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The use of pictures as visual aids to increase reading comprehension

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I. Introduction

English is an important language in the world; also English is the second official language used by people in most of the countries. This language is divided in four skill; they are reading, listening, writing and speaking. As we know reading is fundamental to working in today´s society. Understanding the written word is one way the mind grows in its ability, but we can mention that one of the most difficulties that students have is to develop a reading.

Students who are able to read in English are also open minded, a student who is able to read has the capacity to reach better understanding in any subject in the class as well to help others. On the other hand, developing reading skills depends on a lot of interest from the students that they would show for this subject and on the visual aid implemented by their teachers to learn the skill. There are many techniques to improve reading comprehension and the teacher must take advantage of them to have a better and entertaining class, for example: choosing one paragraph with a picture and another one without picture to see which of them catches the students´ attention, so, in that way, the teacher will know which is more useful to improve reading and activate student's participation.

The reason why the topic "the use of pictures as visual aids to increase reading comprehension" was chosen because currently there is not a good habit for reading in the mother tongue or English which affects students´ cognitive knowledge. On the other hand, with the use of pictures students would feel engaged to read because of the task. Nowadays, the use of visual aids has become one of the main keys to encourage students to read in the target language (English).

II.   Abstract

This study is a mixed methods research that explores the impact of the use of pictures as a tool to increase reading comprehension in students. The problem highlighted is the low reading comprehension of seventh grade students of the second semester of the year 2020 at San Juan Bautista in la Concepcion, Masaya due to ineffective reading input in the reading class, yet teaching students to read effectively is still a challenge in the Nicaraguan context as illiteracy in the mother tongue is a problem, therefore it will be a problem in the foreign language as well.

The theoretical review includes the nature of the reading, the series of images, the inspiring reading as pictures that help the students to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations that support them to make learning more active, motivating, encouraging, significant and glowing the problem of illiteracy in reading will be there. The procedure of the investigation was to identify the problem, observe the development of reading and reflect on the result of research. Then the results were compared to answer the research questions. It was found that 47% of the students were having difficulty in understanding the text without image while their level of understanding improved when they took the test with images. In response to this, visuals in reading comprehension as a methodological proposal are presented to provide a better understanding. Images go beyond the illustration of a single word if not they provide an access to topics and issues including the effects and uses of language.

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First of all, I dedicate this research to my God who is my source without him this would not have been possible. Then to my parents, my husband Miguel Cruz and my sister Karin Traña who have been my support and have contributed to the motivation that I needed not to give up and fulfill this dream.

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<div align="right">Carla Zapata</div>

V.   Problem statement

Visual aids are an effective type of tool handled by teachers which are used in the classroom as an encouraging method in the learning process. Additionally, reading comprehension is one of the most challenging skills in which learners may face issue in different levels. Based on lots studies conducted, it has been determined that visuals have a positive impact on EFL learners' reading comprehension. For example, studies done by the **Programme for International Student Assessment** (PISA) showed that China is the country where students have very good reading comprehension level worldwide. In another study by PISA, the **National Assessment of Academic Achievement in Schools** and (ENLACE), and the **National School Achievement Tests** (EXCALE) in Mexico concluded that 8 out of 10 secondary school students are illiterate functional because they have problems understanding what they read. UNESCO, (2015)   However, understanding what one reads and reading itself are considered a challenge yet because their ineffectiveness has been due to an ineffective reading input and most of the teachers deny its development in English as a Foreign Language (EFL) classrooms.

Didactic materials are tool that teachers will use in their classes with the intention of catch the students´ attention, but an organization of resources that facilitate the expression of an action between teachers and students. Visual aids corresponds to texts or print media: magazines, posters, boards, newspapers among others the problem of illiteracy in reading will be there. Therefore, the significance of our research lies on the proper use of visual aids that help to retain more concepts permanently. Students can study well when they are inspired by properly thought and selected visual aids. Pictures provide a concrete example for conceptual thinking. Visual aids also create the environment of interest for the students. Additionally, they help to increase the vocabulary of the students and the teacher to make learning permanent. Andrews R, (2010).

Thus, the current study will benefit teachers as they will engage their students closely with the texts despite of having different English proficiency level in reading; this will also help students to become creative, critical thinkers and imaginative.

VI.   Rationale

Reading comprehension has been one of the most discussed topics in recent years for its relevance in the learning process, Ibañez, (2010), Alejos, (2015), can be a cause and a consequence of school success or failure, becoming the fundamental measure of the learning process and therefore the quality of education. According to the study carried out by PISA (2018) (Programme for International Students Assessment) concluded that China is the country that has an excellent education and a very good reading comprehension worldwide. In accordance with UNESCO, young people at the end of secondary school their result are alarming since only 54 % have reading proficiency levels, at the same time studies carried out by PISA, ENLACE, EXCALE concluded that 8 out of 10 secondary school students are illiterate functional because they have problems understanding what they read.

To know the reading comprehension level of students at the public high school San Juan Bautista in la Concepcion Masaya and the resources used by the teacher within the classroom, a reading comprehension test was applied, one with image and the other without image The results of the test showed that 45.45% of the students were having difficulty in understanding the text without image while their level understanding improved when they took the test with images. In response to this, visuals in reading comprehension as a methodological proposal presented to get a better understanding through the use of pictures in reading passages.

The proposal will benefit students and teachers by letting them become proficient in reading in English. The analysis will give a clear and real situation about how reading comprehension is develop using the visual aids. In addition, this research can be used for teachers and students specially, in order to enhance learning.

VII. Objectives

➢ General objective

To explore the impact of pictures as visual aids on reading comprehension.

➢ Specific objectives

- To identify the level of reading comprehension when students read a text with and without pictures.

- To determine the level of reading comprehension when students read a text with and without pictures.

- To suggest teachers different strategies that are helpful to enhance the reading comprehension skill.

VIII.   Research questions

1. What is the level of reading comprehension of students at San Juan Bautista School with and without using pictures?

2. Which is the level of reading comprehension of students at San Juan Bautista School with and without using pictures?

3. How is the understanding when teacher implement the visual aids by using pictures?

IX.   Theorical Framework

The present theorical framework contains information and definition of visual aid, reading comprehension. Here we mention some of the elements of reading, the model of reading, different kind of reading, the role of teachers using visual aids, the purpose of the reading and different stages, what a visual is, the type of visual aids the importance of use them.

1. What is reading?

Reading is a multifaceted process involving words recognition, fluency and motivation learn how readers integrate these facets to make meaning from print.

Reading is making meaning from print. It requires that we:

- ✓ Identify the words in print, a process called word recognition
- ✓ Construct an understanding from them- a process called comprehension.
- ✓ Coordinate identifying words and making meaning, so that reading is automatic and accurate- an achievement called fluency. Diane Leipzig, (2021). On the other hand reading is a concious and unconscious thinking process. The reader applied many strategies to reconstruct the meaning that the author is assumed to have intended.

2. What is reading comprehension?

"It is a process rather than a particular product. The process is one through which the reader draws meaning from a text, based on his or her knowledge, the nature of the text and the author's message, the perceived process of reading and broader context in which the reading is carried out" (Carlisle and Rise, 2002, p.17). In other words, reading comprehension is to understand what is read, so readers must be able cognitively process by drawing meaning from their own knowledge to understand the author's message.

Merriam-Webster, (2017) offers this definition: "capacity of the minds to perceive and understand". Reading comprehension, then, would be the capacity to perceive and understand the meanings communicated by texts, the ability to comprehend or understand, what we are reading. Its means the ability of a reader to construct meaning from the text.

Gough and Tumer, (1986), adduce that comprehension is fundamentally the goal of reading. It enables readers to acquire new knowledge and skills, experience and be aware of alternate environments, communicate successfully; and, achieve academically. On other words it is defined as the level of understanding of a text message, this understanding comes from the interaction between the words that are written and the knowledge outside the text message.

3. Why are reading comprehension skills important?

Students need reading comprehension skill to be able to understand and perform their academic assignments. However, without having reading comprehension skills, students cannot accomplish all of that work. Snowling, (2013) & Wong,(2011). Reading comprehension is also an essential skill that individuals need in order to be successful in their personal lives. Nichols, (2007). For instance, to be successful, individuals need to understand the basic text that appears in utility bills, housing contracts, career applications, and newsletters Hoeh, (2015). Also, individuals need reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities Hoeh, (2015). In other words without comprehension reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Reading comprehension is so important in order to survive and thrive in today's world individual most be able to comprehend basic texts.

The need for reading comprehension significantly increases when thinking about the negative consequences of not being able to read in critical situations. For instance, not

being able to read and comprehend dosage directions on a bottle of medicine or caution on a container of dangerous chemicals can put individuals in a very dangerous situation that threatens their safety and lives (Marshall, n.d.). Not being able to successfully read prevents students from graduating from school, they cannot easily find a job and live independently (Hoeh, 2015). Even though students might not find a job, the pay rate will be much less when compare to proficient reader Brault, (2012). Another possible negative consequence of not being able to read is being socially excluded Bryner, (2008) & Hoeh, (2015). In contrast, individuals who can recognize what they are reading, can safely live their lives, and continue to gain socially and intellectually Hoeh, (2015); Marshall, n.d.).

