instructional materials included a video excerpt sourced from the online streaming platform Netflix. Simultaneously, a set of flashcards was utilized, comprising sequential visual depictions extracted from the aforementioned video clip, as illustrated in figure 2. These visual aids were meticulously selected to portray a coherent and chronological progression of events delineated within the video content. Finally, as the task was centered on the reading of a text, a printed copy of it was given to each student (See appendix A).

### **Figure 1**

*PowerPoint presentation for sessions 1 and 2*



## Figure 2

*Set of flashcards used in session 1*



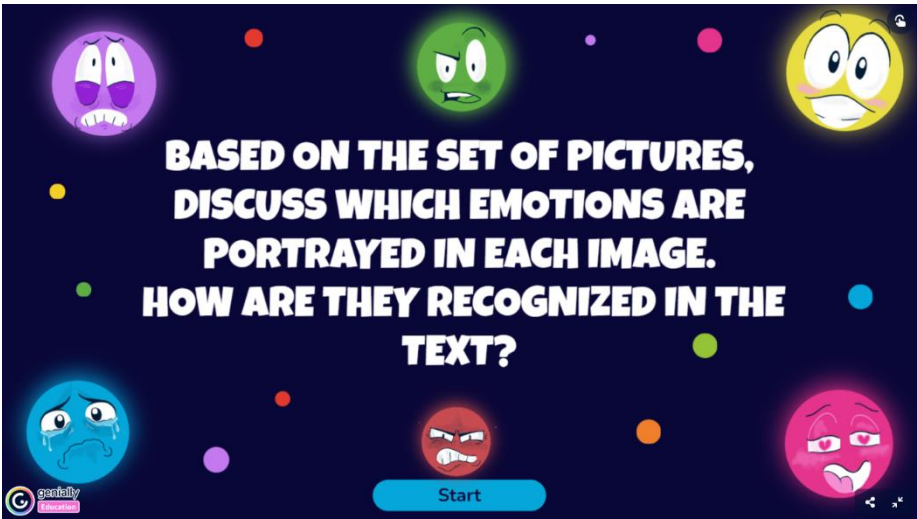
### 2.6.2 Session 2

During the second session, the same PPT presentation and collection of flashcards of session 1 were employed, aligning with specific emotions or feelings derived from the video watched in the previous session. Additionally, the same video material was revisited. Lastly, an audiovisual presentation crafted via the Genial.ly platform served as a pivotal component during the culminating class discussion, as shown in figures 3 and 4. Furthermore, as

the session was focused on understanding a text, every student received a printed version of it (see Appendix A).

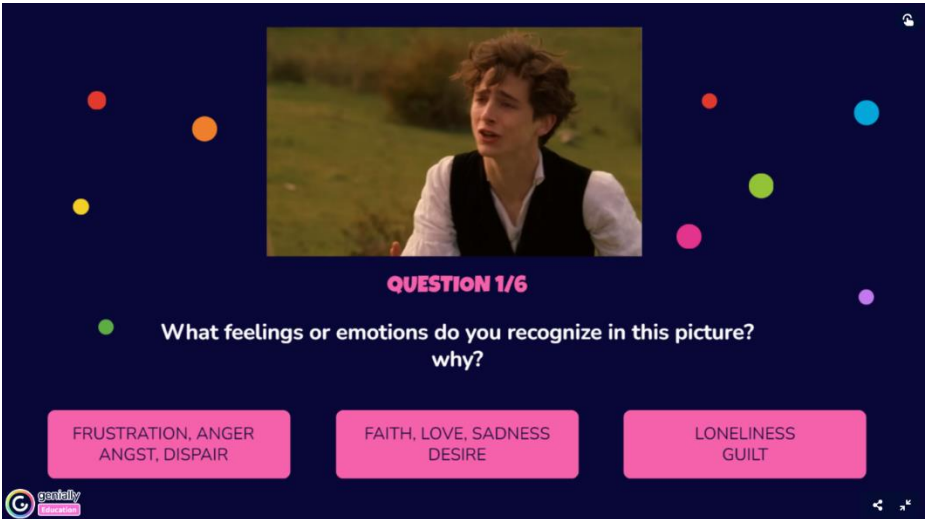
**Figure 3**

*Audiovisual presentation created through Genial.ly for session 2*



**Figure 4**

*Audiovisual presentation created through Genial.ly for session 2*



### 2.6.3 Session 3

In the third session of the implementation, a blend of resources was integrated, encompassing a PPT presentation to present the class, as shown in figure 5, songs sourced from the Spotify platform, worksheets featuring incomplete song lyrics, printed copies of the song lyrics completed, and vibrant-hued cardboard materials, constituting the central elements for all the activities (see appendix A). Furthermore, a Wordwall platform-generated game served as the concluding segment, as depicted in figure 6, offering a brief assessment to reinforce and gauge comprehension of the session's content.

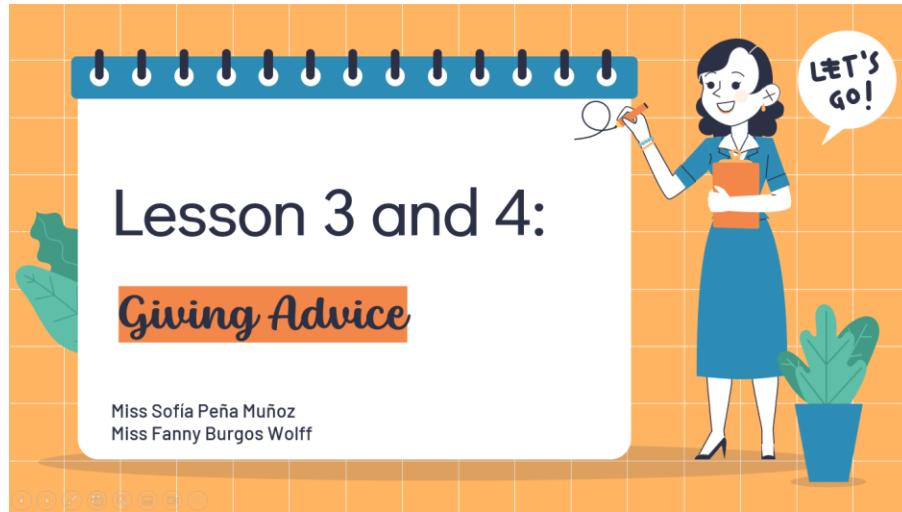
**Figure 5**

*Wordwall game for session 3*



**Figure 6**

*PPT presentation for sessions 3 and 4*

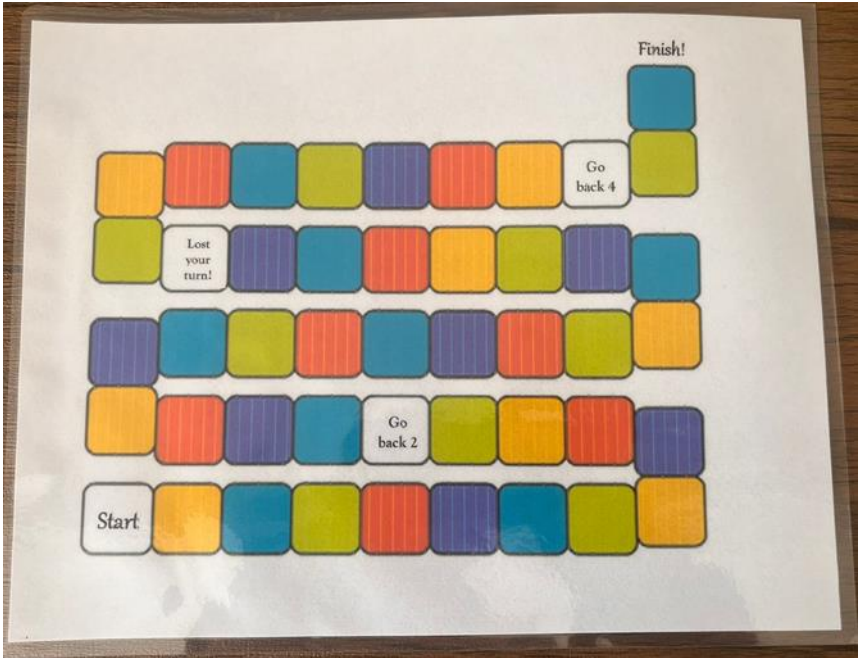


#### **2.6.4 Session 4**

For the development of the fourth session, alongside the PPT presentation illustrated in figure 6, a custom-designed board game crafted by the teacher-researchers took precedence. Each replica of the game comprised a board featuring stations demarcated by distinct colors, numbered dice, dice with emoticons, and four distinct sets of cards, each distinguished by varying colors, containing texts of diverse content, as illustrated in figures 7, 8 and 9.

**Figure 7**

*Board game*



**Figure 8**

*Set of flashcards used in session 4 and numbered dice*



**Figure 9**

*Dice with emoticons*



### **2.6.5 Session 5**

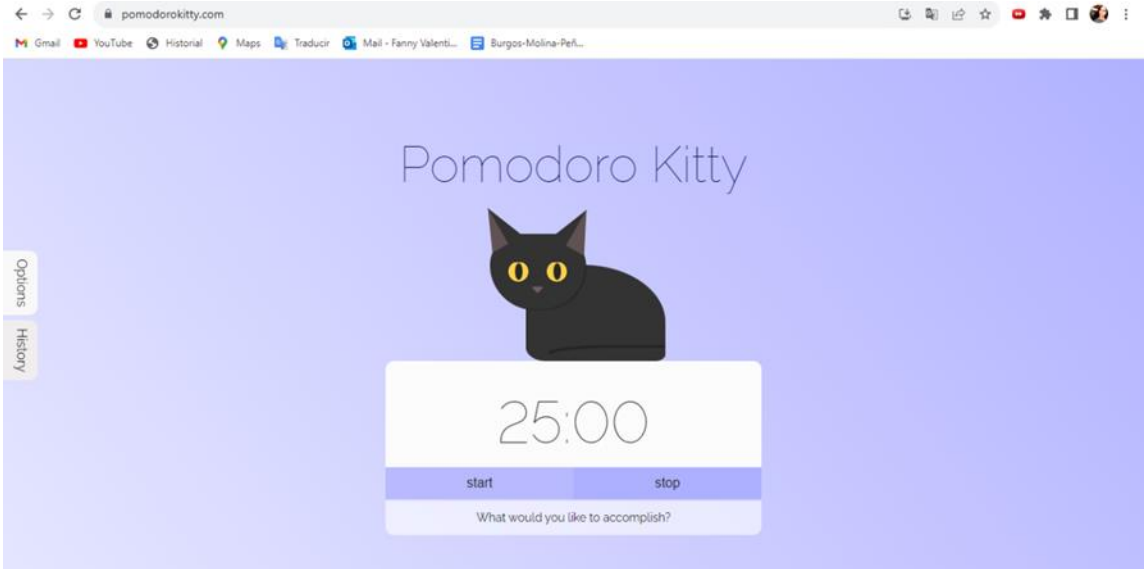
In the fifth session, a structured time division into three segments was implemented. To ensure a well-organized and engaging learning atmosphere, the class duration was compartmentalized using the "Pomodoro Kitty" timer, as shown in figure 10. Furthermore, for maintaining order and discipline within the classroom setting, the online platform "Bouncy Balls" was



utilized, offering visual cues, as depicted in figure 11. The challenges presented during this session were facilitated by concise instructional cards, delineating the specific tasks for the students along with dedicated spaces for recording their responses (see Appendix A). Additionally, to facilitate the task-oriented activities centered around text comprehension, each student was provided with a printed copy of the text (see Appendix A).

