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production in an EFL class

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INTRODUCTION

INTRODUCTION

Visual aids have been important for students to learn the English language. When I created my material in previous practices for second and third grade, I used pictures, videos, graphic organizers and textbooks that could help students learn about different topics or new vocabulary. I realized that students could connect things they heard with the things they saw and I asked myself if the use of these visual aids was useful for the facilitation in production and comprehension in an EFL class.

Considering this, I decided to focus on the use of visual aids to facilitate production and comprehension in an EFL classroom. The use of visual aids is important because students could understand context or words by using visual materials. The English language is not their mother tongue, then if they do not understand something that teacher is saying. Teacher can use pictures in textbooks to make them understand the context, videos to explain difficult and long topics or graphic organizers to simplify information.

Visual aids took an important place in my process of teaching and becoming an English teacher. As I mentioned before, the use of visual aids was an indispensable factor in my practices and I enjoyed creating material for my students or using authentic material for them to understand better the class and the topic. I found it interesting to see how students felt comfortable in class if they knew what I was talking about. They listened to an audio and felt confused but then they saw a picture of a plant and they knew the audio was about plants. Those simple aspects helped me to decide my topic of study.

Therefore, I dedicated myself to investigate aspects that could help me create material for the learning and teaching process and I discovered important aspects that were necessary to take into account at the moment of creating videos. Other important aspects were the correct use of graphic organizers, its importance in

teaching and how the use of pictures was really significant for students and it is not a simple decoration in textbooks and worksheets.

Then, I analyzed if the material was well-created or if it was useful for students to comprehend and produce the language correctly. I considered evidences, common mistakes and the opinions that students could have about the material. I focused on videos because I was not able to have synchronous classes with my groups, and it was the main channel of communication in my professional practices.

The purpose of the topic was to show how the use of visual aids could facilitate students to produce language, for example if the use of graphic organizers helped them to simplify important information or compare two grammatical structures. Another purpose was to see if the use of visual aids as videos and pictures in textbooks could facilitate the comprehension in my students in their learning process and how they felt with the use of visual aids in asynchronous classes.

For this study I created videos recording myself explaining the topic of the week, using pictures, voice notes and graphic organizers as comparative charts. I had to create one video per week using visual aids, as I did not have the opportunity to know my students and give synchronic classes I communicated with them in a WhatsApp group sending the activity and the video of the week. I also made surveys to know the opinion of my students according to the use of visual aids for their comprehension in topic and activities.

In addition, I asked my students if the provided material was useful for them to comprehend the topic and I compared the results in the surveys with the results of the activities in order to realize if visual aids facilitated production and comprehension in the English class. I created checklists where I considered the use of vocabulary, correct grammar and the use of English language and other extra aspects as the presentation of the task.

The opinion of my students was an important factor I considered and I contrasted it with the results in their activities, as with the participation and the accomplishment of the tasks. The survey results allowed me to identify if visual aids were useful for students to comprehend topic, then the checklists helped me to understand better if it facilitated production at the end of the week. Another important aspect was the diagnostic exam because it was necessary to know the initial English level and this let me know what were my students able to do according to the results in production skills.

I faced several difficulties; the first difficulty was the lack of communication with my students because I was not able to have synchronous classes, this was the most challenging problem for me because I did not know my students and I did not interact with them as a group. At the beginning it was not a problem but then it became hard, my work was to plan activities, create videos, check activities and provide feedback at the end of the week and this was the same in all my practices.

I wanted to interact with my students and solve doubts because many of them did not even send an email asking something or requiring help. Distance education took the place of face-to-face classes, then I tried to adapt myself in the circumstances and make my students feel in confidence to send their questions. Some students did not send activities or participated in the surveys, and there was no way to communicate with them.

I thought about the probability that I would not have too much to say in my study but the results that I obtained gave me a general view of how the visual aids could facilitate production and comprehension in students who had the opportunity to take English lessons, depending on different factors that can influence in the process of teaching and learning.

However, the study helped me identify the principal and general needs of my group and plan activities that are suitable for their English level. It also permitted me to use my knowledge in the language to teach students about the different topics and how this could be useful connecting it with situations in real life. I acquired the knowledge about the important aspects that needed to be taken into account in the creation of educational videos.

Finally, I was able to select useful information for my students to comprehend better the context, subject and produce the language, connect real-life situations with the English language and value their opinions even if they were a few.

CHAPTER I

I. TOPIC OF THE STUDY

This chapter includes the Nucleus and Topic Line, where I establish the important points of my research and the principal goal of this study. I also include my intended achievements in order to prove if visual aids facilitate production and comprehension. Another important aspect added in this chapter is the group of study and its characteristics as well as the teaching context. I also refer to the importance of English Academy in the face-to-face classes for students, teachers and parents of this school.

Lastly, I focused on “what is known about the topic” where I based my theoretical support on different authors, writing about input and output skills, different visual aids and how these could be useful in my EFL class. Thanks to this research I was able to create my own educational videos for asynchronous classes following the aspects and characteristics pointed out in my theoretical research which represented a fundamental part in my personal learning process as a teacher.

1.1 Nucleus and Topic Line

According to Beqiri (2018), in Virtual Speech blog, establishes that “visual aids are items of a visual manner, such as graphs, photographs, videos, etc. used in addition to spoken information. The visual aids are chosen depending on the purpose.” In my study I decided to add textbooks because it is part of visual aids that at the moment contain images and links to watch videos that can be useful for learning.

I focused this document on comprehension and production because I wanted to prove how visual aids could facilitate student’s comprehension and production of the language because this reflects the actual learning that took place throughout the lesson, topic or class. However, with this study I want to demonstrate if visual aids

were functional for my students in their learning process as well as for me in my teaching practice.

The thematic nucleus for my pedagogical essay is “Didactic competence”. I wanted to discover if in the virtual mode we are living now the visual aids can be useful for them to accomplish activities. The principal goal is to know how the use of visuals can be helpful for the student’s learning. My idea was to be in front of class and observe the student’s behavior but now I have to notice it by activities carried out in virtual classrooms and their way to produce language at the end of the week and how this worked.

Shabiralyani (2015) wrote in his research about how visual aids are important in education system “visual aids are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective” (p. 226). In this study I wanted to know which visual aid can be better for students to comprehend and produce the language, which one is the worst and the best or how they can be used to facilitate the English learning in an EFL class.

The thematic line in my essay is “Experimentation of a didactic proposal” because thanks to this I could know if some visuals are a helpful or if they could be just something extra to strengthen the knowledge acquired. I had to plan one activity per week so I decided to use a different methodology because I consider that PPP methodology is more controlled and with this virtual mode, we can not control the time that students spend at home.

I planned with task-based learning because the main task was the most important for me to assess and realize at the end if the visual aid, I provided them was useful or not. This methodology helped me to know if the tasks I am giving them are leaving significant knowledge about the topic or if it is necessary to go slower or faster.

I hoped that videos, tasks, organizers and images I created for them could facilitate the comprehension of the English language and that they could be able and capable to produce the language easily for the level they got in the diagnostic exam. I know that this virtual mode is a challenge for students and teachers but we have to use all the elements we have to teach and learn for now and adapt this way of working for a long time, not seeing it as an obstacle.

1.2 School Context and Geographical Location

The name of the school I was practicing is Junior High “Dionisio Zavala Almendárez”, the code is 78173 and is located in Fernando de Magallanes Avenue #239. Regarding the context close to the Junior High, it is an area considered relatively low risk. This area represents a medium socioeconomic level, because according to the school and some internal studies of this one, more than a half of the students have basic services at homes. Near of the school there are services such as pharmacies, grocery stores, carpentries, candy stores and stationeries.

The school infrastructure has different facilities including 18 classrooms, auditorium, teachers’ room, library, principal’s office, courts and recreational areas, two functional computer rooms. Rooms are in good condition and the clean service try to keep the walls clean.

1.2.1 Morning Modality in Covid-19 Period

Due the Pandemic period teachers were emersed in, my head teacher decided to send weekly activities to students and to grade each partial with this work. Students were not able to receive virtual classes because most of them did not have internet access or mobile. Therefore, students had the responsibility to carry out the assignments and were responsible to upload them to Google classroom. Some teachers received activities even if they were out of time, they said that it was

necessary to be more flexible because students did not have enough time to accomplish all the tasks at the time of each subject. They also had some meetings where they discussed student's learning and how they had to adjust to the current situation, the current social and academic limitations as to comply worked with the necessary school requirements.