4. Reading Comprehension Models

There are three major reading comprehension models that play a significant role in managing and facilitating the comprehension process, as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom-up model, the top-down model, and the interactive model. The three models differ from one another based on their concentration of the method that readers apply in order to obtain meaning from a written passage. Durkin, D. (1979).

4.1 Bottom-up model

The notion behind the bottom-up model is that readers should gradually start the reading process by decoding every letter, vocabulary word, and eventually sentence in order to construct meaning from a written passage. In other words, this model looks at the entire reading process as letter and vocabulary-based. Thus, in order to successfully gain meaning from a text, readers are required to understand and recognize each letter and vocabulary word while reading. Since this model emphasizes the importance of understanding every single word for comprehension, quick word understanding is an essential requirement for the bottom-up approach (Ahmadi et al., 2013; Van Duzer, 1999). according to Grabe and

Stoller (2002), the "bottom-up model suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge" (p.32). In other words, the constructing of the bottom-up model (letters, words, and sentences) can limit the readers' ability to notice the processes that exist during the overall reading process. Mohmmad, D (2015) *Critical Review of the model of Reading comprehension with a focus on situation models. International journal of linguistic7(5):172*

https://www.researchgate.net/publication/283616984_Critical_Review_of_the_Models_of_Reading_Comprehension_with_a_Focus_on_Situation_Models.

4.2 Top-down model

The top-down reading comprehension model was developed by Goodman (1967), who believes that reading comprehension process is a "psycholinguistic guessing game," in which readers are required to bring in their previous knowledge in order to predict meaning. In addition, Smith (2004), another well-known proponent of the top-down model, emphasized the essential role that the reader plays in order to interpret a written text into meaning by utilizing their previous knowledge regarding the reading topic and experiences of how to read to either confirm or modify their pre-established expectations. In order to obtain meaning from an entire written text, the reader has to involve a reading process called "text sampling" (Cohen, 1990). Basically, the text sampling concept confirms that in order to understand a text, the reader does not need to understand every single vocabulary word and sentence in the text. Instead of reading each word, the reader can construct meaning of the passage through reading particular words and sentences.

4.3 Interactive model

Today, the interactive model is the most widely conclusive model for explaining the process of reading comprehension and confirms the importance of the interaction between a reader and the text (Ahmadi & Gilakjani, 2012). Mainly, the interactive model adapts the

notion that neither the bottom-up nor the top-down model can be used in isolation to explain the entire reading comprehension process. Therefore, it called for the creation of an interaction between these two models (Ahmadi & Gilakjani, 2012; Ahmadi, Ismail, & Abdullah, 2013; Rumelhart, 1977).

In addition, Rumelhardt (1977) emphasized that "both sensory and non-sensory come together at one place and the reading process is the product of simultaneous joint application of all the knowledge sources" (p. 735). Similarly, Alderson (2000) pointed out that "the whole reading process is not an 'either/or' selection between the bottom-up and top-down models, but involves the interaction between both approaches" (p. 38). Mohmmad, D (2015) *Critical Review of the model of Reading comprehension with a focus on situation models. International journal of linguistic7(5):172*

https://www.researchgate.net/publication/283616984_Critical_Review_of_the_Models_of_Reading_Comprehension_with_a_Focus_on_Situation_Models.

The interactive reading comprehension model stresses the important roles that both lower-level processing skill, such as word recognition and higher-level inference and reasoning skills, such as text explanation play in comprehending a text (Grabe, 1991), in others words the interactive model considers reading comprehension process as a product that emerged as a result of gaining meaning through the interaction between both readers and written passages, instead of looking at reading comprehension as an easy transmission of the textual passage and information to the reader's brain.

5. Nature of Reading

The purpose of learning to read is to comprehend what is read. Comprehension is necessary if one wishes to learn from textbooks and manuals, enjoy great literature. However, we know less about the nature of comprehension than we know about other basic reading skills, such as decoding. this has lead us to a situation in which most teachers in their classrooms know a good deal about how to teach decoding skills (Adams, 1990; Reynolds

& brown, 2001), know less about teaching research-based comprehension skills and strategies (durkin, 1979; Reynolds & brown, 2001), and know almost nothing about the processes that underlie and connect these two major components of reading (Reynolds, 2000). Indeed, even though comprehension researchers now know that each reader's personal and cultural background knowledge influences how well and how deeply they can comprehend given texts, this knowledge is neither widely disseminated in reading methods courses, nor is it widely known among the very school teachers. Reading understanding has changed dramatically over the past 25 years.

On this view, reading was seen as a linear, almost mechanical process that started with readers processing each letter, combining letters into words, looking up the meaning of these words in lexical memory, storing meanings briefly in short-term memory, and finally combining word meanings to form first, sentence meaning, and then meaning for larger portions of the text. Stated another way, in the traditional view meaning resided in the text and all good readers had to do to comprehend it was properly identify words. Reading comprehension was seen as a passive process that required the reader simply to decode quickly and accurately, and allow comprehension to arise. (Durkin, 1979).

Instructional implications

1. Make sure that beginning readers become fast, accurate, and attention-efficient decoders. This will ensure that adequate attention remains for use on higher-level comprehension processes. A significant majority of extant instructional research suggests that the best way to teach these types of decoding skills is through explicit, systematic phonics instruction (Adams, 1990).

2. Beginning readers should learn to activate appropriate background knowledge quickly and efficiently. This will allow young readers to make inferences, check global coherence, make connections between new and existing information. Teachers should supply appropriate background knowledge when children do not possess it.

3. Ensure that young readers are properly trained perform lower-level comprehension skills as quickly and efficiently as possible. these lower-level processes likely include: relating

incoming information to background knowledge, identifying important text elements and processing them differently, identifying anaphoric references, using text structures as learning aids, and many more. This should continue to conserve attention for use on higher-level comprehension skills.

4. Teach students higher-level comprehension strategies such as comprehension monitoring, comprehension fix-up, and strategy flexibility. This instruction should be undertaken with the understanding that readers will not likely be able to implement it if adequate attentional resources are not available.

5. Teach solid text search strategies. Frequently, readers do not require a deep understanding of text concepts, they simply require the answer to a specific question or access to a specific information source (Guthrie, 1988). The process of text search should be considerable more efficient than normal, information seeking reading activities.

6. Identify and use instructional texts that promote efficient text processing. Some guidelines for identifying these texts include:

A. Look for good writing as identified by strong local and global coherence of test passages.

B. Text writers should provide adequate context so that reader interpretations are consistent with writer intentions.

C. Identify texts that make sound use of side headings, summary paragraphs, and questions to assist students in identifying important text elements and concepts.

D. Identify grade-level appropriate texts and readings. This ensures that readers will be able to quickly identify words so that they can conserve attention for comprehension.

6. Engaging Reading

It is well accepted in the teaching world that a student's success in Reading is greatly influenced by the student´s own motivation. A student needs to be engaged in subjects to be successful. An engaged and motivated reader chooses to read for a variety of purposes including reading for enjoyment and seeking information. A student may find this motivation within himself/herself or they may need to help of the teacher and learning environment to do so.

There are various ways that we can ask or students to interact with reading texts:

1. Encouraging students responses: one of the most important ways of encouraging students engagement with a text is to ask them whether they like it and why or why not. Not only will this make the students read the text with their heart as well as their minds. Harmer, J (2015.p.315).

2. Transferring information: one way of having the students demonstrates their understanding of texts is by asking them to transfer the information they see to other media, for example, with the kind of factual texts, we can ask the students to complete graphs, pie charts, draw a picture to show their understanding of the information they have read. We can also ask them to turn the information in the text into a dialogue. Harmer, J (2015.p315).

3. Using reading as a springboard: when our students have read a text we can use it as a springboard for any number of follow-up activities and text related tasks, they can conduct a debate about the issue raised. They might want to role plays the characters mentioned in the text. Harmer, J (2015p.316).

4. The vocabulary question: one way of helping students to deal challenging texts is to pre-teach some of the vocabulary they need, we will encourage them to ask about words they found in the text which did not understand. Harmer, J (2015. P.316).

5. Analytical reading: one of the main reason that language learners read is to improve their lexical and grammatical knowledge, we can ask them to find any past tense

verbs in the texts or they can found particular words and phrases. Harmer, J (2015. P.317).

Being motivated and thoughtful about reading starts with read-aloud. In fact, Lucy Calkins (2000) calls engagement in the text "the single most important habit we need to model in read aloud." Read-aloud easily lead to think-aloud, student-driven conversations. They also are critical for reaching reluctant readers who need practice in activating thinking without expending all their energy translating squiggles on the page.

Even the simplest texts can encourage active engagement. Guide students to:

- • Make text-to-text, text-to-world, and text-to-self connections,

- • Ask questions as they read.

- • Reread when understanding fails. Keene and Zimmerman (2007).

Understanding different learning styles, interests, peer interaction, and motivation can move students from passivity to an active, stimulating approach. Give students active roles in setting expectations and purposes to help them connect to text.

Mesmerizing them daily with a story. Use picture books, a guest speaker, and print news or Internet articles to spark learning. A short read-aloud can invite children to examine print, discuss the words and ideas in a book, and relate them to the world beyond. Jager, M (1990).

Teachers who want to promote engaged reading in the classroom need to build a context for it. According to Guthrie (2000) "Instructional context fosters engagement processes and reading outcomes (p.2)" The contexts that Guthrie identifies are coherence, conceptual orientation, real-world instruction, autonomy support, interesting text, strategy instruction, collaboration, teacher involvement, rewards and praise, and evaluation.