**Figure 10**

*Pomodoro kitty screenshot*



## Figure 11

### *Bouncy Balls screenshot*



### 2.6.6 Session 6

In the last session, audiovisual aids including a PowerPoint was employed, as depicted in figure 12. Each group was equipped with two distinct sets of flashcards, one depicting descriptive images of individuals, and the other portraying descriptive scenes of various settings, as shown in figure 13. Moreover, printouts of the necessary textual material for the session were provided to each group (see Appendix A).

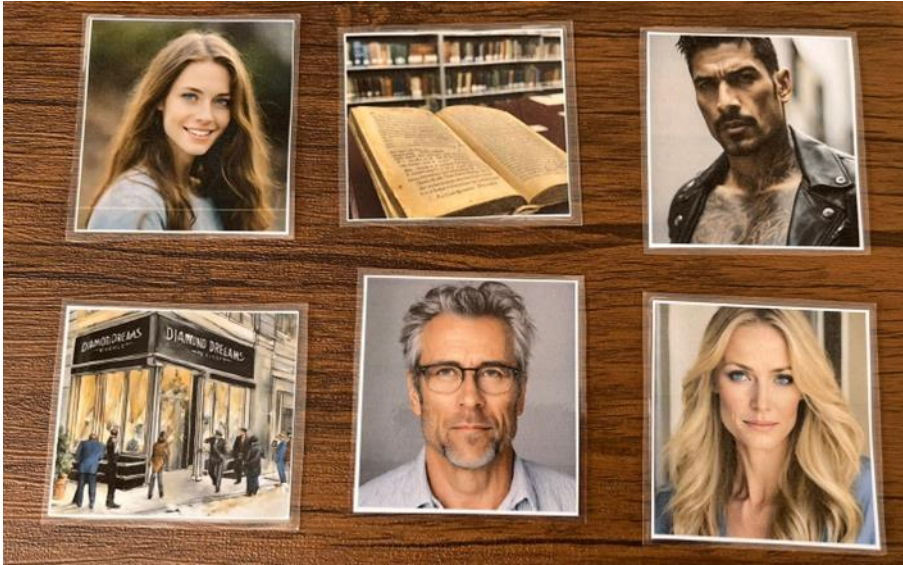
**Figure 12**

*PPT presentation for sessions 5 and 6*



**Figure 13**

*Set of flashcards used in session 6*



## **2.7 Evaluation of the implementation and data collection instruments**

Regarding data collection, this investigation was carried out using mainly four different instruments. As specified by the Ministry of Education in the EFL National Curriculum (2019), 9th graders should at least have a A2 level of English according to the Common European Framework of Reference for Languages (CEFR). Following this matter, we shall determine the level of English the students are currently in by applying a placement test, which is our first instrument. The second one involves employing an observation log throughout a designated observation period that was held for assessing and analyzing the teaching and learning methods used during the teaching processes, which according to Hernández, et. al. (2006) is essential in a qualitative type of research. Third, in order to compare the students' outcomes pre- and post-implementation of the learning unit, two assessments were administered to gauge their proficiency in reading comprehension in English. The first one was a diagnostic test to check their reading comprehension levels before implementing the didactic proposal, and the second one took place after the implementation, as an exit test to check if there was improvement on this matter. The fourth instrument consists of a

perception survey, which aimed to assess students' experiences with multimodality in enhancing reading comprehension.

### **2.7.1 English placement test**

To measure the level of English of the class group, a Cambridge General placement was taken by 43 students out of 44 in total. The test consisted of 25 questions with 3 multiple choices each, focusing on the individual's capacity to comprehend and utilize everyday English, rather than concentrating on specialized academic or professional domains.

The results are presented in terms of the quantity of accurate responses alongside an estimation of the participants' English proficiency level, as depicted in Table 3.

**Table 3**

*Cambridge Placement Test Results*

<b>CORRECT ANSWERS</b>	<b>ENGLISH LEVEL</b>
0 TO 9	A1
10 TO 15	A2

16 TO 18	B1
19 TO 22	B2
23 TO 25	C1

### **2.7.2 Reading comprehension test**

An excerpt from the Cambridge Key English Test (KET) was used to create the reading comprehension test, using the reading part only. This exam was utilized to measure the students' level in this specific skill. It was applied at the beginning and at the end of the intervention, in order to assess their progress throughout the didactic implementation.

The reading comprehension assessment comprised two sections. The initial segment entailed responding to a set of multiple-choice questions related to a text. Within this section, students were presented with sentences and tasked with determining their accuracy by selecting options indicating whether the statement was correct, incorrect, or if the information was absent in the text, as depicted in Appendix A.

In the subsequent section, students were required to carefully read a document comprising an advertisement and an email. Following this, they

were tasked with completing a structured summary table by correlating and adding the relevant information obtained from these materials, as shown in Appendix B.

### **2.7.3 Perception survey**

The perception survey consisted of a set of questions divided into 3 dimensions: affective dimension, pedagogical dimension, and linguistic dimension. Its main purpose was to evaluate and understand the students' experiences and general views regarding the use of multimodality introduced in the sessions to enhance their reading comprehension, rather than to gauge the students' English performance. Thus, the survey was intentionally crafted in Spanish rather than English to ensure students' understanding of its content and to foster a greater sense of comfort and ease in their responses. This decision aimed to eliminate language barriers, allowing students to comprehend the questions effortlessly and enabling them to express their thoughts comfortably in their native language.

The questionnaire consisted of 12 structured questions, with no open-ended questions. Students had 15 minutes to respond, which they accomplished using a Google form as the chosen medium of submission. The

survey was validated by a panel comprising experts specializing in English language education, who evaluated and scored the questionnaire items, considering factors of clarity, coherence, and relevance, as depicted in Figure 14. Subsequently, upon receiving feedback from these experts, the questionnaire was revised and modified to align with their comments and assessments.

**Figure 14**

*Experts judgement form*

Ítem 1: El uso de recursos multimodales durante mi aprendizaje de inglés ha influido positivamente en mi motivación para mejorar mis habilidades de comprensión lectora \*

	1	2	3	4
Claridad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coherencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevancia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2.7.3.1 Affective dimension**

This dimension assessed the emotional and motivational effect of using multimodal resources to improve reading comprehension. Students were asked about their motivation to read texts in English and whether these



resources had built on their confidence in comprehending and actively participating with it.

### **2.7.3.2 Pedagogical dimension**

This section examined the perception regarding the contribution of the communicative approach, emphasis on collaborative work, peer challenges, use of multimodal resources, and feedback in the development of English reading comprehension skills.

### **2.7.3.3 Linguistic dimension**

This dimension aimed to appraise the perceptions about the project's contribution to the students' reading comprehension skills. The questions focused on evaluating students' adoption of diverse strategies for reading comprehension and progress in their competence to comprehend texts that posed challenges before.

## **3 CHAPTER THREE: RESULTS AND DATA ANALYSIS**

This chapter presents an evaluation of the data collected from the various tools employed throughout the action research project.

### **3.1 Approach, method and purpose**

This action-research project has a qualitative character since its objective aims to carry out a pedagogical analysis on the effects of the implementation of a didactic unit in a secondary school. In this regard, and according to Creswell (2014), the interaction of the researcher with the parties involved in the research process will take place mostly in its original place, that is, the place where the addressed problem originates or develops. Due to this, the researcher will fulfill the data collection process in an inductive manner, in order to achieve a greater understanding of the issues to be dealt with. In this sense, the most important aspect of gathering data entails an interpretative analysis of it, where researchers play an important and active role in the whole process of the investigation, as well as the information collected from the participants and the context (Corbin & Strauss, 2014). Thus, this study seeks to learn from the dynamic process that is involved, taking full advantage of the participation and complexity of the social reality under study, and thus use its subjectivity as a tool to understand it, to finally be able to influence it and promote improvement opportunities (Creswell, 2014).

The didactic unit that was elaborated and implemented in this research was held within the framework of an action-research approach. In this sense, this research was conducted based on an exercise of conscious pedagogical reflection, since, as mentioned by Latorre (2008), the approach of the action-research method is based on implementing an action plan which purpose is to influence the reality of the students, and to evaluate the effects of the proposal lengthwise, thus achieving a significant improvement in the educational environment and the teaching and learning process.

### **3.1.1 Sample**

The sample of this research consists of a group of 9th graders from a public high school located in Los Ángeles, Chile, named Liceo Comercial Diego Portales Palazuelos, making a population of a total of approximately 43 cases, from which a sample of 25 cases was selected. The sample utilized was of a non-probabilistic nature, with selection criteria centered around availability.

### **3.1.2 Methodological procedure**

This action research project encompassed a population comprising 43 students, from which a non-probabilistic and convenience sample of 25 students was extracted. The study involved conducting two reading comprehension evaluations: a pre-test and a post-test, with the primary aim of comparing mean scores between both assessments to discern any notable significance attributed to the implementation of the post-test.

The null hypothesis (H<sub>0</sub>) posited no significant difference, whilst the alternative hypothesis (H<sub>1</sub>) proposed a notable disparity in mean scores. A significance level (alpha) of 0.05 was set, signifying a 95% confidence level.

Statistical analysis relies on a Student's t-test, since it is the most suitable tool to compare different groups or measurements for significant differences in averages, and it is especially useful with small sample sizes. It assesses if observed average differences are likely meaningful or mere chance occurrences, widely employed across disciplines (de Winter, 2019). Conversely, the paired samples t-test is tailored for situations testing the same group twice, like before and after an intervention. It scrutinizes differences within individuals, lessening the impact of individual variability, and determines if the mean difference between paired measurements is

statistically significant, revealing the intervention's effect within the same group (Kim, 2015).

The Shapiro-Wilk test was utilized to assess the normality of distributions within the pre-test and post-test data, leveraging its accuracy with small to moderate sample sizes and its sensitivity to deviations from normality, particularly in the distribution's tails. This test's robustness across various distributions and its validity for different data types provided statistical rigor and a reliable means of detecting departures from normality (Gupta et. al., 2019; Park, 2008; Razali, 2011; Souza et. al, 2023.).

The gathered data will undergo analysis using IBM SPSS Statistics software due to its user-friendly interface and comprehensive array of functions, facilitating the efficient extraction of pertinent insights and actionable information from the dataset.

### **3.2 Placement test results**

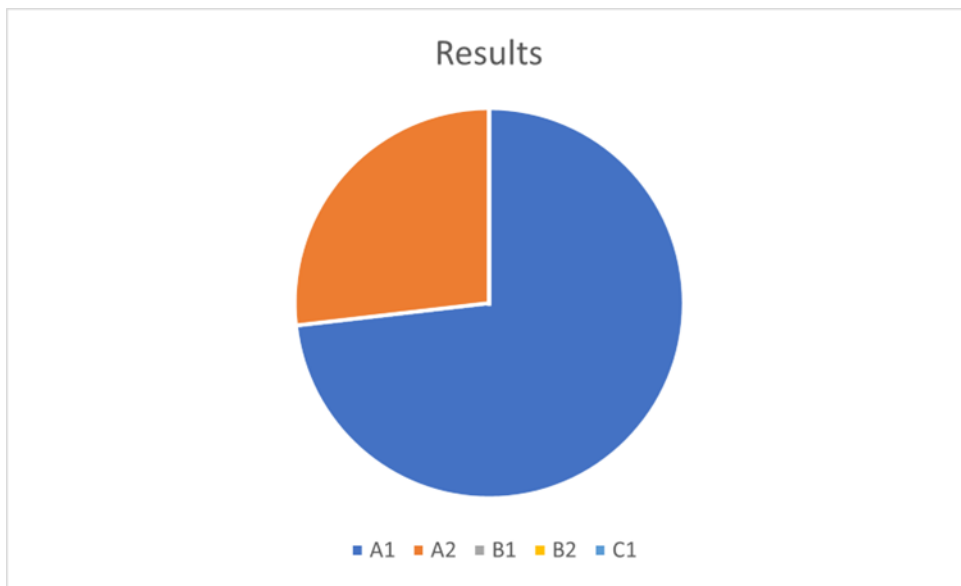
43 out of 44 participants in the study took the placement test. The primary aim of this test was to ascertain the students' level of competence in

the target language (English), and subsequently allocate them to the appropriate English proficiency tier based on their performance in the test.