1.2.2 English Academy

The English Academy is for the teachers in this subject to create agreements of the activities or strategies that can be useful for the students' knowledge. Some of the benefits that teachers implement in their teaching was the use of flashcards and posters, the use of new technologies and modify lesson plans to conclude different learning styles.

It seeks to involve parents in students' learning, and take advantage of the school spaces to improve writing and reading. Teachers planed different activities depending on the season of the year, for example: Halloween activities, theater plays and didactic games. Trying to get students to know culture with the second language.

Teachers were used to registering significant achievements in English academy, for example: Pronunciation, grammar improvement, and the interest for reading. Thanks to the English Academy, teachers can know the progress of their students, weaknesses and strengths and keep working in those aspects that are necessary for students' learning for a second language.

1.2.3 School Personnel

The principal is Prof. Enrique Arrevalo and vice-principal Prof. Natividad Francisca Hernandez. There are around 100 workers in the institution, teachers, administrative personnel, social workers. The number of students in total of all groups, first, second and third grade from A to F in the morning here were 523

students. In the evening they were similar groups with letters G to L but with 342 students in total.

1.3 Relevant Social and Academic Characteristics

The group of study I choose was 3°E, principally because in the diagnostic exam and personal survey I realized that they were a very participating group. The group knew how to follow instructions when I sent an activity, and as we were working in virtual mode, the only communication established with them was by messages or emails. Some of them were very kind at the moment of sending doubts in a message or when they required more information about the topic and when a document or a link did not work.

Additionally, it was the group the highest response in the personal survey carried out giving of response of 20/26 students. This provided me with information about the way they learned English or what they thought about this language. They did not present any problems in the Diagnostic Exam they were able to follow instructions correctly and did it on time.

1.4 Diagnostic Exam

The reason why a diagnostic exam was applied principally is to know what was the students' knowledge in language and what they need to strengthen, how we can help them as teachers. One of the disadvantages of applying a diagnostic exam online is that we do not know exactly if students are doing it without any help as translators, another person, or copying from a classmate or webpage, when the principal purpose is knowing the English level and work on it.

1.4.1 Description of The Exam

I decided to apply the diagnostic exam in Socrative. This app was one of the new instruments I had to learn to use in order to provide online classes. I was able to see how many students were doing the diagnostic exam at the same time as well as the answers they were choosing. Based on the level and number of items in the exam, I was able to formulate a chart (appendix A) to give a reference to English level each result referred to and thus determinate the competencies each participant had according to the results obtained.

The number of items was thirty-four. Thirty-three items were focused on the use of English and one was on writing where the use of connectors was necessary to achieve activity. I focused on how visual aids could facilitate comprehension so it is necessary to know the level of students in Use of English. I also focused on production, that is why I wanted to add the writing skill where students had to create a text of more than 20 words following the instructions, I gave them. This was evaluated with several aspects in the next table (appendix B), each aspect was 10/5 points depending on the writing of students.

1.4.1.1 Description of Each English Level

Pre-A1: 14 questions

Four items were about looking at different pictures and answering true or false depending if the description matched with it. In five items, students had to look at the pictures again and accommodate letters to discover the word. In the last 5 items, they had to look at the same picture and answer true or false to explain what the description said about the people there.

A1 Movers: 9 questions

Three items were about choosing the correct name of the description given. In four items were a text about dolphins divided into parts, students had to complete

the text with the 3 options below. Finally, 2 items were about completing sentences with the correct word, there was an image that could help them to do it correctly.

A2 Flyers: 11 questions

In five items of this part students had to read the description and look at different pictures then choose the correct name of the things or professions. The next 5 items, students had to read a divided text and complete it with the 3 options given below, this one was about the seasons. In the last item of this diagnostic exam, students had to invent and write a story about aliens and astronauts of 20 words or more using connectors of sequence.

1.4.1.2 Diagnostic Exam Results

3°E was the group who participated the most with 20 of 25 students. I could realize that they follow instructions correctly without any doubt even if there is not enough interaction between teacher and students through messages. Almost all students think that English will be very useful for the university, job or for traveling around the world because they consider that this language is spoken worldwide.

The diagnostic exam allowed me to know the English level of the students. I applied Use of English and Writing because I wanted to see how the students used and produced the language. 3°E students got 23 correct answers in total as a group. Then, the percentage that students from 3°E obtained was 66% in Use of English and 55% in writing, it was an A1+ and A1 in the level of English as we can see it on the next table (appendix C).

Students were able to recognize the name of objects, people and seasons of the year, this means they understood basic vocabulary. They also completed sentences with missing words choosing the correct one and in writing they were able to write a text of more than 20 words using connectors and having coherence in a

story. I also applied a personal survey where I wanted to know more about their personality and what they enjoyed about learning English or what they thought of the virtual modality.

I realized that they were an independent and responsible group, they expressed that learning English was important for their future in school and if they wanted more opportunities to have a good job. However, after the diagnostic exam I concluded that students needed to work more on grammar and acquiring vocabulary that could be useful in their writing and use of English.

At this level students can recognize images and know the name of some objects, places and people, read short texts and complete sentences with different words as articles, verbs in simple present, third person or simple past. Students know the name of professions. They can write a short text in English using the elements that instructions ask.

The academic level expected is A2 where students are capable of understanding phrases and expressions frequently used related to relevant situations. They know how to communicate when carry out simple tasks for daily life that just require easy information exchanges about regular situations. Students know how to describe different aspects of the past and environment and things that are related to immediate needs.

1.5 Description of The Case

Virtual classes have been taking the place of the face-to-face classes so it is important to know how to adapt strategies and adopt new ones for students to acquire knowledge. That is the reason why I wanted to talk about visual aids because they could be a great help nowadays as videos, images and graphic organizers and it is necessary to highlight how these could facilitate students to comprehend the

language easily or not, and also produce it with productive skills; writing and speaking.

As I mentioned, in this virtual modality I think visual aids are necessary or they might be indispensable for the teaching and learning process because I could not be in front of the class providing explanations and classes using a whiteboard, but more than that in the way that students understood the topics by watching useful videos and images or even charts that simplified complicated information for them. This could help to achieve the activities from school. That is the reason why I wanted to see how much the audiovisuals could contribute in the comprehension and production of a second language.

The personal purpose of my topic of study was to create and use visual aids to explain and facilitate language, with this I wanted to be able to create good and understandable material that could be useful for my classes. The academic purpose is the use of visual aids to comprehend and produce language. I wanted my students to use correctly those visual aids for their learning and acquire knowledge for their activities.

As an action plan, I researched aspects that I considered important to know about the principal topic, what was a visual aid, what were the output and input skills, which authors supported the idea that audiovisuals were good for learning and how they used them. Then, I applied in my groups a diagnostic exam to get their level just in Use of English and Writing, I also applied a personal survey just to know how they have been working with the virtual mode and how they felt with it. I could observe with the WhatsApp groups how the interaction was between them and with their English teacher.

For the lesson plans I used Task based learning because I thought it is the best approach to work with in the virtual mode, and the teacher asked me to just plan one activity per week, Task based learning was focused more in preparing

students to make a main task where they had to produce language then the teacher had to provide feedback. The use of videos, images and graphic organizers were indispensable to achieve activities each week, for that I created videos and necessary material to facilitate the learning of language for students.

1.6 What Is Known About the Topic

I will proceed to talk about different visual aids that are used in an EFL classroom, for example textbooks, pictures, videos and graphic organizers as mind maps and concept maps that I considered were important for the teaching and learning process. As well as the input and output skills and subskills that are part of comprehending and producing language and the English program that I used for my lesson plans was PNIEB, describing its methodological focus, assessment and graduating profile.

1.6.1 Different Visual Aids Used in An EFL Class

The use of a textbook in an EFL class could be common among English teachers but some of them decide not to use it for many reasons. One of these reasons could be that students do not have the English level that a textbook requires. Shannon (2010) describes a textbook as commodities, political objects, and cultural representations, and these determine how teachers and students will make use of them. In Junior high the use of textbooks can be a guide for teachers to accomplish with the contents in English programs.

There are several opinions about the use of textbooks in an EFL classroom, however Harmer (1998) established different options for its use and established that some teachers omit, adapt or replace lessons of textbooks for their own material because they think that their own material is more interesting and appropriate for the students. Harmer (1998) also said that another opinion is to add what is in the textbook "If the lesson is rather boring, too controlled, or if it gives no chance for

students to use, the teacher may want to add activities and exercises which extend the students engagement with language.” (p. 111)

However, I consider its use is necessary in education because as teachers we can have a better view of the goals, we want to accomplish with our group this is because a textbook indicates the purpose and expected learning at the end of each lesson. We can adapt the activities for our students and their English level, use the visual aids that textbooks contain as web links, pictures, worksheets and even the extra material as readings.