The following summarizes the description Chapman and King (2003) give of the roles a teacher plays in motivating a reader including:

1.   Teachers have to challenge and stimulate the reader's mind, create anticipation, interweave interests, and challenge students' minds. It is important that students find reading experiences appealing and not boring.

2.   Any teacher can make content interesting and relevant to students. A positive atmosphere can be created through jokes, songs, poems, intriguing questions, and a many more strategies. Using content goals for reading instruction expands students' interest and motivation. Interested students focus on gaining meaning, building knowledge, and understanding deeply, rather than on learning skills or gaining rewards.

3.   Teachers need to set up an effective working environment. When rules are established and consistent there is no confusion on what is expected of each student or how things are supposed to be done. A reader's environment sets up the scene for optimal engagement. Physical and perceptual factors include the arrangement of furniture, visuals, temperature, a teacher's presence, expectations, and personal interactions.

4.   It is important to expose students to and provide access to a variety of literature. (Gambrell, 1996 p.21). Students have a range of interests. There should be fiction, non-fiction, poetry, readers theaters, and books for students' specific interests. Students' interests show a relationship to the cognitive process and deep-level learning Guthrie, (2008). This choice of text also offers control to students. When students feel in control of his/her experiences they will value them more, which transfers into reading achievement.

5.   Teachers need to recognize and reinforce student's accomplishments no matter how big or small. Giving positive corrective feedback and asking challenging questions to challenge their thinking. (Chapman & King, 2003).

6.   Teachers need to get to know the students that they are teaching. When teachers take notice of students' interests and individual needs they are better equipped to design

his/her instruction to result in optimal learning. It is important for teachers to build positive relationships with students and establish that they believe in them.

7.   It is important to encourage interaction among students. By creating a community of learner's students can gain knowledge from each other through group work, brainstorming, and cooperative learning activities. Students will develop an understanding of their uniqueness and feel they have an important role in their classroom.

8.   Teachers should provide choices. When students are able to make decisions about their own learning they develop independence, confidence, and a sense of responsibility. Choices could be as simple as what to read, where to read, or who to read with.

9.   A teacher's passion for reading should be evident to students. Educators are finding ways to demonstrate an enthusiasm for reading. An important aspect of motivating students to read is having a teacher who is enthusiastic about reading and emphasizes its importance (Gambrell, 1996). This positive attitude toward reading guides students to be rewarded by their own efforts and successes. Implementing read aloud. According to Battle, (1993) "Reading to children is the single most important activity for building the knowledge required for eventual success in learning to read" (p.496).

Reading aloud is a planned strategy that leads to increased reading achievement, promotes independent reading, and supports struggling readers. Reading aloud is very diverse and offers many advantages. It can be done to start the day, Motivation and Engagement support different content areas, as mini lessons in guided reading groups, to introduce students to a new genre, or just for enjoyment. This strategy can be used in individually, small groups, or whole group instruction. Through engaging students in texts, fluent and expressive reading is modeled, students see how to make different connections in texts, and hear teachers think aloud as they come to parts of literature. Traditionally read aloud are associated with storytelling. When reading aloud to students, a variety of text should be considered. Dreher (2004) suggest that "Reading aloud informational books inspires curiosity in children, and for some struggling readers, informational books may hold the key to learning to read" (p.45).

7. Techniques for teaching Reading

There are many different reading strategies, but they are all based on the same basic assumptions. First, the readers should think about the purpose of reading. Second, they should look at the title, headings, pictures, or any other visual cues accompanying the text. Third, they should read the introduction and conclusion, or read the first line in every paragraph, then read the entire text. Fourth, the whole text should be scanned to look for the most critical parts to focus on during detailed reading. Fifth, the readers should take notes as they reads. Sixth, having problems with understanding the text, the readers should stop and reread it once again. Seventh, since the longer the readers work with the text, the less they can focus on it entirely; long texts should be divided in shorter parts. Finally, the readers should retell difficult material in their own words, and possibly answer the questions concerning the contents of the text. Rashidi & Pira (2011).

One of the most important aspects of teaching reading techniques is to help increase students vocabulary and to make sure that when they read new words they understand them and how to put them into the correct context. Various kinds of techniques can be used to teach reading. By forming a discussion group can facilitate students in learning. Students learn to work together with other students to interpret and answer the worksheet from the teacher. Usually, one class is made up of five discussion groups and there are six to five students in it. This technique can also be called cooperative learning technique. According to Richards and Rodgers, (2004) in Fauziati (200) it is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

The process of comprehension begins before we start to ¨ read" and continues even after the "reading" is finished. Readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during "reading "itself. By dividing instruction into pre, during and post reading teacher can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage. Pardo, L (2004).

These are the common strategies used by Pardo, L (2004):

- Reading Aloud: This technique trains students to read aloud and train so that the correct pronunciation and grammar.

- Predicting: Helps activate prior knowledge, based on clues in text (picture, subtitles, etc.).

- Connecting: connecting prior knowledge to the new information.

- Comparing: Thinking more specifically about connection they are making.

- Inferring: taking information from a text and creating their own interpretation beyond the literal level.

- Synthesizing: piecing information together as students read a text, to keep track of what is happening.

- Creating images: creating sensory images to assist with overall comprehension ofa text.

- Self- questioning: providing a framework for active learning as students engage with the text to find answer.

- Skimming: Glancing quickly through material to gain an overall view of text.

- Scanning: Glancing through a text to locate specific details, e. g. names, date, etc.

- Summarizing and paraphrasing: reducing larger texts to focus on important elements, re – stating/ re- writing texts in own words using key words capture main focus.

- Re- reading: creating opportunities for deeper understanding, word identification and developing fluency.

- Reading on: skipping unfamiliar words and reading on to provide sufficient context to determine unknown word/phrase.

- Consulting a reference: using a dictionary, glossary help find words meaning/ pronunciation.

After the reading has been completed, the text ought to be considered in three ways. The basic data provided on the printed page should be thought about. Then, additional information from between the lines should be drawn, and finally, the meaning of the text should be referred to the readers' own experience (King, 1999). The description of some reading strategies are provided below to illustrate particular steps they entail.

8. Pictures and Reading

According to Thut and Gerrebrich, "visual aids are devices that helps the teachers to accomplish quickly and effectively". According Merriam Webster "a picture I to describe graphically in words". To paint or draw a representation, image or visual conceptions.

This paper concentrates in the uses of picture as visual aids to increase reading comprehension, because as it is the most accessible method in public schools and for teachers easier to find them, take them and present them in various activities either in the readings or to start a new topic.

9. Importance of visual aids

According to Doff (1990), curtain and Dahlberg (2004), visual aids are important part of effective teaching language because:

- They can focus attention on meaning in a concrete way

- They can simplify and provide focus on the core content in a language.

- Give students something to look.

- Students may feel less self-conscious and more ready to speak up.

- A visual aid can represent an idea or demonstrate the use of a grammatical structure more efficiently than a verbal explanations, students may remember images longer than lengthy verbal or written explanations.

- Visual can demonstrate how and why to use a particular type of language for example Larsen-Freeman's (2000) "form, meaning, use" pie cart clarify structure to students visually.

- Visual helps students to produce the forms expected.

- Visual materials can provide a context or function.

- Images can support and clarify reading texts.

- Visual aids can help to students think in English.

- Students can stimulate the imagination.

- Visual materials provide a link between the classroom and the world outside the classroom.

10. Characteristic of good visual aids

- Attractive, bold and clear.

- Motivational, adding outside interest into the classroom.

- Adaptable to many languages level and various teaching objectives.

- Suitable for your students' age, interest, and experiences.

- Large enough to be clearly visible to everyone in the class or the group.

- Simple, without too many distracting details. Epstein, R &, Ormenston, M (2007).

11. Types of visual aids

11.1 Drawing

There will be times when you are unable to find an image in a magazine or from some other sources. This is when you will want to be able to make simple lines drawings. The goals is

to quickly create and reproduce lines drawing once you know the content you want. You can draw simple illustration to help students construct meaning. If you want to draw something try to do the following:

Draw a face using only a round circle for the head and experimenting with changing the shapes of the eyes and mouth.

Draw a stick body, again experimenting with changing positions of the arms and legs.

Draw a stick snake, cat, dog, pig. For ambitious, try a horse or cow.

Copy a few simple magazine pictures. Wrights, A (1984).

11.2   Magazines

Picture from these resource are usually authentic, colorful, clear and attractive. The element of realism they provide can make them an appealing change from board drawings or cartoons. Epstein, R &Ormiston, M (2007).

11.3   Picture puzzle

Cut up several pictures into a three – to four piece puzzle to each other without showing their pieces of their pictures. Hadfields (1997).

11.4   Picture stories

Picture stories work well with literacy students and students low proficiency levels. Often a page in length a series of about pictures can help students generate the meaning and main ideas of a story without direct translation. Through pictures stories, students will learn to recognize sequence and make connections between images and written language. It is often effective to choose or make pictures stories that have conflict and realism to maintain interests and aid in retention. Epstein. R & Ormiston, M (2007) p.72.

11.5   Flashcard

Flashcards are useful for sowing simple pictures of object or actions. The size of cards you select depends on how you plan to use them. They need to be a size that is easy to handle

and store. If you are going to show them to the class and describe some features of the pictures, the cars needs to be big enough to be seen at the back of the class. Bucky and Wright (1981).