The results of the placement test, as illustrated in Figure 15, indicate that 73,2% of students belong to an A1 level, whilst the remaining 26,8% are allocated in an A2 level.

**Figure 15**

*Placement test results*



### **3.3 Reading comprehension pre and post test results**

The assessment of normality involved the utilization of the Shapiro-Wilk test for smaller samples (<30 individuals). The criterion established for

determining normality states that when the p-value is greater than or equal to the preset alpha level, accepting the null hypothesis ( $H_0$ ) implies that the data originates from a normal distribution. Conversely, a p-value smaller than the alpha level signifies rejection of the null hypothesis ( $H_0$ ), indicating that the data does not derive from a normal distribution.

The p-values obtained for both the pre-test (0.562) and post-test (0.087) were greater than the alpha level of 0.05 ( $p > 0.05$ ). Consequently, the conclusion drawn from the analysis indicates that the data indeed originates from a distribution that can be considered normal.

The statistical decision derived from the analysis indicates a p-value of 0.001, which is notably smaller than the alpha level of 0.05. This outcome suggests a significant difference in mean scores between the pre-test and post-test applications. Therefore, the alternative hypothesis, initially posited is accepted, signifying a substantial alteration in scores following the diversified post-test. Moreover, the mean score of the pre-test at 4.20 contrasts significantly with the notable average of 9.6 observed post the diversified post-test application.

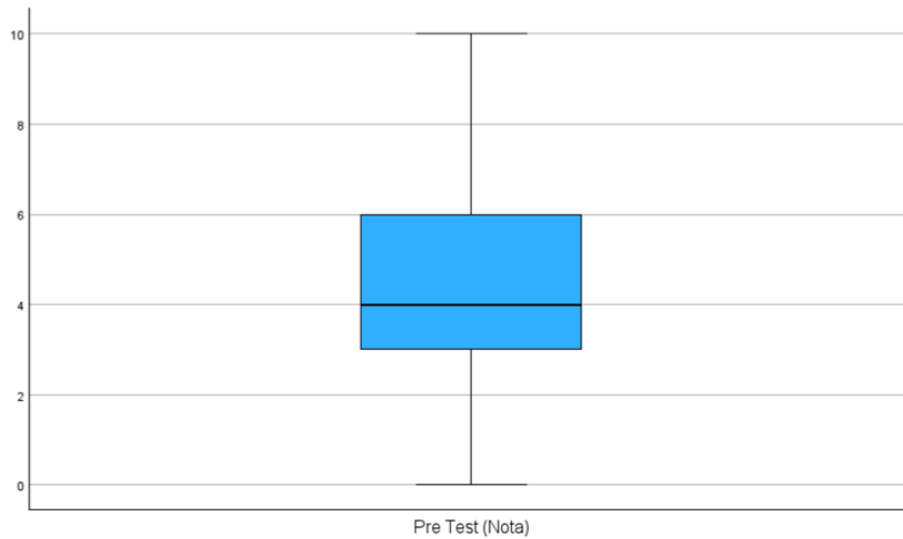
### **3.3.1 Overall interpretation**

The statistical significance discovered in the results emphasizes the effectiveness of the intervention. The considerable increase in post-test scores supports the hypothesis of a significant difference between the assessments (see figure 16 and figure 17). This suggests that the pedagogical intervention positively influenced students' reading comprehension abilities. The reliance on a 95% confidence level and adherence to normal distributions in data strengthen the validity of these findings, providing a clear indication of the intervention's positive effects on enhancing students' reading comprehension skills.

**Figure 16**

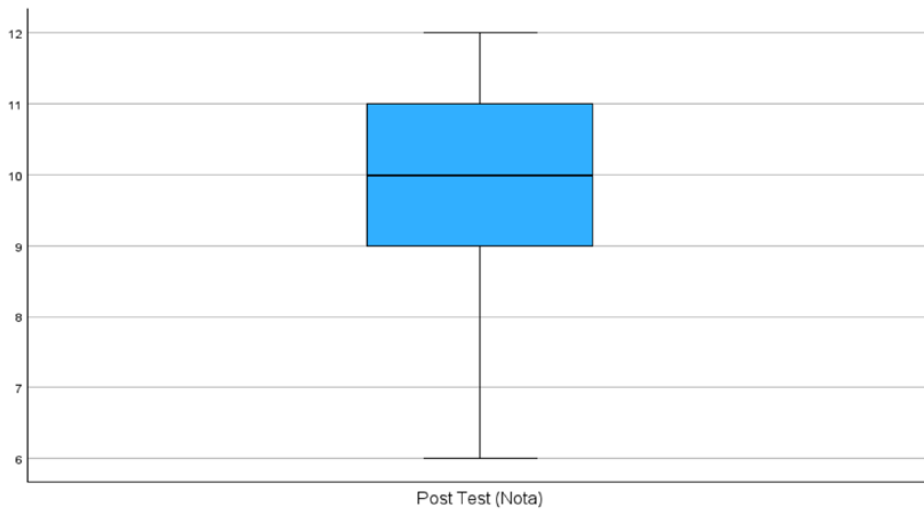
*Reading comprehension pre-test results*





**Figure 17**

*Reading comprehension post-test results*



### **3.4 Perception survey results**

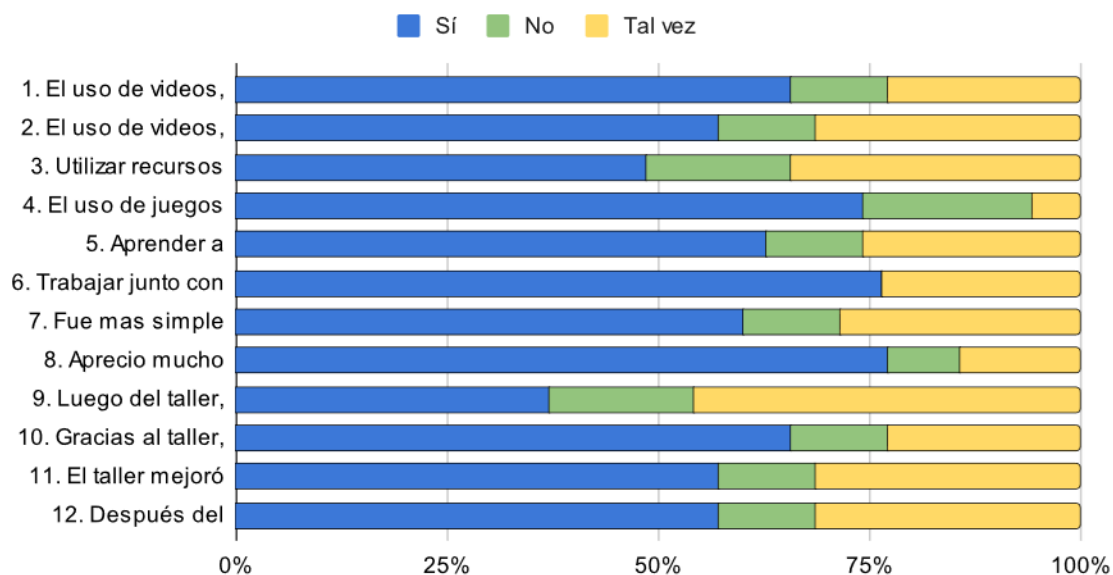
A perception survey was employed to collect data on the students' viewpoints regarding their emotional experiences throughout the project

(affective aspect), the knowledge they acquired (pedagogical aspect), and their progress in enhancing reading comprehension abilities (linguistic aspect). Each dimension consisted of four closed-ended questions, with respondents providing affirmative, negative, or equivocal ("maybe") responses. The overall trend across these dimensions indicates a predominantly positive sentiment, albeit with notable occurrences of "maybe" responses. Moreover, across all dimensions, "no" responses were infrequent, with percentages ranging from 8.6% to 20%. Most questions registered "no" responses below 15%, highlighting a general positivity in the perceptions conveyed by the 9th-grade participants, as shown in Figure 18.

## **Figure 18**

*Perception survey results*

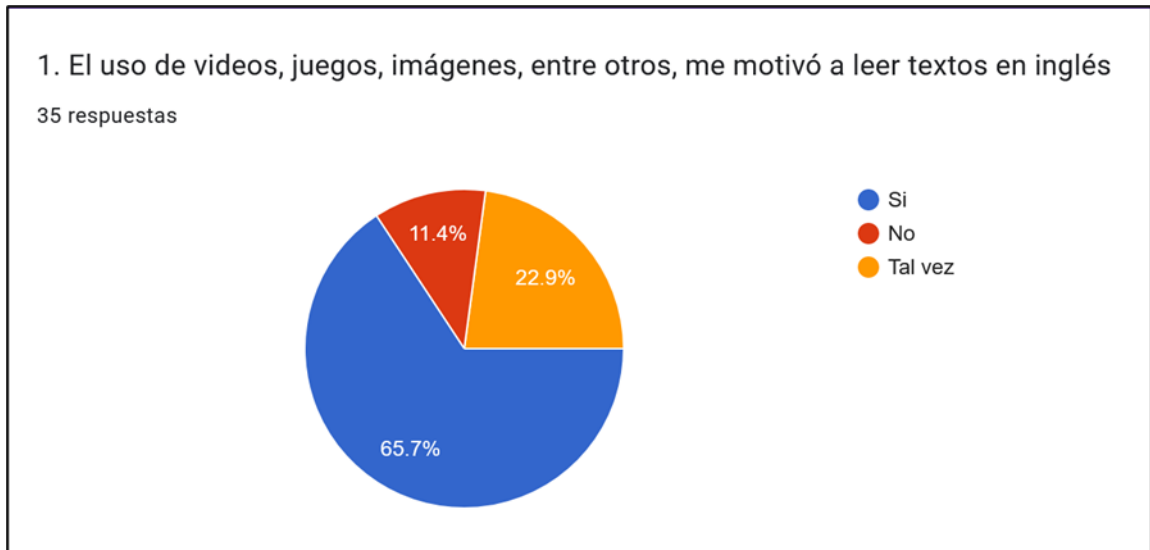
## Perception survey



Within the affective dimension, the first two questions demonstrated considerable positivity, with over 50% of affirmative responses (65.7% and 57.1%, respectively). The presence of "maybe" responses was also noteworthy, accounting for approximately a quarter of the participants' answers, with 22.9% and 31.4%, respectively, as illustrated in figure 19 and 20.