Professor Delancer, (2013) said that the use of pictures in an EFL classroom encourage the learner to predict what the teacher is speaking and deduce information. Then the use of pictures can facilitate the work of communication not just teacher to student but also student to student when they do any activity. It is necessary to consider that this is just a tool to facilitate communication.

Pro (1989) says that teachers who have a relationship with communication should include pictures and audiovisual aids and use them with normality. This happens in an EFL class, teachers communicate all the time with students and they try to interact with each other using the language, that is why it is important to include pictures as an aid to communicate with others.

Additionally, Augustowsky (2011) states that a picture needs to be accompanied with letters for better comprehension because each student can interpret different meanings and texts help the teaching and learning process. I agree with this because adding text can be useful for students to identify how a short sentence is written depending on the message that a picture wants to give, they start to learn new words and vocabulary indirectly.

In my last practices I realized that videos in an EFL class are not commonly used for reasons that have to do with context and not with teaching. Public schools

do not have the necessary tools to play videos in the classroom and although they have a media room it is difficult to divide time with all groups in the school. However, videos are a good visual aid to use in English class, it attracts student's attention, contains music, images and colors that could facilitate understanding. The use of videos can help teachers for different aspects, i.e., arise interest, introduce, develop or close a topic or present other ideas or ways to explain something.

According to Bartolomé (1999), the use of videos has three basic functions and I will mention these functions and he establishes and will provide a personal and contextualize explanation of their application in this particular study; (a) It complements the individual and group learning: with a video, students can learn something that is missed in the explanation of the teacher or any extra fact to complement their knowledge; (b) Extend learning in some students: a video can extend the learning with some things that the teacher might forget to mention in the class; (c) Works as recovery for other students that have not reached the expected level: Some students can understand better audiovisuals and it could be used as help for those who need another point of view about the topic.

It is important to mention that the level of English of each video has to be suitable for students to understand what they are learning and as the time goes with the knowledge they are acquiring; they can advance with other kinds of videos more complicated according to their English level. Besides, a video can be paused when it is needed and take a minute to ask them if it is all clear, it can even be played twice, this has helped me in last practices because I usually ask my students to take notes and this can help them to understand the topic.

First of all, Wise and Cooper (2019) defines graphic organizers in Edutopia blog as "a helpful learning tool for students of all ages to organize, clarify or simply complex information" It helps students to understand better and find the relationship between different concepts. Then, graphic organizers are used to simplify information and they also help teachers to know if the student understands the topic.

Coburn (2003) defines the graphic organizers as “diagrams that represent the relationship between facts, ideas, and concepts and they come in many forms.” (p. 46). And there are several forms of graphic organizers that are used in the classroom for different needs, because each one has its function. Therefore, according to Casco (2009) a mind map is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches. Also, Gelb (1998) states that mind map facilitates and fosters the association of ideas enabling the organization and clarity of thoughts.

Therefore, these two definitions about mind maps it is known that this type of graphic organizer is one of the most used in the classroom because facilitates the information and students can use images to explain their ideas. It is important to know that any graphic organizer needs to be clear for all people that read it, not just by the person that made it.

Novak and Gowin (1988) define concept maps as “a schematic resource for representing a set of conceptual meanings included in a structure of prepositions.” (p. 19). This graphic organizer is composed just with words that connect to another word that gives meaning to the word before it. It also needs to be understood by everyone who sees it. In this graphic organizer specifically, the grammar is not necessary because it has just keywords that help students to explain short ideas from a topic.

Concept maps can have a positive effect on motivation and raising interest when it is used for teaching. The use of concept maps helped the students from my last practices to simplify information and create a more attractive organization for their classmates connecting words with short meanings.

Concept maps can be used in an EFL class in reading activities reorganizing ideas and important facts. Also, in speaking activities using as a help to tell stories

or for presentations about a topic that can result too long for them but making it shorter using the key words and meanings.

1.6.2 Input Skills for Comprehension

Listening is part of our lives and it is necessary to practice listening for better comprehension. Students are used to listening to music in English, watch series and movies and they do not realize how much the language is in their day. They start to relate some sounds of words that they hear on TV or songs with those that they might hear in English class.

According to Nunan, (2001) “Listening consists of hearing, attending, understanding, remembering, evaluating and responding.” (p. 23) in an EFL class it is necessary to consider these aspects: first hear different sounds i.e., people, animals, places. Then pay attention and identify the context or who owns the sound.

Understand what the people are saying, why they are there and important aspects that are important to understand listening. After this, students should be capable of interpreting the sounds, the message, and save things that were significant to them. Evaluate the message they had received and finally respond for questions or give a message back to the principal person.

Karakoc, (2019) lists some listening sub skills that are used in EFL tests and coursebooks or textbooks and I explain each point; (a) Identifying an error in a transcription: this is one of the sub skills that I work the most in class. Students keep their attention in audios to discover mistakes. i.e., in a song or in a story; (b) Predicting the end of the continuation of a message or a history: they can do it thanks to the previous information they saved of listening and predict what will happen next. (c) Perceiving individual sounds: with a simple question, who owns this sound? students would know the names of different objects that make a specific sound; (d) Listening to and ordering statements according to the message: i.e., students listen

to an audio and they have to accommodate events in a story. What happened first and then?

Mead & Rubin, (1985) state that listening tests are like reading comprehension tests except that students have to listen instead of reading it. There are many ways to assess listening and one of the most used is the multiple choice. It consists of answering multiple choice questions with audios. Another is about memorizing important aspects of one listening and asking about what was about.

The assessment that I use the most for listening in the classroom is to play an audio and students to tell me what the people were talking, simple questions as: Where were they? What were they doing? And specific questions, ask for names, occupations, relationships, etc. This is assessed by "Elicitation". Teddy & Gortari, (1998) establish that in elicitation the teacher directly elicits the correct answers from the student by asking questions, requiring more than a yes/no response.

Reading is commonly linked with comprehension. When we read a text, it is important for us to understand what the author wanted to transmit or communicate to readers. Milan, (1995) defines reading as:

Reading is an almost magical process that includes more than merely decoding print, it requires internal translation. In other words, you must internalize the author's words, so that you understand not only their surface meaning but also what the word suggests beyond that. (p. 27)

Comprehending a written text is necessary in an EFL class because some students look for the written answers literally in a text when it is more than that, the questions need to be focused on meaning, what they understood of it or what they think. Reading is a very important skill for language acquisition but almost all students think it is boring to read in school because they are not really interested in it and it is a big aspect I considered when I choose a text for my students, it is difficult to cover individual interests but I trying to do it with popular topics about artists,

singers, bands, movies, videogames and even books because there are students that really enjoy reading.

Krashen & Terrell, (1998) identify two main subskills of reading: skimming, scanning and I describe some examples of each one; Skimming is focused on general information, what is the text about, what is a paragraph about, in other words the essence of the text. On the other hand, scanning is when a student looks for specific information, this happens when they are answering a questionnaire, they might not read the whole text, they just look for answers.

Other subskills are: Guessing the meanings of unfamiliar words: by the context students can guess the meanings of words that are not in their vocabulary. Understanding the organization of a text: organize the text using the sequence, what comes first and later. Note-making: be able to know what are the important aspects of a text, it is commonly used when people study for an exam. Making predictions: read the most important points and predict what is the text about.

Aweiss, (1993) states that assessment is necessary because it helps teachers to know if students are learning and based on it prepare and implement better strategies for effective teaching. In this case, reading comprehension is used as assessment for this skill. When a reading activity is assessed, it usually focuses on comprehension, what the student understood, the meaning of the story or text and several questions that tell the teacher about the level of comprehension in his students.

There is another way to assess reading and it is by practicing, listening to our students read and assess the fluency and reading speed, they can also learn new vocabulary, how a word is read and written. Explicit correction and repetition can help to assess reading. Teddy & Gortari, (1998) establish that explicit correction is when the teacher tells students what is incorrect and provides the correct form and

in repetition the teacher repeats student's mistakes and lets them realize where the error is.

1.6.3 Output Skills for Comprehension

First of all, I would like to talk about speaking and how important it is in an EFL class. With this skill students can communicate with each other and express feelings in a better way. Speaking is one of the most used skills in English class because the teacher uses it for interaction with the group and it is also used by students for the production stage.

Nunan, (1989) says that "Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers." (p. 27) It is necessary for students to practice speaking, for that an oral presentation is a common activity in an EFL class, students begin to become familiar with language.