11.6   Charts and graphs

Charts are an effective teaching tools, enhance the classroom environment, are good references, and act as memory aids for students to refer easily and class. Epstein, R &, Ormenston, M (2007).

11.7   Realia

Realia allow students to use more of their senses to learn; adding touching, tasting, smelling, seeing, and hearing accommodate more learn styles. Epstein, R &, Ormenston, M (2007).

X.   Methodological Design

The research methodology for this study is a mixed method approach. A mixed methods approach is the combination and integration of qualitative and quantitative methods in the same study, although researchers have combined qualitative and quantitative data for many years, current conceptualizations of mixed methods research did not emerge until the 1980s. Mixed methods research has developed rapidly in these last few years, emerging as a research methodology with a recognized name and dis-tint identity (Denscombe, 2008), the purpose of using mixed methods, is because they provide a more complete picture of the issue under study than other methods would do and ensure that the study findings are grounded in participants´ experiences Hennink, M (2011).

Population and sample

The population of this study was forty students in 7th grade between the ages ten and thirteen years old. These students received three hours of English class during the week, each hour of forty five minutes, due to the pandemic. A sample of twelve students was selected randomly; this represents a 30% of the population. The random sampling technique is a probability in which each one has the same probability to be chosen.

Most of the students come from rural areas and low-income families, their fathers work in the field in the cultivation of fruits and grains and the mothers are merchants, in addition, most of them did not finish their primary education. On the one hand, students who are at an economic advantage, have the opportunity to practice some sport after school, on the other hand, male students, when they leave school, they help their parents with the work in the fields, while the girls take care of their younger siblings. With respect to the level of English, these students have a very low that is what we see during the observation We want you to know an idea why the English level of the students is very low

The public institute has a current roll of 1,375 high school students including morning and afternoon shift, with a total of twenty- five teachers. This school has the government' support that provides them with school supplies, food for student's breakfast, tablet computers for a better education. Those students have a rich environment since they have a variety of resources and facilities to be used such as: projector, tablets, a small laboratory and a library which is comfortable and accessible for students. The teacher of these students is certified with a bachelors´ degree from the university. It is important to mention that the teachers have a lot of technological sources in the school, but they do not take advantage of them.

Data collection methods

Observation: "Observation is a research method that enables researchers to systematically observes and record people´s behavior, actions and interactions. The method also allows researchers to obtain a detail description of social settings or events in order to situate

people´s behavior within their own socio-cultural context" (Mays and Pope, 1995:182). The observation was done with the purpose of collecting information from the students in a way that would not disturb the class. The observation was done taking into account a checklist in which the following aspects such as students' behavior, classroom management, and the strategies uses by the teacher; participation and the execution of activities were evaluated.

This observation was intended to analyze two groups of students: teacher and students and also the settings. The first part was to observe the strategies used by the teacher and if such enhanced better learning opportunities through the use of pictures in the reading. The second point was to check students´ reaction to the two texts showed. The third point was to observe each activity performed in the classroom by the teacher, the appropriate time and the use of material for a better understanding of the students.

The observation consisted of 23 items to be observed, twelve of these were focused on the teacher, six items were for students to verify the attitude of them during the development of the class, and last but not least, five items were included in the lesson plan.

Interview: According to Kvale, (1996 p.174), a researcher based in Scandinavia, an interview is "a conversation, whose purpose is to gather description of the life- word of the interview" in other words basically, an interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee, the objective of this method, was to analyze the teacher´s knowledge and how he uses visual aids to develop reading comprehension.

A test with picture and without picture: A test refers to a tool, technique or a method that is intended to measure students' knowledge or their ability to complete a particular task. In this sense testing can be consider as a form of assessment. Weiss, C. (1998).

According to Kurz, B. (2017), "a test is a ready- made tool for documenting performance or improvement of a group of students. It provides important information at various points in the project cycle. At the beginning, for example, it offers information on the initial situation within the target group.

The objective of these tests was to determine how the use of pictures as didactical resources contribute to reading comprehension.

Two tests were applied; the two of them had two sections, seven true-false items and four open-ended questions. The second test was illustrated with a picture which facilitated the reading comprehension of the text. First, the test without picture was applied to the twelve students and then, to the same twelve, the test with picture. This was done to compare comprehension levels when students encounter passages with and without images. The image used in the test met parameters such as position, colors, extra information, size, level of engagement from the reader as suggested by Kress and Van Leewen.

At the same time, an interview was conducted with the teacher to analyze the knowledge regarding the use of visual images to develop the comprehension of the students and the results obtained in the implementation of this strategy. On the other hand, to know the types of images used and the type of text.

In this interview, the teacher was asked about basic and fundamental aspects of his knowledge about assessing reading comprehension, the strategies used to assess reading comprehension in 7th grade, the teacher's knowledge about the use of visual aids to develop student comprehension, the types of images that should be used and the types of texts with engaging stories that should be used with 7th grade students.

Data analysis

Analysis of the observation

The data collected was analyzed through a discussion of data, and software as ATLAS and excel. The objective of this was to compare the results obtained from different resources.

The observation is the first instrument of data collection, this day, the class focused on reading, where the teacher used a text about Christmas, it contained simple and clear language and it was the right size for the academic level of students.

The teacher presented the reading to the students, he, as a role model, read the reading aloud, using correct pronunciation that helped them to hear each word clearly, so if they had prior knowledge of these words, it would be easy for them to connect the words by listening.

It was observed that the classroom was decorated with student made Christmas figures such as: Christmas trees, batons, bells, snowmen and a Christmas wreath, even there was Christmas music at the background which came from the basketball court, it was the school band was playing. Despite the fact, that the reading was about Christmas, the teacher did not use the resources he had in the environment such as Christmas figures and music to create in the students a mental scheme of the content of the text.

Then, the teacher, activated the students´ background knowledge by asking questions about the tittle of the topic, he began to ask them about the activities they did at Christmas, what they ate, drank, where they went at Christmas, and what they enjoyed doing most at the time. The questions were asked in English, but when students did not respond, the teacher had to ask them in Spanish and that´s how they managed to do the task.

After that, the teacher asked the students to find the main idea of the text, but they were unable to do it. It is inferred that the teacher should have worked even harder for the students to be able to find the main idea; even students did not use inferences, since inferences represent a degree of complexity for 7th grade students.

Then, the teacher took five words from the reading and asked the students about the meaning of these in Spanish, and nobody answered. After that, he asked one by one the question in Spanish and some students were able to say the meaning of the words, either; it is inferred this was incorrect, the teacher could have used pictures so that students could have identified the meaning of the words by making a visual connection not to use Spanish.

It was noticed that the students´ participation was affected by the presence of the outsiders because they were shy to participate. It was also observed that some students knew the meaning of some words since one of them whispered the meaning of the word, yet they did not open their mouth.

Then, the final evaluation activity began, when the teacher asked the students to identify statements as true or false, nevertheless, the teacher did not pay attention to the answers and there was no feedback. The teacher did not confirmed real understanding of the reading content and simply let them solved the statements.

Analysis of the test

Before applying the first test with the students, a reading aloud activity was done, the students had the opportunity to hear the correct pronunciation of the words. First, the students were asked about what the tittle was and they made inferences about the content of the text.

Now, we will show one of the six charts of the results obtained in the tests applied to the 7th grade students at San Juan Bautista Public Institute.
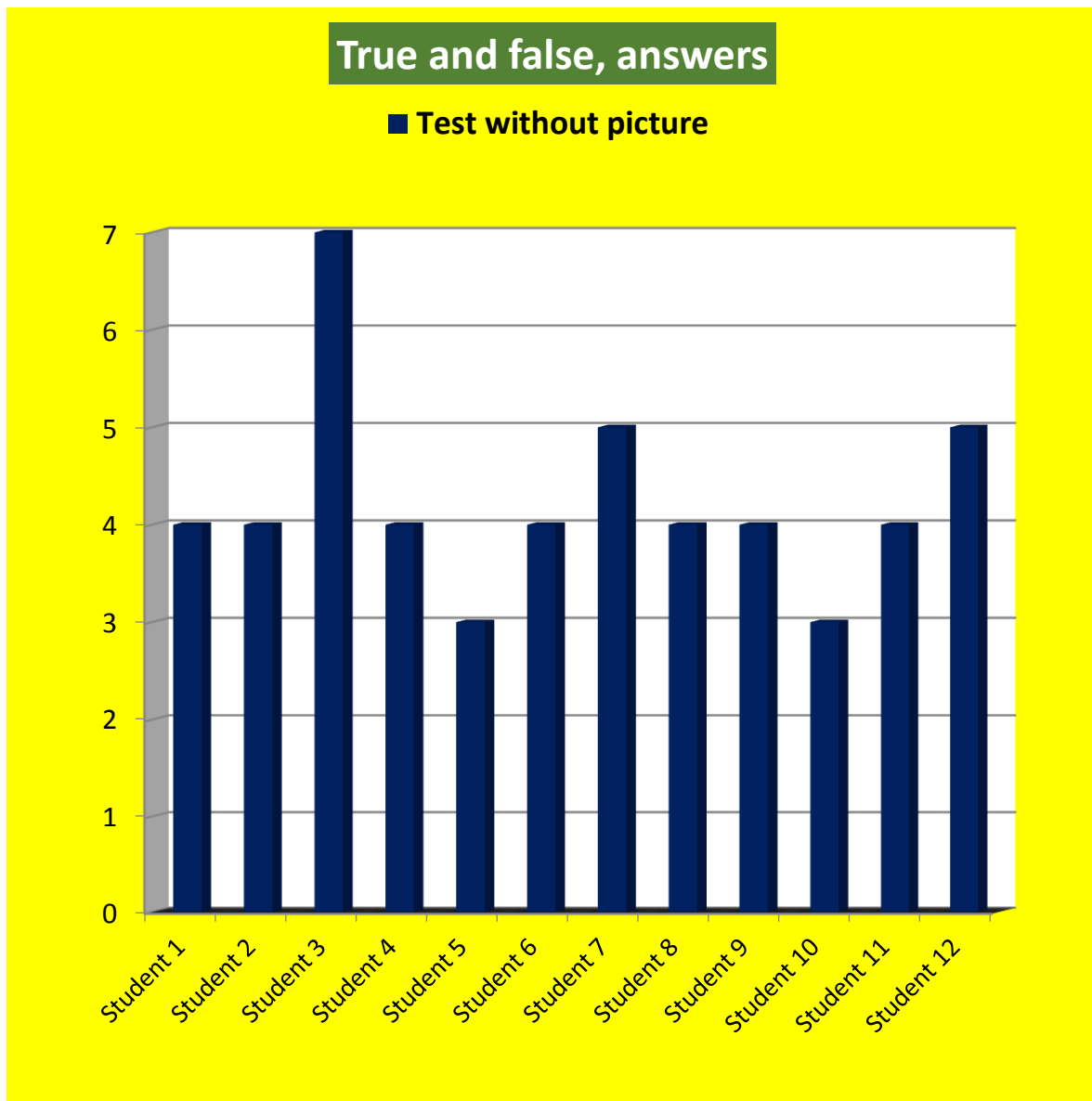
Results of the tests