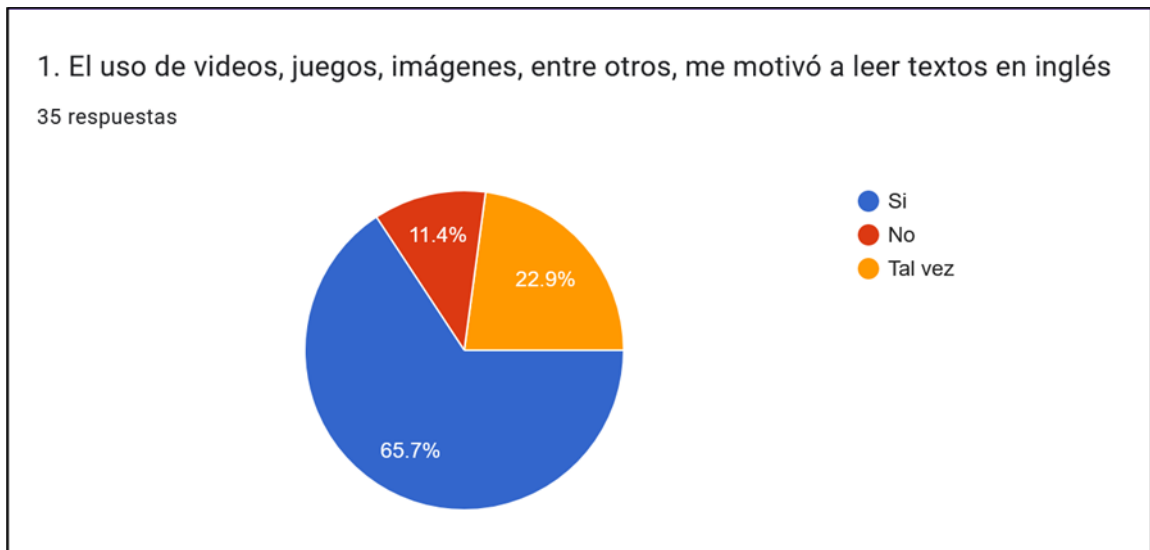
**Figure 19**

*Statement no. 1*



**Figure 20**

*Statement no. 2*



However, the third question showed a lower affirmative rate (48.6%), accompanied by a relatively higher "maybe" response percentage (34.3%), as displayed in figure 21. Conversely, figure 22 shows that the fourth question

garnered a significantly high affirmative response (74.3%) and a minimal "maybe" rate (5.7%).

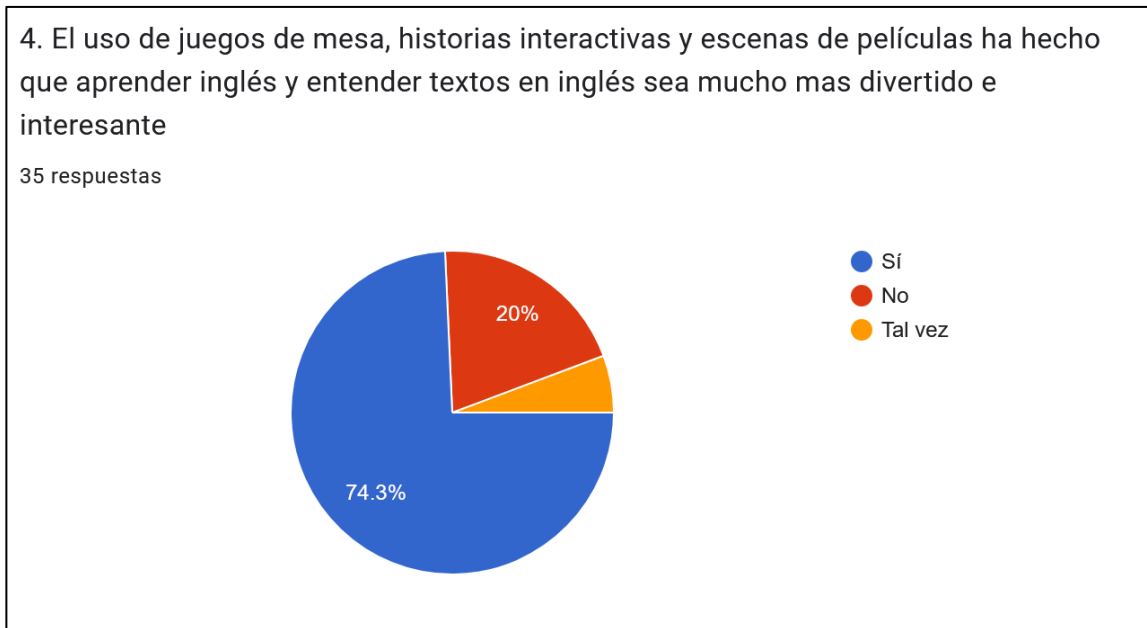
**Figure 21**

*Statement no. 3*



**Figure 22**

*Statement no. 4*

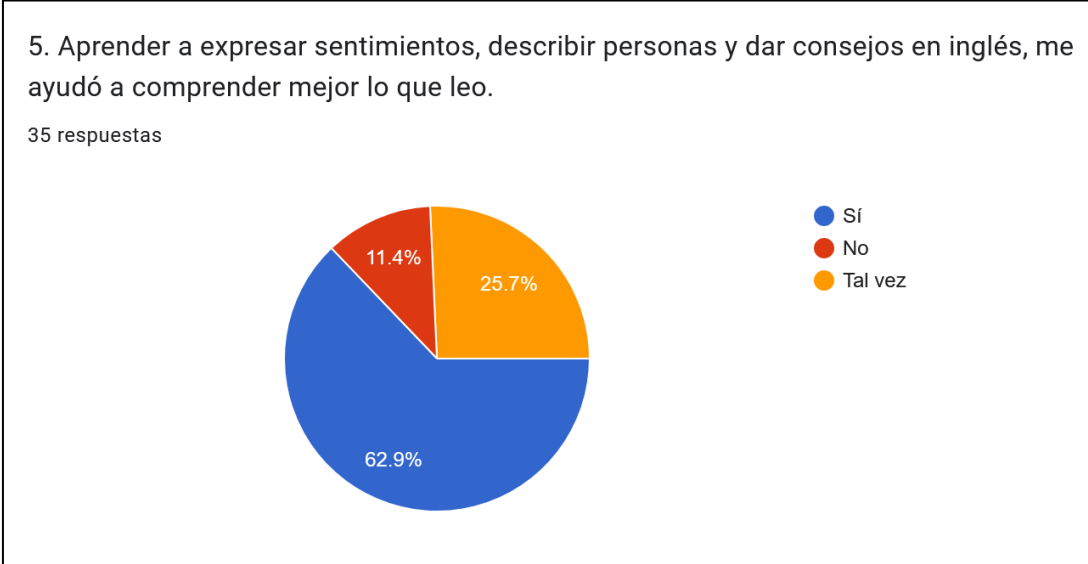


Transitioning to the pedagogical dimension (questions 5 to 8), a consistent trend of positivity was observed, with more than 50% of respondents providing affirmative responses in each question. Questions 6 (figure 24) and 8 (figure 26) particularly stood out with over 75% of students responding affirmatively (76.5% and 77.1%, respectively).

Moreover, questions 5 (figure 23) and 7 (figure 25) saw slightly over 25% of participants responding with "maybe" (25.7% and 28.6%, respectively), and more than 50% responding with "yes" (62.9% and 60% respectively).