In my last practice I observed that students were too shy almost all the time to speak with others or in front of the group, even when they had to read out loud. It is important to tell our students that when we are learning, mistakes are normal and the pronunciation is something that we can strengthen with practice. Lackman, (2010) lists the following subskills:

- (a) Fluency: students practice speaking with a logical flow without planning or rehearsing;
- (b) Accuracy with words and pronunciation: students practice using words, structures and pronunciation accurately;
- (c) Using functions: students use specific phrases for purposes like giving advice, apologizing, etc.,
- (c) Appropriacy: students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary;
- (d) Turn-taking skills: students practice ways of interjecting, eliciting an interjection or preventing one;
- (e) Relevant length: students practice speaking at a length appropriate to a situation;
- (f) Responding and

initiating: students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea; (g) Repair and repetition: students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood; (h) Range of words and grammar: students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task; (i) Discourse markers: students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize). (p.3)

The way that speaking can be assessed by clarification request, when a student wants to communicate something and the message was not clear, asking for clarification could be an option to assess the speaking of them, they correct themselves when they realize they are wrong.

Metalinguistic clues also work when, by questions, we want students to notice about the mistakes, as the name says, giving them clues that something is not well said. Elicitation is another way to assess speaking, when teachers ask questions to students to find correct answers about grammar or vocabulary, this helps when the pronunciation needs to be practiced and can be corrected with questions and not directly.

Another output skill is writing. Nacira, (2010) defines writing as “a process of exploring one’s thoughts and learning from the act of writing itself from what thoughts are.” (p. 17). Langan, (2012) says that writing is a skill that can be learned as cooking, driving or another skill and with practice everyone can learn how to write correctly. But writing could be a very difficult skill for students and teachers because many things have to be checked to accomplish good writing.

According to Nunan (2003) writing is a work where students create ideas, think about how to express them and organize all to be comprehensible for the reader. It can be hard for students to express feelings and communicate with others

in writing but it is necessary to make them realize that writing is something that they use in daily life in a simple text message but in English language. Writing skill was a long work because some students in Junior High are used just to write short phrases, sentences and there are more than that, they need to learn how to use connectors, expand their vocabulary and also grammar. Bengoa, (2008) lists the next subskills:

(a) Manipulating the script of the language: handwriting, spelling and punctuation; (b) Expressing grammatical (syntactic and morphological) relationships at the sentence level; (c) Expressing relationships between parts of a written text through cohesive devices (especially through grammatical devices such as noun-pronoun reference); (d) Using markers in written discourse: Introducing an idea, developing an idea, transition to another idea, concluding an idea, emphasizing a point, explaining or clarifying a point already made, anticipating an objection or contrary view; (e) Expressing the communicative function of written sentences; (f) Expressing information or knowledge in writing; (g) Expressing conceptual conceptual meaning; (h) Planning and organizing written information in expository language: narrative, descriptions of process, argument. (p.1)

Explicit correction could be a good assessment for writing because it is necessary to correct mistake's students. Grammar or coherence are examples of some aspects that need to be assessed, this could help students to identify the errors quickly and work on those for reinforcement and get a better writing.

Correcting students directly is a great benefit for them to check those mistakes but also the teacher can focus on specific errors, is there when a focused correction is used. For example, a teacher can ignore all the other mistakes when in the writing it is just necessary to check the present simple. Reformulation correction is something really needed in assessment, it is about teachers asking students to rework the text and make it correct. Correcting mistakes and rewriting them can help them to understand what was wrong and do not write the same errors next time.

1.6.4 Assessment Definition

Thornbury, (2006) defines assessment as “to the different ways of collecting information about learner’s progress and achievement.” (p.18). It is also important to mention that Ur, (1996) said that most of the feedback we give our students is corrections or assessment trying to bring their improvement in the language. She established two types of evaluation involved in correction and assessment, the first one was called “Formative” and its purpose is enhance the process and “Summative” where teacher see the process of student and how proficient the student is in the course.

1.6.5 Programa Nacional De Inglés En Educación Básica

I would like to begin this fourth part talking about the program that I will be working with, it is PNIEB program 2011, I know the program because I used it once for my practices in second grade and my head teacher asked me to use because it is the program she is currently working with. It has similarities and differences with the Aprendizajes Clave program that I have been using the other practices.

One of the principal aspects I decided to talk about first is the communicative focus that the PNIEB program has for the students. It is divided into 4 cycles, the cycle 1 is in 3rd grade of Preschool, the cycle 2 is from 1st to 3rd grade of Elementary School, 3rd cycle is from 4th to 6th grade of Elementary School and the last cycle, 4, is from 1st to 3rd grade of Secondary School.

The program suggests that teachers in this last cycle can identify what students already had contact with language before, for example, in Preschool and Elementary school, thanks to it they could be able to participate in practices that imply socialize with others using language, according to the PNIEB program (2011):

Participate successfully in interactions that involve production and interpretation of oral and written texts in the English language within different social learning environments (Familiar and community, Literary and Ludic, Academic and educational). Understand the characteristics of the English language appropriately. Accept a bigger responsibility for their learning process. (p. 99)

On the other hand, Aprendizajes Clave has the purpose that the students at cycle 4 keep interactions and adapt their actions through oral or written texts in different situations depending on the content. In comparison with PNIEB, it has a more competitive approach, then according to Aprendizajes Clave (2017) pag. 167 students should to analyze, apply, transfer, use, exchange and unwind socially with the language.

1.6.6 Methodological Focus

This is the way that students use the language, there are three components that PNIEB program gives us and describes perfectly how students can use the language and how this would be developed thanks to the curricular contents, these components have as a purpose preserve the functions of English in the social and daily life:

1. Doing with the language: This content refers to the communication, oral or written. How the student produces and interacts with the language. PNIEB establishes that this approach is fundamental for the functions and the way that language is used for real life interaction.

2. Knowing about the language: These types of contents help to raise knowledge about the English and aspects that are necessary to learn for the use of language. It is focused on concepts commonly used, topics of the subject, learning about the grammar structures or more vocabulary for interaction.

3. Being through the language: This content involves the attitudes and values that have the student at the time to interact orally or written. It gives the opportunity to students to share with others using the English language and create an environment of communication. It allows students to talk about their cultures.

The assessment is necessary to check the progress that students have in each cycle, the PNIEB program, (2011) establishes that in the cycle 4 students should have a B1- level to accomplish all the purposes in these three school grades. The principal function of the assessment is formative and must be: Global, because the four skills, reading, listening, writing and speaking they work together to get a complete learning and not separately. Continuous, because it is necessary to keep checking the progress in each content, even if it has a final product this is part of the development that the students have been having over the three years and formative, because it provides feedback and collects evidence to know the students' progress, their strengths and weaknesses for continuing with the contents and achieving a successful learning.

This is the assessment that the PNIEB program suggests to the teachers for checking that students are really learning and using the language for different situations in real life. Then, in my practice I will work with this kind of assessment, have all the skills connected, check progress and follow the way of working of each group. The PNIEB program says that:

By the end of secondary education, students should have consolidated basic skills in the English language as well as the necessary knowledge in this language in order to be able to use the receptive and speaking skills and, eventually, to start using the written ones while participating in social practices of different communicative contexts. (PNIEB program, 2011, p.106).

Students should use the language with oral or written texts, it means that they have to produce and understand English for any situation that is presented in real life. They have to know how to participate in communicative exchanges depending on the interaction and those unexpected conversations or communicative needs.

This could be a long process for students and teachers and most of them did not have English classes before, then it takes more time to achieve those aspects that the graduating profile in the PNIEB program asks. That is why we need to be very patient with students and be sure that they are learning and being competent to face the different communicative situations. I consider most of my students are able to understand and use the language, but it is required for them to obtain more vocabulary.

The use of visual aids can help them to strengthen the four skills, for example, a video is useful for listening and reading, they are listening audios at the same time they are reading the content in it as the pictures or textbooks, and they can listen how a word is pronounced for speaking practices. On the other hand, with the graphic organizers students can write, select and accommodate important information, and practice reading at the same time.

1.7 Created and Adapted Material

Ur (1996) established that the most useful action is to create our own activities and material. Use texts or tasks as a basis, either make alterations to make it easier and effective for students. Therefore, I created my own material using the principal aspects that an educational video should have, using visual aids as pictures and graphic organizers to explain different topics according to my lesson plans.

Nehal (2016) explained that there are different strategies to adapt material, one of them is simplification, he defines as: “a procedure or type of modification activity that is adopted when the material is brought down to the level of the learner.”

(p. 244). He established that some forms to simplify adapted material is making instructions easier, breaking down material into clear sections if it is too extensive, better explanations, glossaries or list of words, visual layouts, sentences and grammatical structures.