	True and false items							Open- ended questions				
Without picture												
Correct answers in each ítem	F	F	F	T	T	T	T	Because there is not school	Gymnastic Club	Goes to the swimming pool	Are playing with a ball	TOTAL
Student 1	1	0	0	1	1	0	1	1	0	1	0	6
Student 2	0	0	1	0	1	1	1	1	0	0	1	6
Student 3	1	1	1	1	1	1	1	0	1	1	1	10
Student 4	1	1	1	0	0	0	1	1	0	0	1	6
Student 5	0	0	1	0	1	0	1	1	1	1	0	6
Student 6	1	0	1	1	0	1	0	1	0	0	0	5
Student 7	1	1	0	1	1	0	1	0	1	1	1	8
Student 8	1	1	1	0	0	1	0	0	1	1	0	6
Student 9	1	0	1	0	0	1	1	1	1	0	0	6
Student 10	0	1	1	1	0	0	0	1	0	0	0	4
Student 11	1	0	1	0	1	0	1	0	1	1	0	6
Student 12	1	1	0	1	0	1	1	1	1	1	1	9

Results of the tests

	With picture											
	True and false items							Open- ended questions				
Correct answers in each item	F	F	F	T	T	T	T	Because there is not school	Gymnastic club	Goes to the swimming pool	Are playing with a ball	TOTAL
Student 1	1	1	1	1	1	0	1	1	0	1	1	9
Student 2	1	1	1	1	1	1	1	1	1	0	1	10
Student 3	1	1	1	1	1	1	1	1	1	1	1	11
Student 4	1	1	1	0	1	1	1	1	1	1	1	10
Student 5	0	0	1	1	1	1	1	1	1	1	0	8
Student 6	1	1	1	1	1	1	0	1	0	1	1	9
Student 7	1	1	0	1	1	0	1	1	1	1	1	9
Student 8	1	1	1	0	0	1	1	1	1	1	0	8
Student 9	1	1	1	1	1	1	1	1	1	1	1	11
Student 10	0	1	1	1	1	1	0	1	1	1	1	9
Student 11	1	1	1	0	1	1	1	0	1	1	1	9
Student 12	1	1	0	1	1	1	1	1	1	1	1	10

First item type of evaluation. Text without picture.
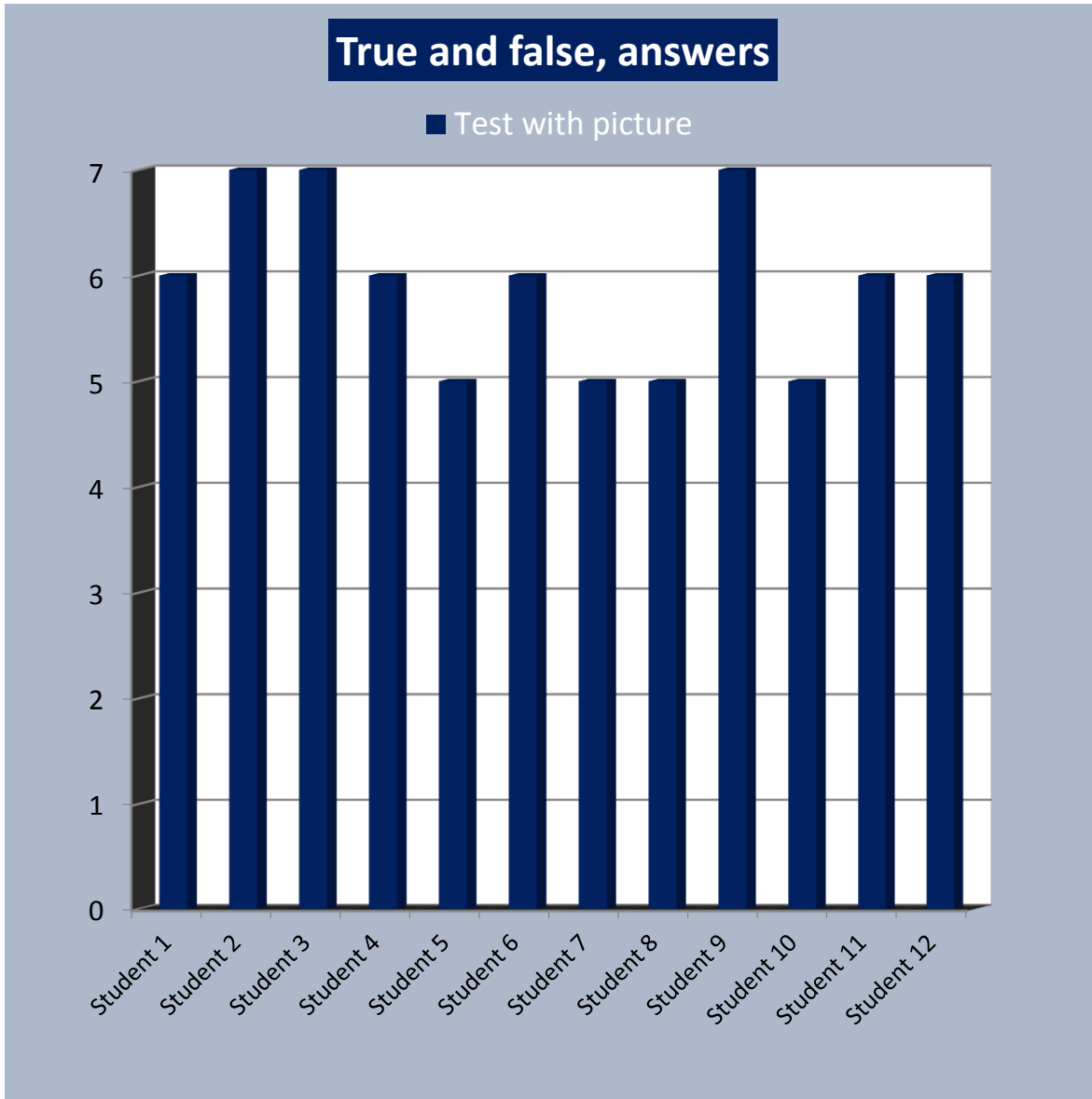

Graph 1

In graph number one, the results of the test without picture are analyzed. On the vertical axis, there is the result obtained by each student, and on the horizontal axis, there is a detailed description of each student, which is listed from number one to number twelve.

The number of correct answers in the test without picture was counted. The first student, answered correctly four of the seven items; the second student, answered correctly three of the seven items; the third student, answered correctly all seven items; the fourth student answered correctly four items; the fifth student answered correctly three items; the sixth student answered correctly four items; the seventh student answered correctly five items; the eighth student answered correctly five items; the ninth student, answered correctly three items, the tenth student answered correctly three items; the eleventh student answered correctly four items and the twelfth student answered correctly five items.

Three students answered correctly three items, six students answered correctly four items, two students answered correctly five items and only one answered correctly all seven items, out of six students a mode of four correct answers was obtained.

First item type of evaluation. Text with picture.

When students finished the first test, they were given a ten minute break. Then, the test was delivered to the students and they immediately focused on looking at the image, but not all students focused on the same details, such as the shape, some colors, the people illustrated in the picture and some the landscape, but each one seemed to be amazed by the fact of seeing an illustrated text and after that they realized that it was the same reading.

True and false, answers

■ Test with picture

Graph 2

In graph number two, the results of the test with picture are analyzed. On the vertical axis, there is the result obtained by each student, and on the horizontal axis, there is a detailed description of each student, which was listed from number one to number twelve.