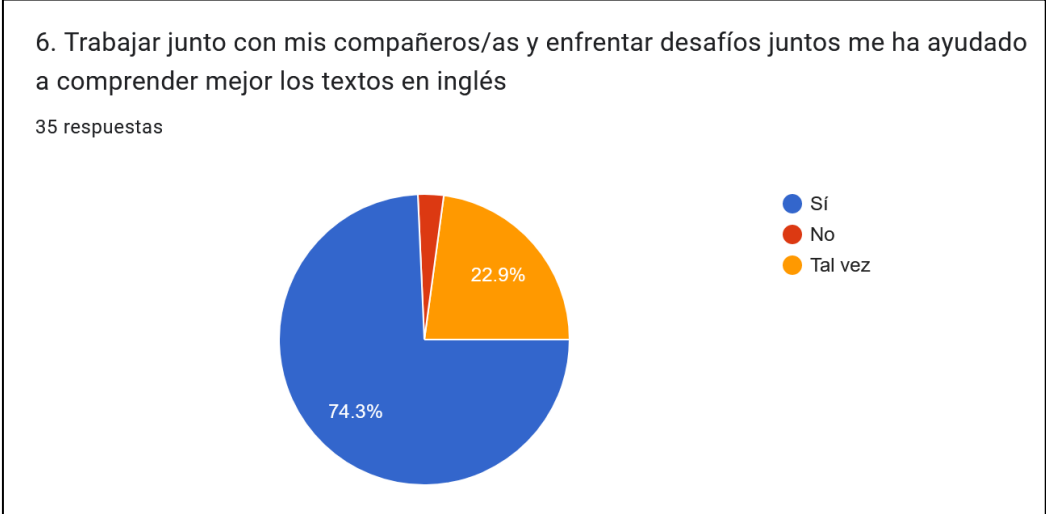
**Figure 23**

*Statement no. 5*



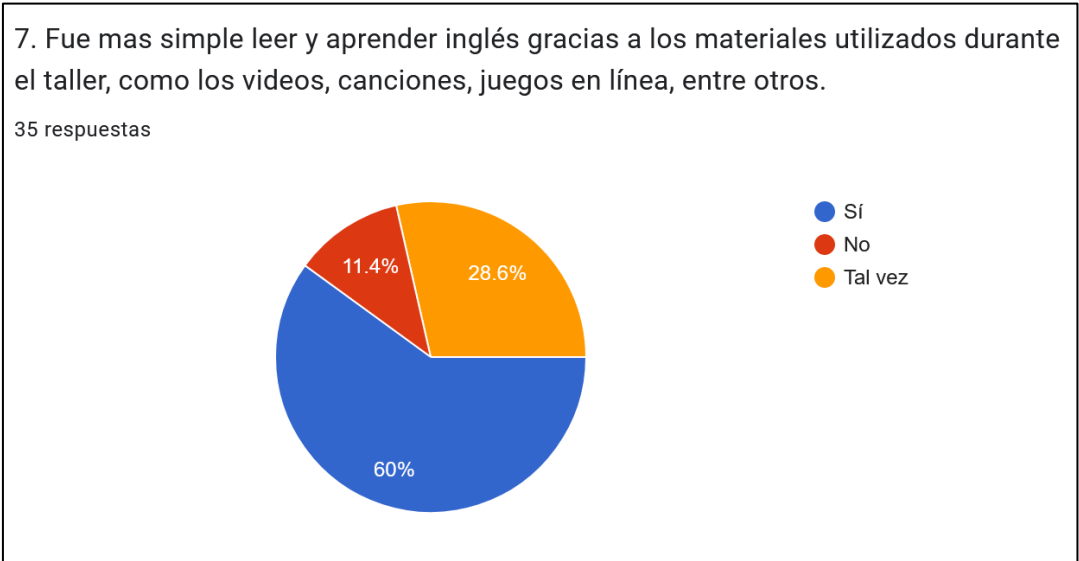
**Figure 24**

*Statement no. 6*



**Figure 25**

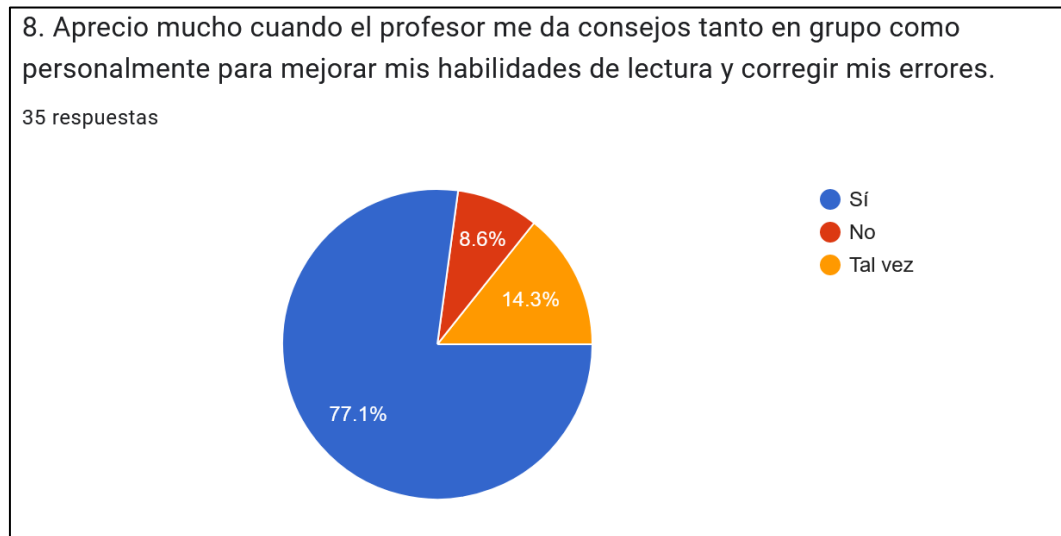
*Statement no. 7*





## Figure 26

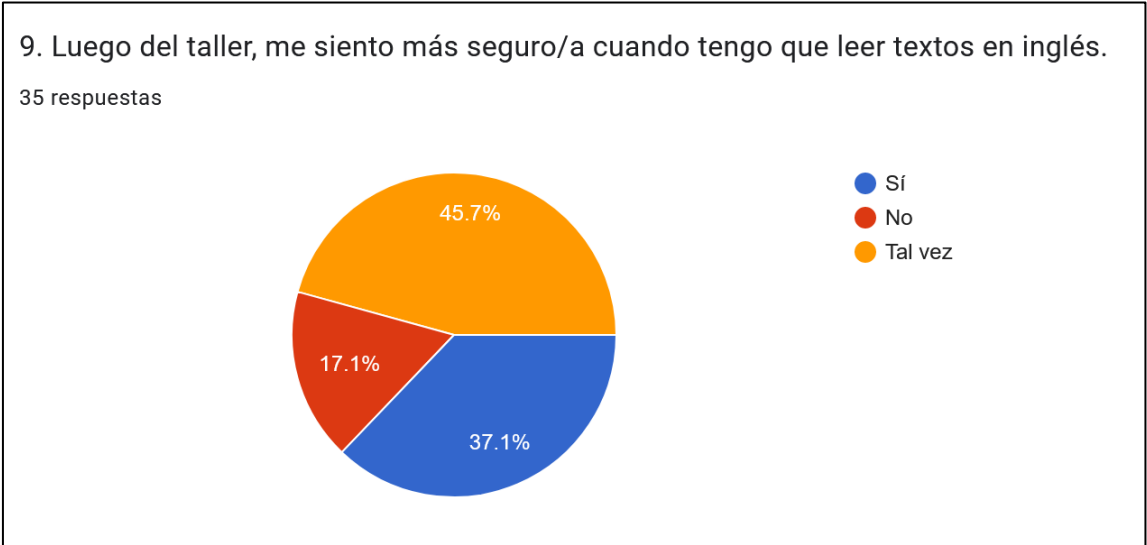
Statement no. 8



Finally, the linguistic dimension (questions 9 to 12) displayed a similar pattern, with questions 10, 11, and 12 eliciting affirmative responses from more than 50% of the students (65.7%, 57.1%, and 57.1%, respectively), as depicted in figures 28, 29 and 30. However, question 9 had a lower affirmative rate (37.1%) and a higher "maybe" response (45.7%), as shown in figure 27. Questions 10, 11, and 12 exhibited a notably lower "maybe" response rate, ranging from 22.9% to 31.4%.

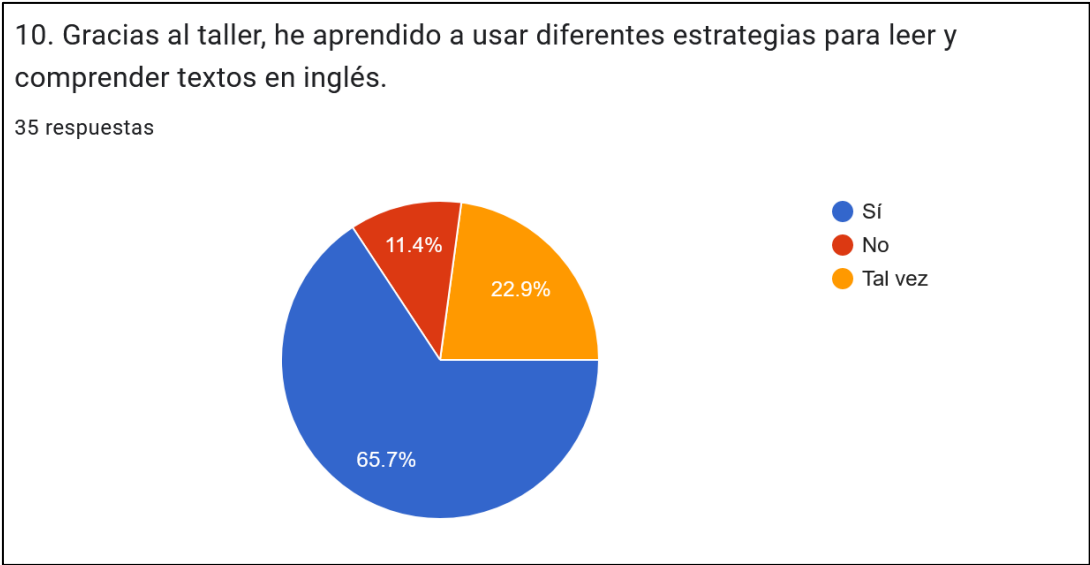
**Figure 27**

*Statement no. 9*



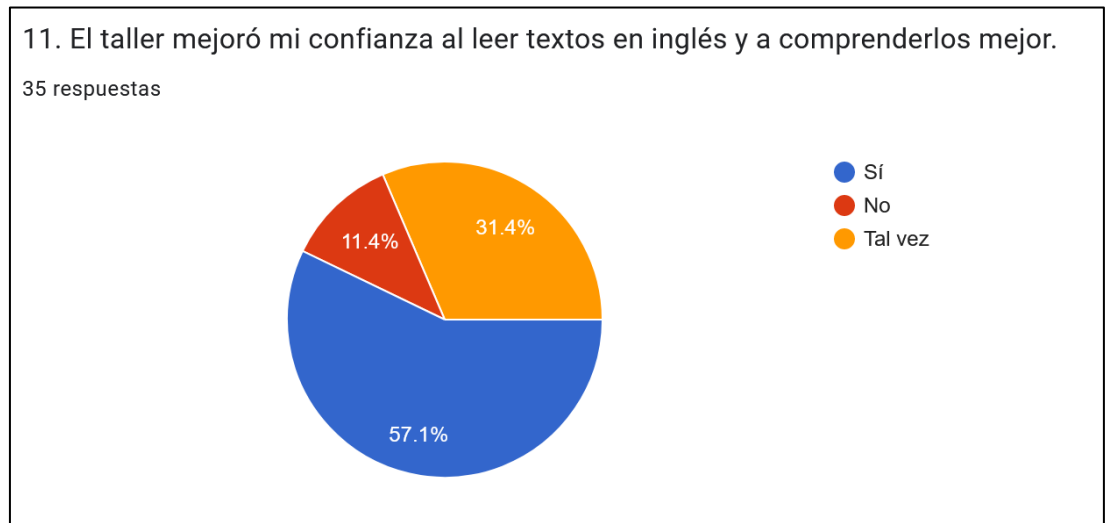
**Figure 28**

*Statement no. 10*



**Figure 29**

*Statement no. 11*



**Figure 30**

*Statement no. 12*



Across all dimensions, "no" responses were infrequent, with percentages ranging from 8.6% to 20%. Most questions registered "no" responses below 15%, highlighting a general positivity in the perceptions conveyed by the 9th-grade participants.

## **4 CHAPTER FOUR: DISCUSSION**

The results of this project have shown that it is possible to develop reading comprehension skills through multimodality as stated by Bao (2017) who carried out a similar study in China. Both studies acknowledge the transformative influence of multimodality in EFL instruction by seeking to create an engaging learning environment for students through a range of resources, involving games, photos, videos, and interactive exercises. Additionally, the widespread applicability of this project is reinforced by the optimistic correlation observed between multimodality and enhanced reading comprehension.

Prioritizing a communicative approach over a strictly grammatical one and using a student-centered class instead of a teacher-centered class, played the most significant role in achieving successful outcomes, aligning with the assertions made by Overby (2011). Students did not face wrong or right answers or whiteboard exercises, instead, they encountered classes full of games and fun challenges, focusing on communicative functions, marking a cathartic shift towards more engaging, inclusive, and universally applicable language learning practices.

Moreover, the communicative approach implemented in the project goes beyond individual language improvement, placing a solid emphasis on creating an environment that nurtures collaborative work among the participants. Remarkably, EFL instructors unanimously support the collaborative aspect of the communicative approach, identifying its effectiveness in advocating responsibility and self-discipline among students since it enhances not just the students' language skills but also cultivates teamwork and shared accountability in the learning process (Al-Mekhlafi, 2011).

#### **4.1 Placement test results**

The implementation of the placement test served as a pivotal step in substantiating the suitability of the instructional content and the development of educational materials. Given the prevalent attainment of an A1 English proficiency level among most students, a conscious and intentional choice was made to harmonize the instructional modules and materials with the demonstrated competency levels of the participants. This deliberate action aimed to ensure an optimized and productive learning process for all individuals engaged in the educational endeavor.

## **4.2 Reading comprehension test results**

A closer analysis of the pre-test scores unveiled a concerning tendency among students. It became noticeable that a considerable number of participants had difficulties when comprehending a text, specifically with the task of classifying information within a text in English. This outcome was anticipated due to observations revealing a dearth of immersive reading encounters and dedicated reading sessions aimed at instructing students in information classification within textual content. This insufficiency notably contributed to the lower score observed.

The findings highlight the crucial role of adopting comprehensive pedagogical approaches that go further than addressing reading comprehension in isolation. It becomes vital to embrace a communicative approach considering that it recognizes that reading comprehension is not just about understanding single sentences but more about actively engaging with meaning from texts in a real-world context, as stated by Zimmerman and Hutchins (2003).

The implementation of a communicative approach within the project played an important role in shaping the positive progression observed in the

post-test scores. Understanding the initial struggles underscored during the pre-test phase, in which students displayed a deficiency in reading comprehension, the subsequent lessons assessed the gaps previously mentioned comprehensively. By considerately integrating reading strategies into a communicative approach, students were not only able to improve their reading comprehension skills but also develop a deeper understanding of the material, addressing the identified gaps and cultivating a more dynamic and interactive learning experience.

### **4.3 Perception survey**

While the perception survey indicated overall positivity, a comparative analysis between dimensions revealed nuanced responses. Despite witnessing significant progress in post-test results, the findings from the perception survey revealed an interesting detail. Although most of the participants had noticeable improvements in their reading comprehension skills, surprisingly, they did not report substantially high confidence levels when reading after the intervention. The prevalence of “maybe” responses across dimensions indicated certain areas needing further research or potential modification in the multimodal approach. For instance, exploring



why question 9 in the linguistic dimension, students were asked if they felt more confident while reading English texts receiving a higher “maybe” rate compared to all questions. This phenomenon prompts inquiries about the complex dynamics between skill improvement and the subjective perception of confidence, emphasizing the importance of assessing not only measurable elements of learning but also emotional interpretations that have the potential to affect the linguistic self-assurance of students.

The shift from a grammatical approach to a more communicative one, allowing the integration of engaging educational resources has shown to be essential in helping students find the process of learning English more enjoyable. In question 4 of the perception survey, students were asked about the effect of utilizing board games, interactive stories and movie scenes on their learning experiences, this reflects the transformation quite well since most students responded positively, indicating that these resources and activities not only made learning English more appealing but also more interesting.

By using a communicative approach in the lessons, the learning experience fostered a collaborative environment among students since most

of the activities during the intervention were carried out in peer work and group work. This aspect was especially appreciated by participants, as shown by question 6 of the perception survey “Working together with my peers and facing challenges as a team has helped me better understand English texts” with a positive affirmation of 74.3% responses. The favourable response rate underscores the impact of collaborative learning in the language learning process, emphasizing the crucial importance of integrating collaborative strategies into language education (Farrell & Jacobs, 2020).