The principal adapted material in my lesson plans were pictures, grammar and glossaries, I provided my students to use as a help to understand better the topic, for example, pictures helped them to understand vocabulary, I simplified grammar structures with context and pointed out important aspects about grammar and list of words or verbs that could be useful for students at the time of carrying out the activities.

The distance learning has 3 principal characteristics according to Wojcicki and Izumi (2016) online learning is powerful because: 1) Teachers give immediate feedback. 2) The student is owner of his learning. 3) The teacher is not the central role. Wojcicki and Izumi (2016) also says that “having control of your own learning is the key to student effectiveness” (p. 18) Then, as my situation was different because my asynchronous classes, students had to be autonomous at the time of carrying out activities and I did not play the central role for them, my videos and material provided were created to facilitate the comprehension in the production activities.

1.8 Key Questions This Case Will Attend

1. How were visual aids created and used to promote comprehension?
2. How was the communication process in my students affected by visual aids?

Instruments: Videos, images, graphic organizers, materials, final products, students survey, lesson plan and interaction in messages.

CHAPTER II

II. TOPIC DEVELOPMENT

The following chapter attend the key questions of this study. It will be divided into four classes and in each class, questions will be answered based on the Chris John's model I analyzed each one. The first question is focused in how the visual aids were created and used to promote the comprehension in my students. I describe how the creation of videos, pictures and graphic organizers were really important in this pandemic time and what aspects were taken into account for the correct creation of them. The material used was created by myself, I simplified grammar structures for students to understand better and put in context all the topics, for example, the public services. I tried to write real-life situations for students to think about in their oral and written productions.

The second question will show results within using visual aids in production, either oral or written, with this I knew if the visual aids were useful for my students at the time to carry out any activity of the classes. It will contain how visual aids affected the communication process and their results in activities and in the surveys, I made for my students to know more about their opinions. I talk about the challenges I had for the asynchronous classes and the possible solutions of the problems I analyzed after to receive the activities per week and how could I have improved.

Additionally, I reflect about the activities using examples to show the common errors and mistakes that my students had according to the situations I established in each lesson. I express if the visual aids; pictures, videos and graphic organizers facilitated production and comprehension in their writing and speaking or if the material provided was not as useful as I wanted. I pointed aspects that I needed to improve in the creation of my resources and established if students achieved the principal goal of the lesson based on their results.

2.1 First Lesson

The first lesson plan (appendix D) that will be considered was developed on December 14th with the 3°E group focusing on the topic of complaints in a public service and the goal was about making a written complaint and responding them using vocabulary and expressions provided. I created a video specially for this activity because I wanted to explain how the expressions to make and respond to a complaint are used in different situations.

Students had to complete an activity (appendix E) where I wrote three situations, on one side there was the complaint of the customer and on the other side the way that an assistant, for example, could respond customers complaints. I analyzed the situation of the lesson answering the key questions established in my pedagogical essay.

2.1.1 How Were Visual Aids Created and Used to Promote Comprehension?

The principal strategy for adapting material was the simplification, in this lesson plan I simplified with the replacement of difficult structures in grammar and I used the context in public service. For example, if students had to use expressions to make and respond a complaint, I provided them the vocabulary and context to know which expression could be the correct one depending on the situation.

I considered the next important factors that should be followed in order to create a video for students understand and learn a topic: Simple and short: The video length should be short to avoid students' boredom (Sood, 2016). I considered this because this could keep them engaged with the information and using the vocabulary I provided in the past lessons as the expressions to complain and expressions to respond to a complaint, in this way students could understand what I was talking about. Text: Majority of the videos comprise text that does not lose the learner's interest (Ruffell, 2016, as was cited in Behesthi, Taspolat, Kaya & Sapanca, 2018). While students were listening to explanation, they could read text on the screen and see examples provided for them to understand better activity sent.

Other aspects linked with the listening are: Caption: that is useful for learners who do not have their first language as Spanish and having issues in comprehending what is being spoken (Brann, 2011). This is something that I really wanted to have present in my videos, if the student were not able to understand one word, they could finish the lecture on the caption or if they got lost in the explanation. Voice: It improves the engagement by guiding them via voice. Visual and texts videos should be supported by voice (Hebb, 2015). This factor was very important for my video because students could listen to audio at the same time that they completed the activity or read the screen, besides this helped students to listen pronunciation of words that could be used for future activities.

I considered for the creation of my visual aid the three basic functions that a video has according to Bartolomé (1999), the first was that it complements individual learning, so this was something indispensable for my students in the virtual modality because the face-to-face classes were not possible for the moment and the things that my students learned and understood individually were very important for the comprehension of the topic and activity.

The second function was extending learning in some students, this was one reason why I called my video “Complaint Review” emphasizing that it was a topic we already saw but they had to work the goals of past two lessons in one lesson, so this video was a way to extend learning and for students to know how to use the vocabulary in other situations.

The third basic function was to work as recovery for other students that had to reach an expected English level. Therefore, I provided a short review of “How to make a complaint” and “How to respond to them” and this worked for those students who did not make their previous activities or that they did not understand them. I created a video because it was important that my students understood or reviewed the use of these both type of expressions.

Such as to make a complaint and expressions to respond a complaint. I wanted my students to be in context and to imagine being in the place of customer who made a complaint about public service and then being an assistant who received the same complaint. Thanks to the survey (appendix F) that I carried out to know if the use of videos were useful for my students to understand and make the activity, I found that 17 of 26 students answered this survey and the 9 of them responded “yes”, 2 “no” and 6 “sometimes” and I learned that conducting a review in a video could be useful for some students and for others not. However, the quality of my videos improves and the information used that I adapted from Internet was useful for my students as they said in the survey.

2.1.2 How Was the Communication Process in My Students Affected by Visual Aids?

In this lesson plan (appendix D) I focused on written production. The creation of the activity (appendix E) contained situations about public services as the example provided in the video and they had to complete it using expressions to make a complaint and expressions to respond them. I realized that 9 of 26 students sent the activity on time, then this was confusing for me because 17 students responded the survey but only 9 sent the activity, then I concluded that they could have referred to last videos of past lessons where I considered the same factors to create them.

According to Elliott, Green, Constantinou, Vitello, Chambers, Rushton, Ireland, Bowyer, and Beauchamp (2016) the important aspects in writing include: spelling, punctuation, sentence structure and the use of paragraphs. Then, I took my time to check all the activities with checklist (appendix G) where the aspects on it were the way that my students used expressions and the final coherence of the text. Based on those aspects, I was also able to check if each student wrote and used expressions according to the specific situation. This was a review; it was supposed that students would know how to create a complaint and how to respond to them.

Four out of nine students achieved the activity. Four students used the expressions correctly depending on the situation established in the comparative chart, the explanation of the video and feedback I provided for them in the lessons before of this one, helped them to understand better the structure and coherence of expressions, I was able to know this because I had a high response of the four students by email. The rest of the students had errors due to the use Google Translator giving a solution of suggestion about the complaint but this was not the principal goal of the lesson.

The results were affected because the students did not send their last activities for this reason, they were not able to receive feedback and this was difficult for them because they did not have chance to correct their mistakes before and send it back. It resulted easy for students who received feedback in their last activities because the video was a review for them. The common mistakes of students were that they did not know how to use expressions seen in the video because they wrote a suggestion instead of expressions to complain, and I considered that some students did not read the instructions since they were not clear.

Students could not follow instructions for some reasons; one of them was that they read it once and did not understand or because the instructions were in English. However, I considered, as I did in my practices from last year, that the use of simple words as “Complete” “Write” or “Match” can be very useful for students to understand the instructions, this could be possible with the additional support of posters or images, but as I had asynchronous classes I did not think about another possibility at that time.

I wanted to know the opinion of my students according to the use of visual aids, then, I created a survey (appendix H) where I asked them if they thought if the corrections in activities were useful for them and have a second chance to do it better next time, 15 answered “yes, I can learn better.”, 2 answered “sometimes, others I

am lazy to do it” and 0 “no, I am discouraged correcting my activities.” This was to know if the use of feedback was fruitful. Ur, (1996) said that rewriting is very important in the writing process, because the corrections we made as teachers helps students to motivate to rewrite and appreciate the value it has. I considered it is true based on the results of my students who received corrections and these were better for the reviewing of the topic, where they had to use expressions to complain and to respond a complaint.