The number of correct answers was counted. The first student answered correctly six of the seven items; the second and third student answered correctly seven of the seven

items; the fourth student answered correctly six items; the fifth student answered correctly five items; the sixth student answered correctly six items; the seventh and eighth student answered correctly five items; the ninth student, answered correctly seven items; the tenth student answered correctly five items, and the eleventh and twelfth student, answered correctly six items.

Four students answered correctly five items, five students answered correctly six items and three students answered correctly seven students, out of five students a mode of six correct answers was obtained
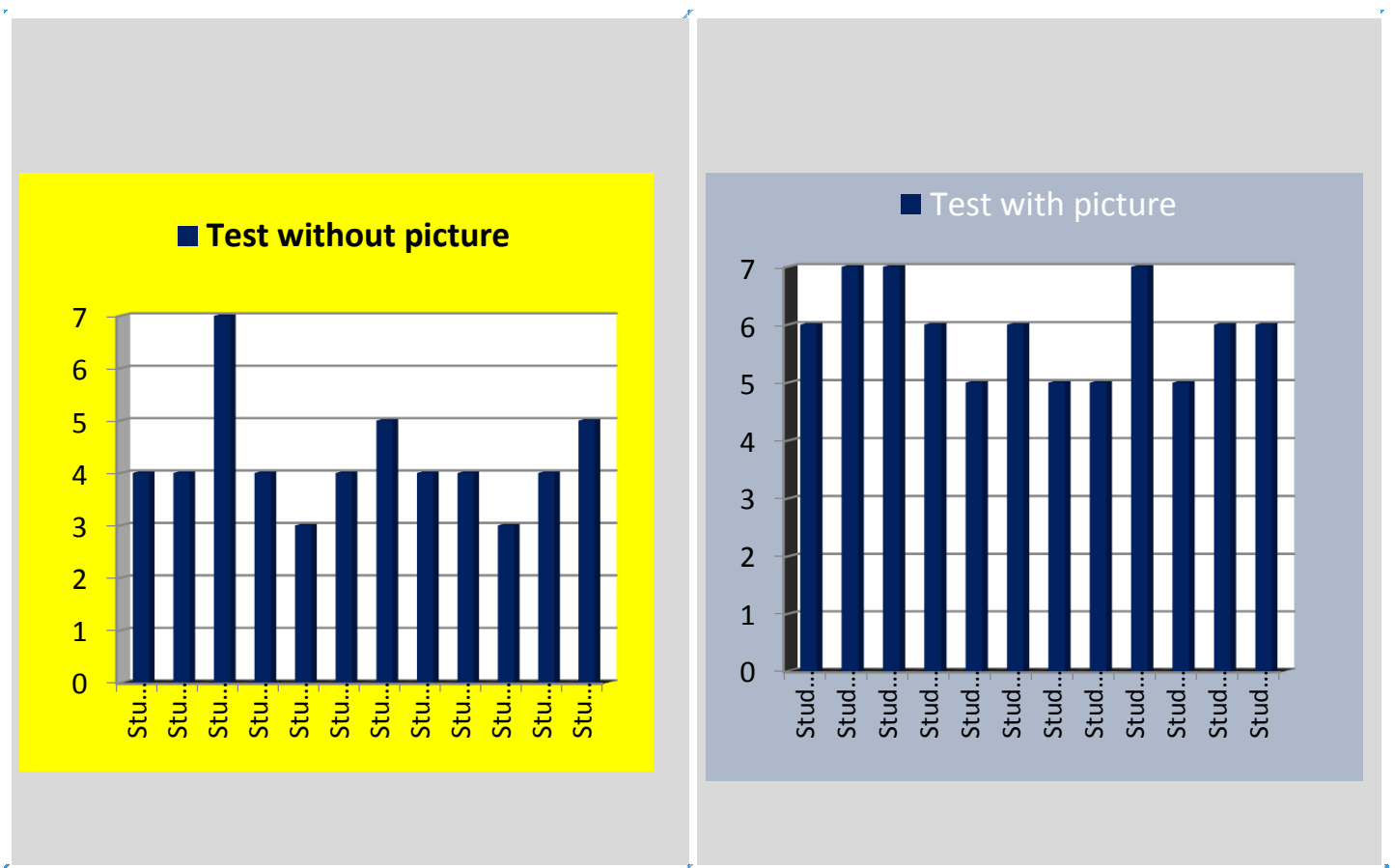

Table 1

Table one compares the results of graphs 1 and 2, it can be seen how visual aids let students to understand what each characters in the story did, who each character was and the characteristics that made each one different from the others. The use of visual aids improved not only reading comprehension, but motivation of the students.

Second item type of evaluation. Text without picture.

The second component in the test was open-ended questions. The results can be seen in graphs 3 and 4.
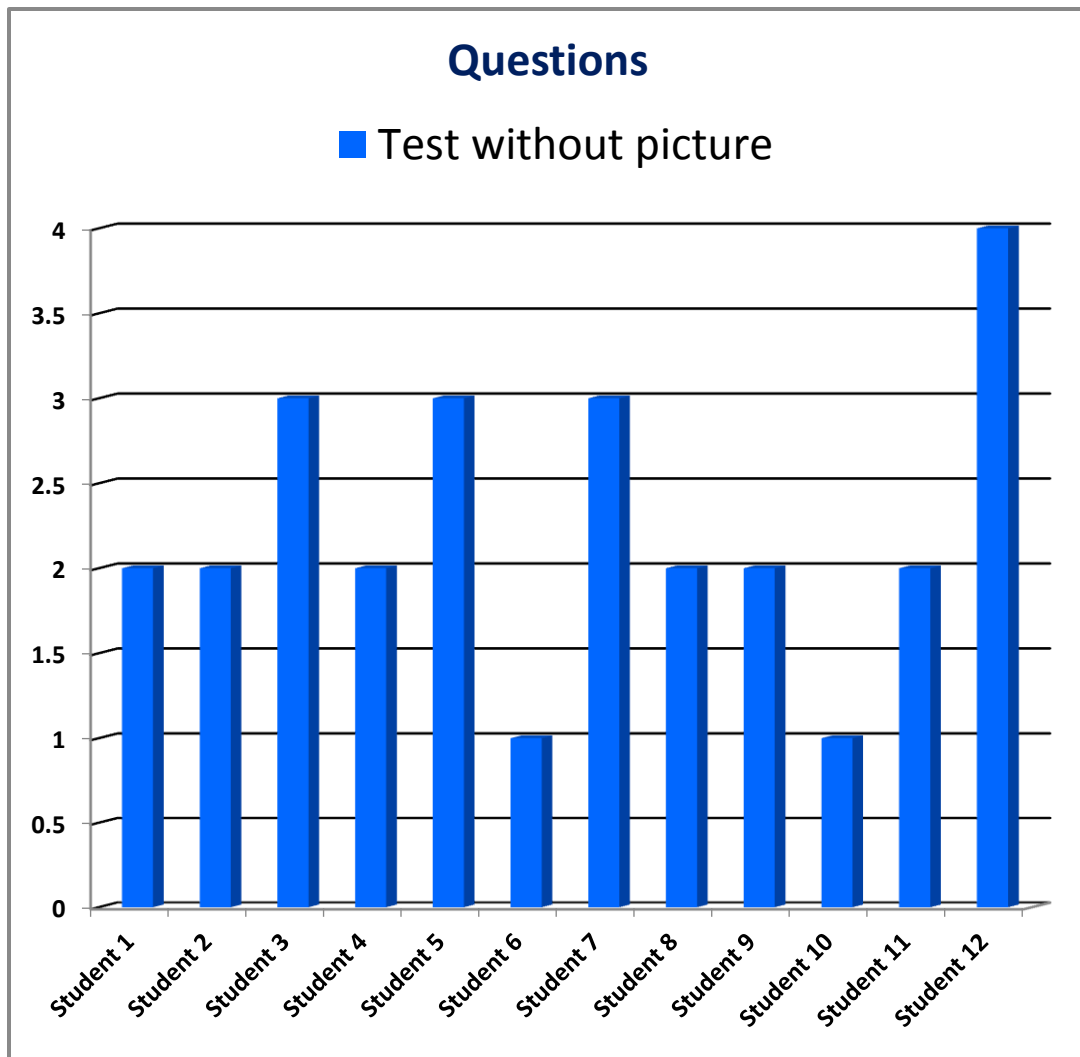
Graph 3

In graph number three, the results of the test without picture are analyzed. On the vertical axis, there is the result obtained by each student, and on the horizontal axis, there is a detailed description of each student, which is listed from number one to number twelve.