#### **4.4 Final remarks**

The action research project has supported the efficacy of multimodal resources in enhancing reading comprehension skills within the cohort of 9th-grade EFL students from a public high school. Despite contextual difficulties that came within the teaching environment, the intervention evidenced considerable potential in addressing the noted deficiencies in reading practice and instruction. Further exploration and improvement of the use of multimodality in the classroom could enhance its effectiveness, aiming for a more comprehensive improvement in students’ EFL experience at Liceo Comercial Diego Portales Palazuelos.

## **4.5 Limitations**

Throughout the duration of the project's implementation phase, a multitude of circumstances emerged, presenting varying degrees of impediment to the effective delivery of classes. Initially, classes underwent rescheduling on approximately three occasions, attributable to factors such as national holidays, school-specific events, or the conduction of the national exam PAES (Prueba de Acceso a la Educación Superior), which is the tool that allows access to universities affiliated with the access system in 2024 (considering the school's public nature, which is why the building was utilized for these purposes). Consequently, this resulted in discontinuous periods without classes for the students, posing challenges in maintaining seamless continuity between successive sessions. For instance, a particular occurrence involved an unanticipated cancellation of a class, necessitating its rescheduling for the subsequent week.

Moreover, internal constraints surfaced, exerting adverse impacts on the smooth progression of instructional activities. Persistent interruptions during class sessions, stemming from various authorities within the institution, significantly disrupted the flow of instruction. These interruptions

were diverse in nature, ranging from student dismissals to the dissemination of general information.

Among the internal constraints, due consideration should be given to issues encountered with the school's technological devices, notably the data projectors and speakers situated in each instructional space. In the classroom where the intervention took place, during the latter part of the intervention phase, students inadvertently severed the auxiliary cable of the speaker, which remained unrepaired until the end of the implementation. This impediment significantly disrupted the execution of sessions 5 and 6, which encompassed crucial audio and visual materials. Consequently, alternate instructional methodologies were needed, such as conducting activities through oral recitations for all students. Furthermore, in the final week of implementation, a malfunction occurred in the positioning adjustment of the projector, typically suspended from the room's ceiling. This malfunction resulted in the projection displaying crooked imagery, deviating beyond the designated margin, and causing difficulty in comprehending the presented material, consequently diverting the attention of the students.

Originally, this action research endeavor was intended for deployment across two public secondary schools, specifically Liceo Comercial Diego Portales Palazuelos and Liceo Bicentenario Los Ángeles. The objective was to compare the outcomes between a 9th-grade cohort at one school and an 11th-grade group at the other. Unfortunately, the implementation of the project at the latter educational institution was discontinued. This decision stemmed from numerous interruptions during the project's execution period, particularly the frequent cancellation of classes for various reasons, such as the school anniversary week, allocation of class time for extracurricular activities (specifically, rehearsals and performances of a play), utilization of facilities for the national test known as PAES, and a two-week strike. Consequently, the teacher-researchers were compelled to halt the project's implementation at this school due to insufficient time available to complete it before the academic year's conclusion.

## REFERENCES

- Aedo, P., & Millafilo, C. (2022). Increasing vocabulary acquisition and retention in EFL young learners through the use of multimodal texts (memes). *Colombian Applied Linguistics Journal*, 24(2). <https://doi.org/10.14483/22487085.18312>
- Agencia de Calidad de la Educación (2018). Informe de Resultados Estudio Nacional de Inglés III medio 2017. [http://archivos.agenciaeducacion.cl/Informe\\_Estudio\\_Nacional\\_Ingles\\_III.pdf](http://archivos.agenciaeducacion.cl/Informe_Estudio_Nacional_Ingles_III.pdf)
- Ajayi, L. (2009). English as a second language learners' exploration of multimodal texts in a junior high school. *Journal of Adolescent & Adult Literacy: A Journal from the International Reading Association*, 52(7), 585–595. <https://doi.org/10.1598/jaal.52.7.4>
- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, 394–401. <https://doi.org/10.1016/j.sbspro.2015.07.524>

- Al-Mekhlafi, A. (2011). Expectation versus reality: Communicative approach to EFL teaching. *Studies in Learning, Evaluation, Innovation and Development*, 8(1), 98–113. <http://sleid.cqu.edu.au/>
- Bahanshal, D. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English language teaching*, 6(11). <https://doi.org/10.5539/elt.v6n11p49>
- Bao, X. (2017). Application of multimodality to teaching reading. *English language and literature studies*, 7(3), 78-84. <https://doi.org/10.5539/ells.v7n3p78>
- Barahona, M. (2016). *English Language Teacher Education in Chile: a Cultural Historical Activity Theory Perspective*. Routledge Cavendish.
- Barahona, M., & Ibaceta-Quijanes, X. (2020). Neither fish nor fowl: The contested identity of teachers of English in an EFL context. *RELC Journal*, 51(3), 347–363. <https://doi.org/10.1177/0033688219847315>
- Bedle, S. (2018). *Reading strategies in an EFL context: a mixed methods research*

- synthesis* [Master's dissertation, University of Glasgow]. Enlighten
- Bezerra, F. (2012). Multimodality in the EFL classroom. *BELT - Brazilian English Language Teaching Journal*, 2(2), 167–177.
- Biblioteca del Congreso Nacional. (n.d). Biblioteca del Congreso Nacional.  
www.bcn.cl/leychile. Retrieved from  
<https://www.bcn.cl/leychile/navegar?idNorma=1136650>
- Bojovic, M. (2010). Reading Skills and Reading Comprehension in English for Specific Purposes. *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010*, September 2010, 1–5.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.  
<https://doi.org/10.4324/9780203863466>
- Castro, E. (2019). Agencia de Calidad entregó los resultados del Estudio Nacional de Inglés. *Ministerio de educación*.  
<https://www.mineduc.cl/resultados-del-estudio-nacional-de-ingles/>



Corbin, J., & Strauss, A. (2014). Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed.). Sage Publications.

Creswell, John (2014). Research design: qualitative, quantitative, and mixed methods approaches. SAGE, Los Angeles California. ISBN: 978-1-4522-2609-5

Cronquist, K., & Fiszbein, A. (2017). English language learning in Latin America. *thedialogue.org*. <https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf>

de Winter, J. C. F. (2013). *Using the Student's t-test with extremely small sample sizes*. University of Massachusetts Amherst. <https://doi.org/10.7275/E4R6-DJ05>

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. JELITA, 2(1), 38-47. <https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74>

Farías, M., & Véliz, L. (2019). Multimodal texts in Chilean English teaching Education: Experiences from educators and pre-service teachers. *PROFILE Issues in Teachers Professional Development*, 21(2), 13–27. <https://doi.org/10.15446/profile.v21n2.75172>

Farrell, T. S. C., & Jacobs, G. M. (2020). *Essentials for successful English language teaching* (2nd ed.). Bloomsbury Academic.

Fauzi, I. (2018). The effectiveness of skimming and scanning strategies in improving comprehension and reading speed rates to students of English Study Programme. *Register Journal*, 11(1), 101. <https://doi.org/10.18326/rgt.v11i1.101-120>

García, O., Flores, N., & Spotti, M. (2016). *The Oxford Handbook of Language and Society*. Oxford University Press.

Grellet, F. (1981). *Cambridge language teaching library: Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

Guo, S.C. (2011). Impact of an Out-of-class Activity on Students' English Awareness, Vocabulary, and Autonomy. *Language Education in Asia*, 2(2), 246–256. <https://doi.org/10.5746/LEiA/11/V2/I2/A07/Guo>

Gupta, A., Mishra, P., Pandey, C., Singh, U., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67. [https://doi.org/10.4103/aca.aca\\_157\\_18](https://doi.org/10.4103/aca.aca_157_18)

Hodges, C., Moore, S., Lockee, B., Trust, Torrey, & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. <https://vtechworks.lib.vt.edu/bitstream/handle/10919/104648/facdev-article.pdf?sequence=1>

Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing Multimodality*. Routledge. <https://doi.org/10.4324/9781315638027>

Jun Zhang, L. (2001). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment. *Language Awareness*, 10(4), 268–288. <https://doi.org/10.1080/09658410108667039>

Kim, T. K. (2015). T test as a parametric statistic. *Korean Journal of Anesthesiology*, 68(6), 540.  
<https://doi.org/10.4097/kjae.2015.68.6.540>

Latorre, Antonio (2008). *La investigación-acción. Conocer y cambiar la práctica educativa*. Edit. Craó, Barcelona. ISBN: 978-84-7827-292-1

MacDonald, B. (2022). Importance of Reading Comprehension & Why it is Important. *LillyPad.Ai*. <https://blog.lillypad.ai/importance-of-reading-comprehension/>

Maturana, C., & Ow, M. (2016). *Multimodalidad y Educación*. Santillana del Pacifico S.A.

Meneses, A., Escobar, J.-P., & Véliz, S. (2018). The effects of multimodal texts on science reading comprehension in Chilean fifth-graders: text scaffolding and comprehension skills. *International Journal of Science Education*, 40(18), 2226–2244.  
<https://doi.org/10.1080/09500693.2018.1527472>

Ministry of Education of Ontario. (2004). *Think Literacy: Cross-curricular Approaches, Grades 7-12 : Subject-specific Examples. International languages, levels 1/2*. The Ministry.

Mishra, P., Singh, U., Pandey, C., Mishra, P., & Pandey, G. (2019). Application of student's t-test, analysis of variance, and covariance. *Annals of Cardiac Anaesthesia*, 22(4), 407. [https://doi.org/10.4103/aca.aca\\_94\\_19](https://doi.org/10.4103/aca.aca_94_19)

Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia, Social and Behavioral Sciences*, 66, 555–563. <https://doi.org/10.1016/j.sbspro.2012.11.300>

Overby, K. (2011). Student-Centered Learning. *ESSAI*, 9(32). <https://dc.cod.edu/cgi/viewcontent.cgi?article=1375&context=essai>

Park, H. M., Park, & Myoung, H. (2008) *Indiana University: University Information Technology Services Univariate Analysis and Normality Test Using SAS, Stata, and SPSS*. Scholarworks.iu.edu. Retrieved December 12, 2023, from

<https://scholarworks.iu.edu/dspace/bitstream/handle/2022/19742/Univariate%20Analysis%20and%20Normality%20Test%20Using%20SAS%2c%20Stata%2c%20and%20SPSS.pdf?sequence=1&isAllowed=y>

Razali, N. M., Teknologi, U., & Wah, Y. B. (2011). *Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests.* Nbi.Dk.

[https://www.nbi.dk/~petersen/Teaching/Stat2017/Power\\_Comparisons\\_of\\_Shapiro-Wilk\\_Kolmogorov-Smirn.pdf](https://www.nbi.dk/~petersen/Teaching/Stat2017/Power_Comparisons_of_Shapiro-Wilk_Kolmogorov-Smirn.pdf)

Rowell, J., Kosnik, C., & Beck, C. (2008). Fostering multiliteracies pedagogy through preservice teacher education. *Teaching Education, 19*(2), 109–122.

<https://doi.org/10.1080/10476210802040799>

Safari, P., & Rashidi, N. (2015). A critical look at the EFL education and the challenges faced by Iranian teachers in the educational system. *International Journal of Progressive Education, 11*(2).

Sakulprasertsri, K. (2020). Teachers' integration of multimodality into 21st century EFL classrooms in Thailand: Practice and perception. *LEARN Journal: Language Education and Acquisition Research Network*, 13(2), 225–242.

Sankey, M., Birch, D., & Gardiner, M. (2010). Engaging students through multimodal learning environments: The journey continues. Paper presented at the *ASCILITE 2010 - the Australasian Society for Computers in Learning in Tertiary Education*, 852-863.