I will proceed to show two evidences, in the evidence number one (appendix I) student completed and use all expressions as the example provided in the video and obtained the checklist aspects. This is one example of the student who achieved the activity correctly as the other four students. The student used the expressions to complain correctly according to the situation as the expression to respond a complaint. This means that student read and followed instructions, corrections were useful for her learning and writing process and the use of visual aid (video) accomplished its function that was be a review for students to think about real-life situations.

The second evidence (appendix J) showed that student knew how to use expressions to make a complaint but he did not know how to respond to the same complaint obtaining only 8 of 10 checklist’s aspects (appendix K), and as I mentioned before, students worked two weeks creating complaints about a public service, but just one using expressions to respond them. This could be another factor that influenced the results in the five students who did not achieve the activity correctly, the time and the constant use of expressions to make a complaint but not to respond one.

Then, these students wrote the same expressions in both sides of the chart or they wrote a suggestion about what to do. Students got confused about how to use “expressions to respond a complaint” correctly and they responded a complaint with other complaint, or they gave solutions without using the given expressions

because I did not give enough time to the use of the expressions to respond a complaint.

The possible solution is giving more time to each lesson, it is complicated with distance learning and teaching, besides the asynchronous classes but it is also important to take into account the circumstances. I had to plan another activity to reinforcement learning about the expressions to respond a complaint before to make a review where students had to think about the real-life situations. I understood that not all students learn equally and it is necessary to stop sometimes for those who have troubles with learning. But I was not able to know it at all if I did not receive corrections.

After checking all the activities, I asked my students to correct mistakes in writing and none of my students sent corrections after receiving their feedback. One something that influenced the results could had been that it was a week before Christmas holidays and some students preferred to rest. Visual aids influenced in the learning of new vocabulary and expressions to complain and to respond a complaint, I knew this because even if the activity was not correct, students used the correct vocabulary according to the situation as the video indicated.

The survey (appendix F) showed results about how useful was the video for them at the time of carrying out their activity and the 52,2% of the students said that the use of visual aids helped them to understand better, this information allowed me to know that the use of visual aids as a review was helpful for them to remember some things that could be forgotten.

One important factor in my practice was the communicative process, it is describing as transmit common information from one person to another. Lunenburg (2010) established that the medium can be face-to-face conversation, calls, emails, messages, etc. and the person who receives information can interpret it in a meaningful way. The way of communication with my students was not face-to-face

due to the pandemic time and I was not able to give synchronic classes, that is why the use of visual aids took an important place and was also one of my biggest challenges.

I asked myself how the visual aids affected this process. The creation of my videos in each lesson were a significant aspect for me and for them, because I was learning how to improve better in the use of educational videos and they were using them to understand better the activities and topic. Lunenburg (2010) also mentioned that to get sure about the effectiveness of the understanding of the message we need to take into account the importance of the language or code we used and if the people could understand or decode the received message. Then, as my language was English, I always added my videos the script where they could be in context about what I was saying, they could read at the same time I was talking, in this way everyone received the same message.

I focused in this lesson in sociolinguistic competence because I wanted my students to know how to use expressions correctly and providing examples. The examples in the video were about a public service as the situations on the activity they send. Another goal from my lesson was that my students think about the situations I created for them in the worksheet (appendix E), for example, if I have this situation “How would I complain about this? What do I want with my complaint?” not only write the expression because I thought it fit better.

Students must have analyzed the situation to understand and know which expression was the best taking into account the aspects mentioned in the video (appendix L) as identify the problem of the situation, what was required to know about it or why it was necessary to know the context, know how to use expressions for the vocabulary used, recognize the purpose of the complaint and possible solutions about it thinking as a customer or an assistant. This allowed me to check if my students understood the general meaning, purpose and kept the main idea of the situation presented of the chart.

In this lesson I learned that reviewing information was important for students to remember topics that could be forgotten in a few days as this and that it is important also prepare students for review to avoid confusion between two different and similar topics. I considered that there were many personal aspects that I did not know that could influence in the dedication of students in each activity. I had students who sent all the activities throughout those six weeks and others that were not even interested or they were living different situations that did not let them adapt to the virtual modality. I understood because it was not only difficult for students it was also for teachers and people working from their home because the communication.

I conclude that students in this lesson were able to write expressions to complaint using the correct vocabulary but 5 of 9 students who sent activity were not capable to use the given expressions in the video I created for them because the instructions and confusion between two topics that seemed to be the same. The reason why the goal was not achieved was that students got confused with both expressions as I said, they already recognized the expressions to give a complaint but they responded with simple answers giving solutions without using expressions, however they used correct vocabulary and knew the context of the situation. I realized that it was necessary use a lesson as a reinforcement before to make a review and be more specific in instructions.

2.2 Second Lesson

This lesson (appendix M) was developed on October 26th focusing on the topic of complaints in a public service and the principal goal was about to understand and express vocabulary and expressions to formulate a written complaint taking into account the aspects mentioned in the first lesson. The visual aid used in this lesson were pictures, pictures could help students to understand the context and how the expressions are used depending on the public service.

In this activity (appendix N), students had to choose one of the public services and write the expressions they thought could be used to complain about that place. For example, if students chose the internet service, they had to write the expression that corresponded to the context depending on the situation of make a complaint about the chosen service.

2.2.1 How Were Visual Aids Created and Used to Promote Comprehension?

According to Augustowsky (2011) a picture needs to be accompanied with letters for better comprehension because each student can interpret different meanings and text help the teaching and learning process. I promoted pictures with text for students to see the new word in the context intended it to be used in and to better assimilate the information, as Levie and Lentz (1982) suggest that pictures can provide context for understanding the context. i.e., if I was talking about the complaints in a hospital, then I used pictures of nurses.

Levie and Lentz (1982, p. 195-232) also concluded the following 3 important points that I considered for the use of pictures and text, so I will explain each one depending the context and topic: (a) Pictures that provide redundant information with written text make it easier to learn information that is presented through images. Therefore, even if I was talking about a hospital, as the example mentioned above, it could be easier for students to know the context. (b) Pictures that have nothing to do with the information, do not prevent the learning. However, I tried to use only pictures that could be useful for students to comprehend the topic. (c) Pictures can help students understand and remember what they read. This was something that I could see when I checked activities, students knew how to use expressions depending the public service they chose because they remembered the vocabulary that my presentation (appendix O) had connected with pictures.

I considered to use pictures for this lesson because I wanted my students to learn new vocabulary and connect this vocabulary with pictures that could be a help

for them to understand. The expressions used in this lesson were adapted according to the vocabulary of public services, I searched for expressions to complain on Internet. Another adapted material were pictures, the pictures I used to promote comprehension in my students were simple but not as effective for most of them even if pictures were accompanied with an explanation. I used the most common pictures that could be helpful for students know context according to the aspects mentioned above.

The survey I applied at the end of the activity helped me arrive to this understanding. Students had to respond the simple question “Did the material help you to carry out your activity?” with “yes or no.” I got the results (appendix P) where only 9 students of 26 sent the activity, 8 answered “yes” and 1 answered “no”. This was something different because the results I got in written production showed that students did not achieve the activity correctly with the aspects I checked in the task.

2.2.2 How Was the Communication Process in My Students Affected by Visual Aids?

In this lesson plan (appendix M) I focused in written production. The creation of the activity (appendix N) contained different public services, students had to choose one and write expressions that can be used to complain about the chosen service. When I checked activities, I only received 9 activities so I took my time to check and provide feedback for those students who sent the task on time.

Scrivener (2005) established different ways of writing and as my students had to write expressions used in a specific public service, he defined this process of writing as “doing exercises”, this way is when students write phrases in tasks with limited options and opportunities for creativity or mistakes. For this activity I used the checklist (appendix Q) taking into account the necessary aspects to assess the writing production: The correct use of vocabulary; if students use the correct words, the correct use of expressions to make a complaint, keep the main idea of the

situation or context, topic, purpose of the expressions, intended audience, general meaning, coherence, use of English language and sending on time. I revised all activities and none of the 9 students who sent the activity achieved the activity.

I wrote a list for my students to choose a public service, I did this because I wanted to receive different situations and see how they use the expressions depending on the space. In the video I provided some examples and expressions (appendix R) that can be used to give a complaint but I did not explain any grammar structure more than expressions and that was one of my biggest mistakes. After it, students chose a public service and they did not write expressions, they wrote common problems in that place.

Students wrote the common problems that could be in a supermarket or with the internet service, but they did not write how to complain about these problems. I will show two evidences, the mistakes we had in those evidences are the same but different public service; In the first evidence (appendix S) student wrote about the problem you can have in the internet service but she did not use any expression to complain as the video and instructions indicated, and there were other aspects that I pointed in the checklist (appendix T) but the principal goal was not achieved.