The number of correct answers in the test without picture was counted. The first and second student answered correctly two of the four open-ended questions; the third student answered correctly three open-ended questions; the fourth student answered correctly two open-ended questions; the fifth student answered correctly three open-ended questions; the sixth student answered correctly one open-ended question; the seventh student answered correctly four open-ended questions; the eighth and ninth student answered correctly two open-ended questions, the tenth student answered correctly one open-ended question; the eleventh student answered correctly two open-ended questions; the twelfth student answered correctly four open-ended questions.
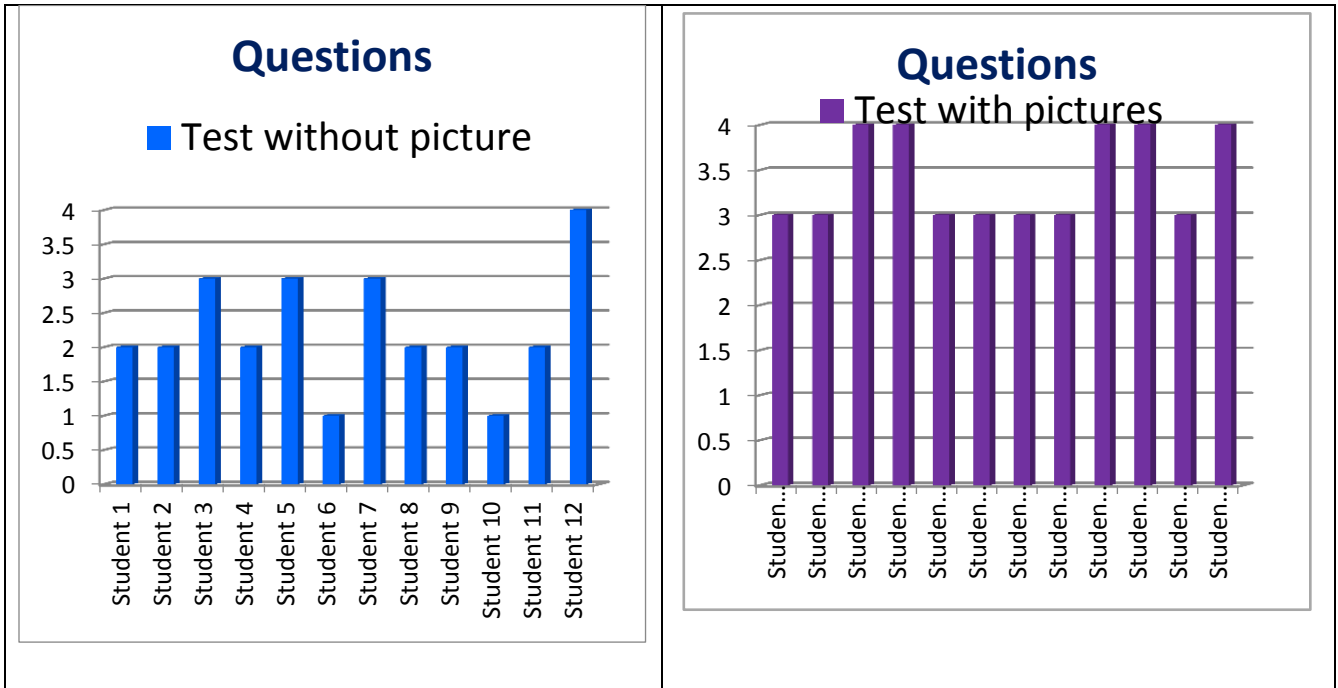
Two students answered correctly one open-ended question, six students answered correctly two open-ended questions, three students answered correctly three open-ended questions and only one answered correctly all four open-ended questions.

Questions
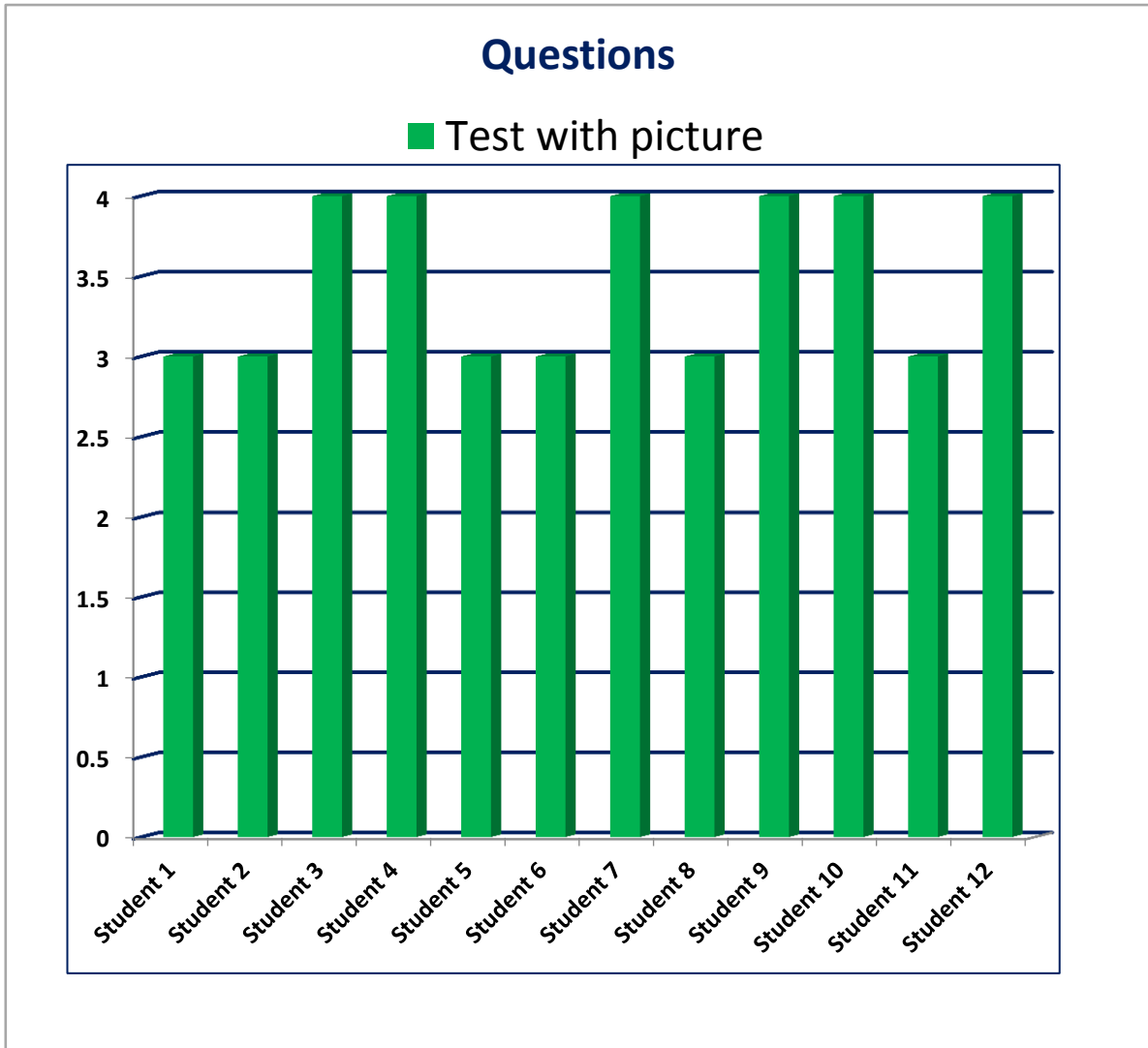
Test with picture

Graph 4

In graph number four the results of the test with picture are analyzed. On the vertical axis, there is the result obtained by each student, and on the horizontal axis, there is a detailed description of each student, which is listed from number one to number twelve.

The number of correct answers in the test with picture was counted. The first and second student answered correctly three of the four open-ended questions; the third and fourth student answered correctly four open-ended questions; the fifth and sixth student answered correctly three open-ended questions; the seventh student answered correctly four open-ended questions; the eighth student answered correctly three items,

Questions

Test without picture

| | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 | Student 12 |

Questions

Test with pictures

Table 3

It is shown that students improved significantly their reading comprehension when they answered the open-ended questions about the illustrated text.

A table comparing the average reading comprehension of students in the true and false sections is now displayed.

Students	Test without picture	Test with picture	How much the student improved
Student 1	54.5454545 %	81.8181818 %	27.2727273 %
Student 2	54.5454545 %	90.9090909 %	36.3636364 %
Student 3	90.9090909 %	100 %	9.09090909 %
Student 4	54.5454545 %	90.9090909 %	36.3636364 %
Student 5	54.5454545 %	72.7272727 %	18.1818182 %
Student 6	45.4545455 %	81.8181818 %	36.3636364 %
Student 7	72.7272727 %	81.8181818 %	9.09090909 %
Student 8	54.5454545 %	72.7272727 %	18.1818182 %
Student 9	54.5454545 %	100 %	45.4545455 %
Student 10	36.3636364 %	81.8181818 %	45.4545455 %
Student 11	54.5454545 %	81.8181818 %	27.2727273 %
Student 12	81.8181818 %	90.9090909 %	9.09090909 %

Table 2

As can be seen in table number one, students' reading comprehension improved significantly, with student number two being most helped by the use of a picture within reading as a means of improving reading comprehension, as his reading comprehension improved by 45.4545455 %.

Analysis of the teacher´s interview

The teacher interview was another way of collecting data for the purpose of analyzing the teacher's knowledge about the use of visual images in text. This interview was conducted after the teacher finished teaching the class to the seventh grade students. The teacher was told the objective of this interview, and just before asking the questions, the teacher was both concerned and nervous.

He was asked about the frequency in which he uses visual images to increase reading comprehension in his seventh grade students, however, the teacher was not able to understand the question because his answer showed little comprehension, so the question was rephrased. At that point he claimed that he often uses images in texts, but he still did not mention the frequency that he used them, until the interviewer gave him examples of frequency adverbs and then the teacher answered that he used them often.