Silva, R. K., & Scarlota, N. B. (2021). Breaking language and cultural barriers: A case study in telecollaboration at an EFL class in higher education. *Revista de Estudios y Experiencias en Educación*, 20(42), 401–416. <https://doi.org/10.21703/rexe.20212042knipp23>

Souza, R. R. de, Toebe, M., Mello, A. C., & Bittencourt, K. C. (2023). Sample size and Shapiro-Wilk test: An analysis for soybean grain yield. *European Journal of Agronomy: The Journal of the European Society for Agronomy*, 142(126666), 126666. <https://doi.org/10.1016/j.eja.2022.126666>

Sundqvist, P., & Olin-Scheller, C. (2013). Classroom vs. Extramural English: Teachers dealing with demotivation: Classroom vs. Extramural English. *Language and Linguistics Compass*, 7(6), 329–338. <https://doi.org/10.1111/lnc3.12031>

Unsworth, L. (2004). *Teaching multiliteracies across the curriculum: Changing contexts of text and image in classroom practice*. Open University Press.

Vega-Abarzua, J., Pastene-Fuentes, J., Pastene-Fuentes, C., Ortega-Jiménez, C., & Castillo-Rodríguez, T. (2022). Collaborative learning and classroom engagement: A pedagogical experience in an EFL Chilean context. *English Language Teaching Educational Journal*, 5(1), 60–74. <https://doi.org/10.12928/eltej.v5i1.5822>

Zimmermann, S and Hutchins, C (2003). *7 keys to Comprehension*. New York Three Rivers Press.



## APPENDIXES

### APPENDIX A: Didactic Materials

#### Session 1 and 2: Text

##### The proposal

In a quiet corner of a charming New England Forest, Laurie, also known as Teddy, and Jo too a walk together, as they had done for many years. Their friendship was strong, forged by countless adventures and shared secrets.

One day, Jo spoke, her voice tinged with restlessness, "Meg is married, Amy's off to Europe, and now that you've graduated, you'll embark on a long journey. I'm not as patient as Beth; I'm angry and restless."

Laurie, always there for Jo, offered, "You don't have to stay here."

With a mischievous glint in her eye, Jo playfully suggested, "Why not? Shall we run away and join a pirate crew?"

Laurie contemplated her words for a moment, then inhaled deeply, as if bracing himself for what he was about to say. Jo, however, noticed his expression and panicked, interrupting him, "No, Teddy, please don't."

Determined, Laurie continued, "Jo, we need to talk, don't we?"

Jo pleaded, "No, no, we don't..."

Unwavering, Laurie confessed, "I've loved you ever since I've known you, Jo. I couldn't help it, and you've been so good to me. I've tried to show it, but you wouldn't let me. Now I'm going to make you hear and give me an answer because I can't go on like this any longer."

Jo, trying to spare him, whispered, "I wanted to save you from this. I thought you'd understand."

Laurie, absorbed in his feelings, didn't listen to her plea, "I've worked hard to please you, and I gave up billiards and everything you didn't like. I waited and never complained because I hoped you'd love me, though I'm not half good enough."

With sincerity, Jo reassured him, "Yes, you are. You're a great deal, too good for me, and I'm so grateful to you and so proud of you. I don't see why I can't love you as you want me to."

Laurie asked hopefully, "You can't?"

Jo, helpless to change her feelings, admitted, "I can't change the way I feel. It would be a lie to say I do when I don't. I'm so sorry, Teddy, so desperately sorry, but I can't help it."

Laurie, his heart breaking, withdrew from Jo, saying, "I can't love anyone else."

Distraught, Jo explained, "It would be a disaster if we married. We'd be miserable. We both have such quick tempers."

Laurie, desperate for her love, pleaded, "If you loved me, Jo, I would be a perfect saint!"

But Jo knew herself too well, and she couldn't ignore her own feelings, confessing, "I can't. I've tried it and failed."

Laurie, overwhelmed, realized, "Everyone expects it – Grandpa and your family. Jo, say you will, and let's be happy!"

Yet, Jo couldn't lie about her feelings, stating, "I can't say 'Yes' truly, so I won't say it at all."

Sighing, Jo added, "You'll see that I'm right eventually, and you'll thank me for it."

Laurie, frustrated, exclaimed, "I'll be hanged if I do!"

In a final plea, Jo painted a picture of their potential future, "You'll find some lovely, accomplished girl who will adore you and make a fine mistress for your fine house. I wouldn't. I'm homely and awkward and odd, and you'd be ashamed of me. We would quarrel – we can't help it even now. I'd hate elegant society, and you'd hate my scribbling. We would be unhappy, and we'd wish we hadn't done it, and everything would be horrid."

Laurie, defeated, asked, "Anything more?"

Jo, her heart heavy with her own truth, concluded, "Nothing more, except that... I don't believe I will ever marry. I'm happy as I am and love my liberty too much to be in any hurry to give it up."

Laurie shook his head, saying sadly, "You will care for somebody, and you'll love him tremendously, and live and die for him. I know you will; it's your way, and you will, and I'll watch."

Jo called out, "Teddy..."

He straightened up and walked away. Jo cried and cried. Her heart was breaking, even though she was the one who had broken it.

### Session 3 and 4: How far I'll go lyrics

*[Verse 1]*

I've been staring at the edge of the \_\_\_\_\_  
Long as I can remember, never really knowing \_\_\_\_\_  
I wish I could be the \_\_\_\_\_ daughter  
But I come back to the water, no matter how hard I try

*[Pre-chorus]*

Every turn I \_\_\_\_\_, every trail I track  
Every path I make, every road leads back  
To the \_\_\_\_\_ I know, where I can not go  
Though I long to be

*[Chorus]*

See the line where the \_\_\_\_\_ meets the sea? it calls me  
And no one knows how far it goes  
If the wind in my sail on the \_\_\_\_\_ stays behind me  
One day I'll know  
If I go, there's just no telling how far I'll go

*[Verse 2]*

I know \_\_\_\_\_ on this island  
Seems so \_\_\_\_\_ on this island  
Everything is by design  
I know everybody on this island  
Has a role on this island  
So maybe I can roll with mine

*[Pre-chorus]*

I can lead with \_\_\_\_\_ ; I can make us strong  
 I'll be satisfied if I play along  
 But the \_\_\_\_\_ inside sings a different song  
 What is wrong with me?

*[Chorus]*

See the light as it shines on the sea, it's \_\_\_\_\_  
 But no one knows how deep it goes  
 And it seems like it's calling out to me, so come find me  
 And let me know what's beyond that line  
 Will I cross that line?

See the line where the sky meets the sea, it calls me  
 And no one knows how far it goes  
 If the wind in my sail on the sea stays behind me  
 One day I'll know how far I'll go

**Session 5:**

**Station Game activities**

**Part 1**

Participants: \_\_\_\_\_ Class: 1<sup>o</sup> Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. - Skim the text to get an overall idea of it, write it down and then create a different title for it based on what you understand.**

**What is the text about?**


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Title:**

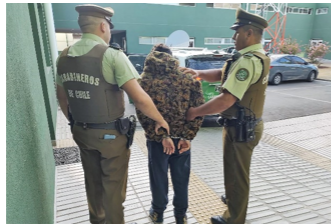
\_\_\_\_\_



## Part 2

# Mystery at the Museum: --- Identified

Date: October 25<sup>th</sup>, 2023



### Intriguing News Unfolds

In a surprising turn of events, a mysterious incident at the local museum has taken an unexpected twist as the \_\_\_\_\_ have identified a suspect in the case.

### The Museum Mystery

Several days ago, an antique vase, valued for its historical significance, was reported missing from the \_\_\_\_\_'s collection. The disappearance of this precious artifact left the community \_\_\_\_\_ and concerned.

### The Investigation

Local law enforcement officers immediately launched an investigation to unravel the mystery behind the missing vase. They reviewed security camera footage, interviewed \_\_\_\_\_, and gathered evidence to piece together what had occurred.

### The Suspect Identified

After careful analysis and detective work, the authorities have identified a suspect in the case. A person seen near the museum on the day of the disappearance is now being questioned. The suspect, whose identity has not been disclosed yet, is cooperating with the authorities in the ongoing investigation.

The suspect is a person of average \_\_\_\_\_, standing at approximately 5 feet 8 inches (173 cm). They have dark, \_\_\_\_\_ that falls just above their shoulders and appeared to be unshaven at the time they were seen near the museum. The suspect was \_\_\_\_\_ a black leather jacket, \_\_\_\_\_, and a gray baseball cap. They also had a distinctive tattoo of a small star on their left forearm.

### Community Response

The local community has been both anxious and \_\_\_\_\_ about the developments in the case. Many residents hope for the safe return of the antique vase, which holds cultural and historical importance.

### What's Next

As the investigation continues, the authorities are working diligently to recover the missing \_\_\_\_\_ and solve the mystery.

# Part 3

Participants: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**III. Draw the suspect according to the description provided in the text.**

## Session 6: Criminal cases

### Case 1

#### **Criminal Case Scenario: The Missing Bicycle**

##### **Description of the Crime:**

In a quiet neighborhood, a bicycle was stolen from a small park. It belongs to a young boy named Tommy. The incident happened yesterday afternoon while Tommy was playing with his friends. He had left his bicycle near a tree, and when he returned, it was gone.

##### **Suspects:**

###### *John:*

Description: John is a tall man, around 6 feet (1.83 meters) in height, with brown hair and striking blue eyes. He has a faint scar on his right cheek from a childhood accident. John is clean-shaven and typically wears a black leather jacket and jeans. He also has a small beauty mark on his chin.

Background: As mentioned earlier, John is new to the neighborhood, and people have described him as friendly but a bit reserved.

###### *Mary:*

Description: Mary is a woman in her early 30s, standing at 5 feet 5 inches (1.65 meters) with a slim build. She has long, jet-black hair that falls down to her waist and piercing brown eyes. She has a small beauty mark above her left eyebrow. Mary often wears flowery dresses and large sunglasses.

Background: Mary is known for her love of gardening and has a beautiful garden in her backyard. She is usually polite but has expressed her concern about the noise from the park.

###### *David:*

Description: David is a teenager, approximately 5 feet 8 inches (1.73 meters) tall, with a lean build. He has blonde hair that's often a bit messy and wears black-rimmed glasses. He has freckles on his cheeks and a noticeable beauty mark on his left temple. David typically dresses in t-shirts, jeans, and sneakers.

Background: David is an educated and responsible young man. He's known for his love of books and is often seen with a backpack filled with novels.

##### **Evidence:**

Witnesses saw John near the park but did not see him take the bicycle.

Mary was observed watching the children play but claims she didn't see the theft.

David and Tommy were the last ones with the bicycle before it went missing.

## Case 2

### **Title: The Mysterious Case of the Stolen Book**

#### **Case Description:**

In the small town of Oakville, a rare and valuable book has gone missing from the local library. Detective Sarah, a seasoned investigator, has been assigned to solve the case and recover the stolen book.

#### **Suspect 1: Mr. James Thompson**

Description: Mr. James Thompson is a middle-aged man with short, gray hair and glasses. He is of average height and has a slightly round build. He is often seen wearing a tweed jacket and carries a leather briefcase. Mr. Thompson has a friendly demeanor and is known for his love of books. He frequents the library and spends hours immersed in reading.

#### **Suspect 2: Ms. Emma Jenkins**

Description: Ms. Emma Jenkins is a young woman in her early twenties with long, flowing brown hair. She has striking blue eyes and a warm smile. She is of average height and has a slim figure. Ms. Jenkins is a passionate book lover and is often seen carrying a tote bag filled with novels. She is known to wear bohemian-style clothing and has a distinctive tattoo of a quill pen on her left wrist.