In the second evidence (appendix U) student wrote about things that are in a Supermarket and identified one problem to complain about, but he did not use expressions as the first evidence and as the rest of the group. The use of pictures allowed students to know about the context and vocabulary about public services as Nurse's office, Internet service, etc., but this was not enough to teach them how to use expressions because the interpretation of the message could be different depending on the person and his English level. I explained the use with my voice in a video, reading the expressions using pictures and subtitles as a help but it was not successful for the results I got.

When I reflected on it, I started to consider the difficulty of the interpretation of pictures, the use I gave to the pictures were not suitable for the students' English level, I tried to explain a lot of things about the structure, the use of the expressions, the context, the situation with one picture per slide and the reason why the goal was not achieved was because the message that each student understood at the end of the explanation. The interpretation of the pictures and messages were so different, students could connect a nurse with a hospital and know that I was talking about the hospital service but they were not able to know the structure of the expressions or even know that there were expressions to give a complain depending on the situation.

In this lesson I introduced my students to the topic and I considered that I started too fast without providing more examples or written explanation, that was the reason why my students could not use expressions given correctly because they might not even know that these were expressions to use. I wanted my students to think about the problems in a public service and be able to create a written complaint using expressions to complain, and even if they just had to think about which expression fits better, they did not understand the activity correctly because of interpretation of the principal message.

One idea to receive better results at the moment to introduce my students to a topic could be use formats to complete, fill the blank space, choose the correct word, create an activity that prepare them to the final writing, providing enough vocabulary for them at the time of producing the language. Scrivener (1994) also established that Brainstorming helps students to have more ideas about the writing, this is a possible solution for students to write their ideas before to produce the final writing, the way that students could make a brainstorming in asynchronous classes is in a practice activity with questions that provoke the thinking in my students, in this case, words that can be used in a complaint or vocabulary depending on the public service.

The use of pictures was not as successful as I expected and I could have had better results with my students using the expressions in the introduction of this topic. However, they learned new vocabulary and to identify problems of public services, the next step was to know how to use those problems and convert them into complaints. Pictures had the function to be an aid in this lesson but I might not use them correctly in the information and I needed to focus more in the use of pictures as a help and not as a complete explanation for students to learn how to write and use structures in a written complaint.

I may have had several mistakes in this lesson with the visual aid used, some of these mistakes I tried to avoid at the time of the use of visual aids in the activity but was not as effective as I expected for the results I got and I realize about it when the activity was done. Some of the mistakes I could highlight at the time of adding pictures to facilitate comprehension and production were that some pictures were not as meaningful as I wanted. The use of pictures in the presentation were useful to learn vocabulary and not to understand the expressions. Additionally, I wanted my students to understand the context with pictures but at the time of learning expressions they got lost and I knew it when I checked activities, some of them did not know how to use expressions correctly.

Reid and Beveridge (1990) established that pictures could be useful for capable students but not for less capable students because they could get distracted by pictures and lose important information from the text on the screen and presentations. They discovered that if the difficulty of the topic increases, students spend more time on pictures and not pay attention to texts. I agree with this statement because my students did not have a high level to understand the explanation and connect my idea with pictures then I conclude that the use of pictures could be useful for learning new vocabulary and context and learn about how to use more with practice and experience, the use of pictures in the process of teaching takes more time and I was not aware of it.

Finally, the use of pictures in this lesson was not as successful as I expected because students learned vocabulary about public services but they did not know how to use expressions to create a complaint and aspects as: spelling and sentence structure were not achieved for the difficulty of the explanation and introduction to the topic. The use of visual aids allowed students to be able to know the context and use vocabulary but they were not capable to use expressions given because the pictures did not show the function of each expression to complain and I was not capable to use them in my favor as I mentioned before. Then, nine students sent the activity and none of them achieved and reached the principal goal that was use expressions in a written complaint. Nine students identified problems in a public service but they did not use expressions completely.

2.3 Third Lesson

The third lesson plan (appendix V) that will be considered was developed on January 11th focusing on the topic of Complaints in a health service. These two weeks were for the reinforcement of students, we had to take a look at themes that depending on the evaluation of past year were the most difficult for them or just review the topics because they could forget important aspects of it.

I created an activity (appendix W) where they had to watch a video with images and identify the health problems. After it, students had to interact with family members to carry out this activity: They recorded an audio of a conversation with another person giving a complaint of a health service. I also made a format; they could fill up with the required information or create a new by themselves, this was optional.

2.3.1 How Were Visual Aids Created and Used to Promote Comprehension?

Taking into account the aspects we saw in the first analysis, the creation of the video and images were indispensable for this lesson because as I mentioned

before, it was the reinforcement week and I wanted my students to learn vocabulary and use it for giving complaints. Images were adapted to the topic helping students to understand the vocabulary of health services and health problems.

The aspects that I considered for my video were the same as the first analysis but now I explained each aspect according to this topic: Simple and short: The video length should be short to avoid students' boredom (Sood, 2016). This video was really short, 1 minute and 58 seconds exactly and I provided vocabulary about Health problems and Health services. Text: Majority of the videos comprise text that does not lose the learner's interest (Ruffell, 2016, as was cited in Behesthi, Taspolat, Kaya & Sapanca, 2018). The video contained text because I wanted that my students to know how to use this vocabulary in different situations, for example, when you want to give a complaint about any health service.

The listening aspects I took into account were caption: that it is useful for learners who do not have their first language as Spanish and having issues in comprehending what is being spoken (Brann, 2011). Students could see the examples provided in the video and used them as a guide for them to write their complaints and how to read it. Voice: It improves the engagement by guiding them via voice. Visual and texts videos should be supported by voice. (Hebb, 2016). Students could listen my voice while I was explaining the presentation and introducing the vocabulary. This aspect was very important because I wanted my students to produce an oral complaint so they could listen the pronunciation of different words and use them for their audios.

I also considered the three basic functions according to Bartolomé (1999) for the creation of my video, the first function was that it complements the individual learning and as I already mentioned the virtual modality took the place of face-to-face classes so students had to work individually in their home and understand the topic complementing their knowledge. This time the complement was that my students learned new vocabulary to use to complain about a health service

specifically, then it was supposed that all students could know how to use this vocabulary in the situation. The second function was extending learning for some students, the idea of reinforcement week for students was to use complaints and extending it to a specific scenario, I provided new vocabulary for them and examples about how to use it.

The third function was work as a recovery for other students that have to reach the expected level, that was the reason why I wrote examples using the vocabulary for those students who did not remember how to write a complaint or the expressions that were commonly used. The use of pictures in my videos was something necessary for introducing new vocabulary and I adapted pictures from internet with the correct use as I mention below.

According to the aspects that Levie and Lentz (1982 p. 195-232) suggest, pictures can provide context for understanding the context, i.e., If I was talking about the health services, I showed pictures of health services and name each of them for students to recognize the name in English and the picture. I considered to use as a principal visual aid my video and pictures because videos were really necessary for my classes.

Synchronous classes were not possible in my professional practice, then the way that I found to communicate better with my students was the creation of videos specially for the activities they had to send. In the video, I used pictures because I considered it important that students relate the vocabulary in English with pictures that they know as a help for them to understand better.

2.3.2 How Was the Communication Process in My Students Affected by Visual Aids?

In the lesson (appendix V) I focused on oral production. I wanted to know how my students use the language with others so they had to record an audio with

someone in their family giving a complaint about the situation I established in the activity (appendix W). Only 9 students of 26 sent the activity on time. According to Brown (2008) the principal aspects in speaking are pronunciation, grammar, vocabulary, fluency and comprehension. Base on it I used the checklist (appendix X) where I pointed: the use of the vocabulary provided, use of expressions to complain, keep the purpose of the situation, pronunciation, coherence and the use of English language.

According to Ur, (1994) “solving a problem” is one kind of spoken interaction and this was my principal goal in this lesson, she describes this as an interaction that produce a high level of participation and motivation and the adolescents feel more involved in the character because are linked in real-life situations. I mentioned that all my activities were focused in the real-life situations because I like my students to feel engaged with tasks and that they could see that English language can be used in their daily life if they practice and learn more.

The oral production was not successful in the group, two of nine students recorded an audio with someone in their family and the rest of them filled up the format and sent it. Students who did not send audio, used the format and vocabulary that was taught in the video, but I was not able to listen their pronunciation, fluency, comprehension and interaction with their family. In this lesson, students already knew how to use expressions to give a complaint in a public service, then I focused more in health services where I showed them the health problems with pictures. This time I wrote the name of the health problem below and was easier to interpret and know the context for students. Nine students used the vocabulary correctly according to the activity but this was not a written production, then only two students achieved the principal goal of the lesson.