Then asked him which of the visual aids uses most with his students to engage them and to obtain better reading comprehension, and why he believes they are the most functional. At that time it was noted that the teacher was not familiar with the term "visual aids", so he proceeded to clarify to him about the types of visual aids that exist, To which the teacher responded that he used realia because it was easier for his students to remember the meaning of a word in the short or long term, he mentioned that in the school used tablets to show videos to his students. The teacher said that he has obtained many benefits with the visual aids that he has implemented since they facilitate teaching, but unfortunately, due to the lack of electricity in the classroom, he is limited to not making more use of technology, as he would like.

The teacher was asked if he considered the use of images an important visual to get a better reading comprehension. The teacher recommended the use of images because he stated that students understand text better when a student is able to read it in a single picture, and the teacher was immediately asked if he considered the use of visual aids to motivate and engage students in reading text. The teacher stated that they always look for multiple ways to engage students in the subject, which means looking for different strategies that involve all or most students to facilitate a better educational environment. The teacher said that

when he chooses a text, he does so thinking of a story that is appealing to all of his students and that involves something that attracts the attention of all or most of them, but he emphasized that this is only achieved when the teacher knows his students.

He mentioned the activities that he uses to evaluate a reading comprehension, in which the teacher exposed that he uses activities according to the academic level of his students, in this particular case, for being seventh grade, the teacher uses activities like: multiple choice, true or false, complete or summary.

From the teacher's answers, it is inferred that

1. The teacher, despite not mastering the term visual aids, has knowledge about them and the importance of their application in the process of reading comprehension.

2. Was noted that the teacher applies his knowledge of visual aids with his students at the time of teaching the class.

3. Was observed that despite the limitations that exist in the school, the teacher implements different teaching methodologies for the development of reading comprehension.

XI.   Conclusions

Once the student's tests, teacher interview and observation guide were analyzed, the following was concluded:

- The reading comprehension activities such as group work, multiple choice, questions and answers and summarizing were developed in the classroom constantly, but they do not stimulate text interpretation, critical thinking or organization of ideas.

- The deductive and inductive methods and strategies such as oral predictions, ludic flash cards that teacher applied with students for the development of reading comprehension in the English class are not appropriate.

- The use of images is a useful pedagogical tool to teaching reading that promotes student´s participation, as they facilitate access to topics and the development of the target language. Moreover, it encourages reflection on learning and prevents the student to forget the information in the text.

- The teacher uses a text to develop reading comprehension, but he do not use pictures to get a better reading comprehension in his students.

- The students obtained an A1 level according the parameters established by ministry of education.

XII.   Recommendations

- The teacher should emphasize the advantages of reading comprehension in the acquisition of a foreign language such as English, as well as in the mother tongue by applying the use of images as a visual media with the purpose of promoting critical thinking and understanding of texts.

- The teacher should be sure that the students understand the text through the use of visual pictures indicating the interpretation, coding and decoding of texts, linguistic understanding and personal assessment.

- The teacher should bring texts according to the interest and level of the students and implement the use of visual images that allow them to share ideas, opinions, and experiences; and demonstrate understanding of the text in the English language.

- Stakeholders are suggested to train teachers at San Juan Bautista School to use different types of texts along with images to promote and enhance the development of reading comprehension.

- Teachers should have students drawing and share the images they have created in their minds, and talk about the words from the book that helped them draw their pictures.

- The students should talk about how the pictures in the passages help them understand what happens in the stories.

XIII.   Annex

Observation

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FACULTY OF EDUCATION AND LANGUAGES

OBSERVATION GUIDE
Rubric for instrument #1

Topic: **The use of pictures as visual aids to increase reading comprehension.**

Objective: **To evaluate the performance of the teacher and students during the English Class in activities that involves the reading comprehension.**

Data Collection Technique	The teacher …	Item		
		Yes	**No**	**Comments**
Observation	1. Uses a text that is simple, clear and level appropriate.			

Data Collection Technique	The Teacher …	Item		
		Yes	No	Comments
Observation	2. Provides the environment in where students develop mental image of a text, for example: activating schemata, background activation (audio, flashcard or images into the text).			
	3. Supplies a text with an engaging gender such as fables, poems, stories and legends.			
	4. Use visual that provide information that is not in the text, before and during the reading.			
	5. Relate the images with the environment of the students.			

Data Collection Technique	The Teacher …	Item		
		Yes	No	Comments
Observation	6. Asks students to identify vocabulary related to pictures.			
	7. Uses visuals that provide information that is not in the text, before and during the reading.			
	8. Uses techniques to evaluate his/her students in reading process using summaries, brainstorms, direct questions and others.			

Data Collection Technique	The students:	Item		
		Yes	No	Comments
Observation	1. Are focused on the lesson.			
	2. Participate freely.			
	3. Feel comfortable asking for clarifications.			
	4. Identify the intended message of the picture.			

Data Collection Technique	The students:	Item		
		Yes	**No**	**Comments**
Observation	5. Paid attention to the impact of pictures, that cause In the students.			
	6. Are able to develop activities given.			
	The lesson 1. Starts with some engaging activities like predicting the content from images reaction the pictures provoke in the viewer.			
	2. Activities are scaffolded.			
	3. Pictures given are according to students' level.			

Instrument No. 2.1

Test without image (Students)

No. ——

Topic: The use of pictures as visual aids to increase reading comprehension.

Objective of the instrument: To determine the use of pictures as didactical resources that contributes to successful reading comprehension.

I.   General information

School: _____   Date: _____.

Group: _____.   Gender: Man ____   Woman ____

Age: _____.   Shift: _____.

II.   Read the following text and answer the questions.

My favorite day

Hi, my name is Bella. Saturday is my favorite day, because there is no school. When it is a nice sunny day, I usually go the park to play with my friends. Can you see me on the swings? A boy called Adam is next to me, Tom is cycling the path. Jeremy and Sara are also on the path talking. Tom's big brother Jack is playing with a boat and his friends Yusuf is feeding his dog. My best friend Maria and Sally are playing with a ball, Maria has black hair. We have a lot fun at the park. When it is raining or cold, we go to the swimming pool or one of our houses. In the afternoon three of us, Maria, Sally and me go to a gymnastic club. It is great fun, but you have to be careful when you do the movements. I love Saturday when I can met my friends and do anything I want.

III.Answer true or false.

a)   Tom is playing football _____

b)   Jack and Yusuf are brothers_____

c)   Bella is playing ball_____

d)   Tom is playing with his boat_____

e)   Yusuf is feeding his dog_____

f)   Maria and Sally are her best friends_____

g)   On Saturday`s she meet her friends in the park._____

IV. Answer the following questions according to the text.

1. Why does Bella like Saturday?

2. Where does she go on Saturdays afternoon?

3. What does she do if is raining?

4. What are her best friends doing?

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DEPARTMENT OF ENGLISH

Instrument No. 2.2

Test with image (Students)

No. ———

Topic: The use of pictures as visual aids to increase reading comprehension.

Objective of the instrument:

To determine the use of pictures as didactical resources that contributes to successful reading comprehension.

I.   General information

School: _____   Date: _____.
Group: _____.   Gender: Man ____   Woman ____
Age: _____.   Shift: _____.

II. Read the following text and answer the questions.

My favorite day

Hi, my name is Bella. Saturday is my favorite day, because there is no school. When it is a nice sunny day, I usually go the park to play with my friends. Can you see me on the swings? A boy called Adam is next to me, Tom is cycling the path. Jeremy and Sara are also on the path talking. Tom's big brother Jack is playing with a boat and his friends Yusuf is feeding his dog. My best friend Maria and Sally are playing with a ball, Maria has black hair. We have a lot fun at the park. When it is raining or cold, we go to the swimming pool or one of our houses. In the afternoon three of us, Maria, Sally and me go to a gymnastic club. It is great fun, but you have to be careful when you do the movements. I love Saturday when I can met my friends and do anything I want.

III. Answer true or false.

a)   Tom is playing football _____

b)   Jack and Yusuf are brothers_____

c)   Bella is playing ball_____

d)   Tom is playing with his boat_____

e)   Yusuf is feeding his dog_____

f)   Maria and Sally are her best friends_____

g)   On Saturday`s she meet her friends in the park._____

IV.   Answer the following questions.

1. Why does Bella like Saturday?

2. Where does she go on Saturdays afternoon?

3. What does she do if is raining?

4. What are her best friends doing?

Teacher´s Interview
Instrument 3

Topic: The use of pictures as visual aids to increase reading comprehension.

Objective of the instrument: The main objective for this instrument is to analyze the teacher´s knowledge and how he uses visual aids to develop reading comprehension.

Grade: _____   School: _____   Date: _____

Teacher`s name: _____

Dear teacher, please, answer the following questions, according to the seventh graders´ students A at Public School San Juan Bautista.

1) **How often do you use visual aids as a tool to increase reading comprehension in your lessons?**

2) **What types of visual aids do you consider most useful in order to enhance a better reading comprehension?**

3) **Which visuals do you mostly use? What for?**

4) **What was the result after using them? What are the benefits for students when you use visual aids in a reading activity?**

5) **Do you suggest using pictures with students? Why?**

6) **Why is it important to engage students?**

7) **How do you engage your students in reading?**

8) **What kinds of texts do you consider engaging?**

9) **What activities do you implement to evaluate reading comprehension?**

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