#### **Suspect 3: Mr. Michael Rodriguez**

Description: Mr. Michael Rodriguez is a tall and muscular man in his thirties. He has short, dark hair and a rugged appearance. He often wears a leather jacket and rides a motorcycle. Mr. Rodriguez has a reputation as a troublemaker in the town and is known to have a history of petty crimes. He has a scar on his left cheek, which adds to his intimidating presence.

## Case 3

### **Title: The Mysterious Jewelry Heist**

#### **Case Description:**

In the bustling city of Brightville, a notorious jewelry store, "Diamond Dreams," was targeted in a daring heist. The mastermind behind the crime managed to steal a priceless diamond necklace and escape without a trace. The police were perplexed, and it was up to Detective Lucy Holmes to crack the case.

#### **Suspect 1: Mr. Benjamin Blackwood**

Description: Mr. Benjamin Blackwood is a middle-aged man with salt-and-pepper hair, neatly combed. He stands at approximately 5 feet 10 inches tall (178 cm). His glasses, perched on the bridge of his nose, lend him an intellectual air. On closer inspection, you may notice a faint beauty mark just below his left eye, adding a touch of character to his otherwise unremarkable appearance. He is a regular customer at "Diamond Dreams" and was seen in the vicinity of the store around the time of the heist. However, his calm demeanor and friendly nature make it hard to believe that he could be involved in such a crime.

#### **Suspect 2: Ms. Victoria Valentina**

Description: Ms. Victoria Valentina is a stunning woman in her late 30s. She has long, flowing blonde hair that cascades down her shoulders. She stands tall at around 5 feet 8 inches (173 cm). Her captivating blue eyes are often accentuated with a touch of smoky eyeshadow. While she doesn't have a beauty mark, she does have a small birthmark on her right cheek, just below her cheekbone, which adds a unique touch to her flawless complexion. She had expressed interest in purchasing the stolen diamond necklace a few days before the heist. Her motive could be her desire to add the necklace to her already impressive collection. However, she claims to have an alibi for the time of the crime.



## APPENDIX B: Cambridge General placement test



Name :	Your Score :
Class :	Real Score :
Date : October _____, 2023	OA: 1 and 9.

### GENERAL INSTRUCTIONS:

- o Use a black or blue pen to answer your test. You can use highlighters or colored pencils to help you with the reading strategies you use to read the text.
- o Cellphones are not allowed during the test. Make sure you put them away before you start.
- o Answer your test individually.
- o You have 45 minutes to finish your test. If you finish earlier, hand in the test to the teacher and wait quietly in your seat. You are not allowed to leave the classroom before the recess bell rings.

- **For the questions below, choose the best sentence to complete the conversation.**

1. Can I park here?

- a) Sorry, I did that.
- b) It's the same place.
- c) Only for half an hour.

2. What colour will you paint the children's bedroom?

- a) I hope it was right.
- b) We can't decide.
- c) It wasn't very difficult.

3. I can't understand this email.

- a) Would you like some help?
- b) Don't you know?
- c) I suppose you can.

4. I'd like two tickets for tomorrow night.

- a) How much did you pay?
- b) Afternoon and evening.
- c) I'll just check for you.

5. Shall we go to the gym now?

- a) I'm too tired.
- b) It's very good.
- c) Not at all.



- For the questions below, choose the best word for each space.

6. His eyes were...bad that he couldn't read the number plate of the car in front.

- a) Such
- b) Too
- c) So
- d) Very

7. The company needs to decide .... and for all what its position is on this point.

- a) Here
- b) Once
- c) First
- d) Finally

8. Don't put your cup on the .... of the table. Someone will knock it off.

- a) Outside
- b) Edge
- c) Boundary
- d) Border

9. I'm sorry – I didn't ..... to disturb you.

- a) Hope
- b) Think
- c) Mean
- d) Suppose
- e)

10. The singer ended the concert ..... her most popular song.

- a) By
- b) With
- c) In
- d) As

11. Would you mind ... these plates a wipe before putting them in the cupboard?

- a) Making
- b) Doing
- c) Getting
- d) Giving

12. I was looking forward ..... at the new restaurant, but it was closed.
- a) To eat
  - b) To have eaten
  - c) To eating
  - d) Eating
13. .... tired Melissa is when she gets home from work, she always makes time to say goodnight to the children.
- a) Whatever
  - b) No matter how
  - c) However much
  - d) Although
14. It was only ten days ago ..... she started her new job.
- a) Then
  - b) Since
  - c) After
  - d) That
15. The shop didn't have the shoes I wanted, but they've .....a pair specially for me.
- a) Booked
  - b) Ordered
  - c) Commanded
  - d) Asked
16. Have you got time to discuss your work now, or are you .... to leave?
- a) Thinking
  - b) Round
  - c) Planned
  - d) About
17. She came to live here ..... a month ago.
- a) Quite
  - b) Beyond
  - c) Already
  - d) Almost

18. Once the plane is in the air, you can ..... your seat belts if you wish.
- a) Undress
  - b) Unfasten
  - c) Unlock
  - d) Untie
19. I left my last job because I had no ..... to travel.
- a) Place
  - b) Position
  - c) Opportunity
  - d) Possibility
20. It wasn't a bad crash and ..... damage was done to my car.
- a) Little
  - b) Small
  - c) Light
  - d) Mere
21. I'd rather you ..... to her why we can't go.
- a) Would explain
  - b) Explained
  - c) To explain
  - d) Will explain
22. Before making a decision, the leader considered all ..... of the argument.
- a) Sides
  - b) Features
  - c) Perspectives
  - d) Shades
23. This new printer is recommended as being ..... reliable.
- a) Greatly
  - b) Highly
  - c) Strongly
  - d) Readily

24. When I realized I had dropped my gloves, I decided to ..... my steps.

- a) Retrace
- b) Regress
- c) Resume
- d) Return

25. Anne's house is somewhere in the ..... of the railway station.

- a) Region
- b) Quarter
- c) Vicinity
- d) District

## APPENDIX C: Reading comprehension test

### Part no. 1

Name :	Your Score :
Class :	Real Score :
Date : October _____, 2023	OA: 1 and 9.
<b>GENERAL INSTRUCTIONS:</b>	
<ul style="list-style-type: none"><li>o Use a <u>black or blue pen</u> to answer your test. You can use highlighters or colored pencils to help you with the reading strategies you use to read the text.</li><li>o <u>Cellphones are not allowed</u> during the test. Make sure you put them away before you start the test.</li><li>o Answer your test <u>individually</u>.</li><li>o You have 45 minutes to finish your test. If you finish earlier, hand in the test to the teacher and wait quietly in your seat. You are not allowed to leave the classroom before the recess bell rings.</li></ul>	

Read the article about a man who swam across New Zealand's Cook Strait.

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

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

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

## David swims the Cook Strait



David Johnson has loved swimming all his life. When he was 27, he swam in a race near his home in the USA. The sea was very cold and David started to feel unwell. He was taken to hospital but he soon got better and started swimming again. In 1983, he became the first person to swim from Santa Cruz Island to the Californian coast.

In January 2004, at the age of 52, David crossed New Zealand's Cook Strait in 9 hours and 38 minutes. The oldest swimmer before David was only 42 years old. David spent over a year getting ready to swim the Strait. Then, he and his wife flew to New Zealand so that David could practise for a few weeks there. But, only days after they arrived, the weather improved so David decided to start his swim. He did it with the help of a team. 'They were great,' David said. 'They were in a boat next to me all the time! After a few hours, I thought about stopping but I didn't and went on swimming.'

Afterwards, David and his wife travelled around New Zealand before returning to the USA.

## Part no.1 Answer sheet



Universidad  
de Concepción



### Example:

0 David Johnson has always enjoyed swimming.

A Right      B Wrong      C Doesn't say

Answer:

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

21 David Johnson had problems during a swimming competition in the USA.

A Right      B Wrong      C Doesn't say

22 After 1983, many people swam between Santa Cruz Island and the Californian coast.

A Right      B Wrong      C Doesn't say

23 In January 2004, David was the first person of his age to swim across the Cook Strait.

A Right      B Wrong      C Doesn't say

24 David practised for more than a year to swim across the Cook Strait.

A Right      B Wrong      C Doesn't say

25 David was in New Zealand for a long time before he swam across the Cook Strait.

A Right      B Wrong      C Doesn't say

26 David's wife was in the boat beside him when he swam the Cook Strait.

A Right      B Wrong      C Doesn't say

27 David had to stop for a short time while swimming the Cook Strait.

A Right      B Wrong      C Doesn't say

## Part no. 2



Universidad  
de Concepción



Read the advertisement and the email.  
Fill in the information in Anna's notes.  
For questions 51–55, write the information on your answer sheet.

<p><b>Cinemax Cinema</b></p> <p>Monday 8 – Sunday 14 June</p> <p><b>BLUE JUICE</b></p> <p>4.30 pm   7.15 pm   8.30 pm</p> <p><b>Moon Race</b></p> <p>3.45 pm   8.45 pm</p> <p>Tickets: £4.75 £5.50 for films after 6 pm</p>	<p><b>From:</b> Jed</p> <p><b>To:</b> Anna</p> <p>Can you book our tickets? I'm working Friday evening but can go on Saturday. I don't want to see Blue Juice – I think the other film is better. Shall we go at the later time? Then we can eat before it starts. I'll wait for you in the café opposite at 7.30.</p>
---	--

<b>Anna's notes</b> Cinema visit	
Name of cinema:	Cinemax
Name of film:	51 <input type="text"/>
Day:	52 <input type="text"/>
Start time:	53 <input type="text"/> pm
Cost per person:	54 £ <input type="text"/>
Place to meet Jed:	55 <input type="text"/>





Cuestionario de auto reporte sobre contribuciones primarias y secundarias a los Objetivos de Desarrollo Sostenible, organizados por categorías.

En caso de que aplique, marque con una "X" un único Objetivo de Desarrollo Sostenible como aporte principal y otro objetivo como aporte secundario.

Bloques	Objetivos	1°	2°
Personas	1. Poner fin a la pobreza en todas sus formas y en el mundo.		
	2. Poner fin al hambre, lograr la seguridad alimentaria y la mejora de la nutrición y promover la agricultura sostenible		
	3. Garantizar una vida sana y promover el bienestar de todos y todas las edades.		
	4. Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos.	X	
	5. Lograr la igualdad de género y empoderar a todas las mujeres y las niñas.		
Planeta	6. Garantizar la disponibilidad y la gestión sostenible del agua y el saneamiento para todos.		
	12. Garantizar modalidades de consumo y producción sostenible.		
	13. Adoptar medidas urgentes para combatir el cambio climático y sus efectos.		
	14. Conservar y utilizar sosteniblemente los océanos, los mares y los recursos marinos para el desarrollo sostenible.		
	15. Proteger, restablecer y promover el uso sostenible de los ecosistemas terrestres, gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras y detener la pérdida de biodiversidad.		
Prosperidad	7. Garantizar el acceso a una energía asequible, fiable, sostenible y moderna para todos.		
	8. Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos.		
	9. Construir infraestructuras resilientes, promover la industrialización inclusiva y sostenible y fomentar la innovación.		
	10. Reducir la desigualdad en los países y entre ellos.		X
	11. Lograr que las ciudades y los asentamientos humanos sean inclusivos, seguros, resilientes y sostenibles.		
Paz	16. Promover sociedades pacíficas e inclusivas para el desarrollo sostenible, facilitar el acceso a la justicia para todos y construir a todos los niveles institucionales eficaces e inclusivas que rindan cuentas.		
Asociaciones	17. Fortalecer los medios de implementación y revitalizar la Alianza Mundial para el Desarrollo Sostenible		

Debe adjuntar este documento a su trabajo de título, trabajo de titulación, seminario de título o proyecto de título.