I will compare two evidences, one student achieved the activity correctly and another just filled up blank spaces. In this first evidence (appendix Y) the student sent the script and completed the blank spaces but she did not send audio so even

if the oral production was not achieved in the checklist (appendix Z) I only pointed the aspects that were about the use of vocabulary and expressions because I could not see how was the pronunciation and English language used by her.

The mistakes mentioned above were the same in all the seven students who did not send the audio, but there were different reasons why my students could not achieve the speaking production correctly. I received extra messages where students told me their situations about the lack of communication with their family, some of them where always alone at home or their parents were too busy all day, their siblings were too young or technical problems as broken microphones.

In comparison, the second evidence (appendix A.A) contained script and audio, pronunciation, fluency and the interaction with the family member was good and I pointed more aspects in this checklist (appendix A.B). The script was filled with the use of expressions, health problems, health services and the correct use of vocabulary, students who sent the audio achieved correctly with the principal goal and their pronunciation and fluency was understandable for the situation established in the activity.

One of the possible solutions for this type of problems according to the first evidence (appendix Y) is making oral productions within the class, listen student's participation or asking to someone to read out loud, but this was not possible, then in my case, I considered that as I had WhatsApp numbers, students could send a voice note practicing with another classmate or even with me.

WhatsApp worked as a functional communication tool between my students and me, but I did not use as much as I wanted because sometimes students even ignore messages and this discouraged me many times. I offered my help to those students who did not understand the activity but only a few sent me messages and asked about the videos or for me to resend activities and clarify instructions. However, I could realize by the scripts that they used vocabulary correctly in format

spaces and visual aids, videos and pictures, were useful for them to remember expressions to complain.

Lunenburg (2010) established the verbal-media and that is the communication process I used for my classes, with the verbal-media communication there are face-to-face conversations, but I only used computer and tape-recorded messages because I recorded myself in my videos explaining the topic with different visual aids, for example pictures in this case and I communicated with my students in a written form as Lunenburg (2010) mentioned was another aspect in different ways of communication in communicative process.

I wanted my students to think about the situation I wrote for them in the activity, as always, the process of thinking in my students was important for the real-life situations, they had to imagine and use the character pretending they had a serious health problem and the doctor just recommended them to take an aspirin. I searched to put them into this context because it was necessary to cover the points of the principal goal, the health service and students could see this as a situation that could really happen someday, a doctor's appointment.

The vocabulary they learned in this lesson was significant for them to use it in a Health services, my students learned about different health services they commonly use and vocabulary that are necessary to communicate with others, in any case, they were not able to accomplish the goal of oral production for different personal reasons. The use of pictures for health problems and services (appendix A.C) in the video was a good help to learn it easily and thanks to the survey results (appendix A.D) I could say that was useful for the 9 students who answered the question, even if the results were different in the activities, students achieved the correct use of vocabulary but not the pronunciation and the important aspects in a speaking.

Based on it, I learned that audios for producing language were good for students to practice English but in this pandemic time it is not possible for everyone to work as others do for the circumstances. It was important to consider students do not understand in the same way as others do so I needed to be more specific and detailed with those little things that could be easy to explain but not to understand because another reason why students did not send oral productions could be instructions as the first lesson described in the essay.

To conclude, this lesson was an oral production and students faced difficulties at the time of create an audio. I asked my students to record their voices with a family member and practice pronunciation of the expressions we already knew from the last lessons, but some of them wrote an email to me explaining about the situation in their home, others just did not. Two of nine students sent me an oral production and they were able to use expressions to complain about a Health service as the context required. The rest of them sent a written production for different situations and I took into account the aspects as vocabulary, use of English and coherence because my head teacher asked me to be compressive with the situation of students and be flexible with those difficulties.

2.4 Fourth Lesson

This lesson plan (appendix A.E) was developed on January 18th focusing on the same topic as the last analysis: Complaints in a health service but the principal goal was about to write expressions and suggest solutions of a health problem or health service. This time I wanted my students to know how to make suggestions using “should” and “should not” so I created a video for explaining better this with a comparative chart separating things they should and should not do.

The video I created starting with a story about a girl that went to hospital and doctor just recommended her to take an aspirin and go away, with this example I started to explain how to give a suggestion to this girl about what to do, so it was

important to use “Should” for those things that she should do and “Should not” for those things that are better to omit. After it, they could carry out their own activity (appendix A.F). I analyzed if the use of video and the creation of a comparative chart were useful for them to accommodate and classify important information.

2.4.1 How Were Visual Aids Created and Used to Promote Comprehension?

It is important for me to point out that the use of videos in my lessons were indispensable for the learning process because the situation of virtual mode and not being able to have synchronic classes were two important aspects that affected my professional practices. I had to give information for my students I created a comparative chart taking into account the aspects and principal characteristics that they should to have according to Raffino (2020), she listed a guide step by step about how to create a comparison chart:

First: establish the sense of comparison. You have to know how many things you want to compare. Will you look for similarities? Differences? All its features? And if it is necessary to give its context. The principal thing that I wanted with the creation of the comparative chart is giving an example about how to complete their own comparative chart taking into account the situation given. I focused more in find differences with the “Should” and “Should not” using a context.

Second: Identify the elements to compare. Write in the top the name of those things you will compare. As a mention before, I wanted my students to compare things they should and should not do in health service or health problem situations. I wrote a situation and I gave them just one example to guide them in the use of this modal verb.

Third: make the comparison. Add the differences, similarities or characteristics you find between two elements. When I thought about to create a

comparative chart, I wanted to my students could use the modal verb “Should” without realizing it, giving the structure and just they had to think about the solutions.

I considered comparative charts because as I mentioned before I wanted my students to be in context and also add pictures that could give a clue about the situation. For example, if we were talking about a problem with the ambulance in a health service it was necessary to add pictures to let them know that the principal problem was the ambulance and ask themselves: “what should we do?” And as Levie and Lentz (1982) suggested, pictures can provide context for understanding the context better even if they provide redundant information.

2.4.2 How Was the Communication Process in My Students Affected by Visual Aids?

In this lesson plan (appendix A.E) I focused on written production taking into account the same aspects: spelling, punctuation, sentence structure and the use of paragraphs. The creation of the activity (appendix A.F) contained different situations about problems in health services and students had to write things they should and should not do for the situation using the vocabulary of last classes. I received 10 activities from 26 students in 3^oE group. I took my time to check all of them very carefully because I provided feedback and asked my students to correct mistakes and send it back to me.

This lesson is also called with “doing exercises” as Scrivener (2005) defined this way of writing, students use simple words or phrases, it is difficult that students make mistakes and there is no necessary much creativity. I created a chart where my students could compare the use of modal verb “should” and its use in negative and affirmative way. I kept the health service because this was the principal aim in the lesson of my contents and I find it very useful because the health services were indispensable in our lives this year.

I used a checklist (appendix A.G) to point the aspects that covered the aspects of a writing as: Use of vocabulary, use of modal verb “should” in each situation for sentence structure, keep the purpose and general meaning of the situation, coherence and the use of English language. I principally wanted my students to know how to use the structure of “should” because when I asked them to write complaints about a public service, they gave recommendations, then I thought it could be easier for them to use modal verbs.

The results I got were: four students achieved the activity correctly, they used modal verb in negative and affirmative way and gave recommendations that could be useful if the situation is real, they kept the main purpose and general meaning and context of the situation. Three students used expressions to complain, they wrote how to complain about the situation given and not suggested solutions about it, they used expressions correctly but this was not the goal of the activity. The rest of the students did not use modal verb, they wrote short sentences losing the general meaning but keeping the context of the situation, then they did not read instructions or watched the video that explained the use of “should” with a clear example and a text.

In the next two evidences I contrasted the results and common mistakes in my students, I chose this two because students who achieved the activity did the same with different suggestions and students who did not achieved the goal of the lesson had similar mistakes. In this first evidence (appendix A.H), student used modal verbs correctly giving suggestions to the situation and comparing both suggestions avoiding what is better not to do. In the checklist of this evidence (appendix A.I) student obtained all points because even if the suggestions were simple, he achieved the aspects required and the goal was to keep the main purpose and context and use structures according to modal verbs.

In the second evidence (appendix A.J) student ignored all the instructions and just wrote solutions without using any structure, in the first recommendation student

wrote an expression to complaint but in the other spaces he did not even use any structure that could keep the sense of the writing and he used the modal verb “should” in the wrong space, then his recommendation is not even well-structured because he used in the wrong space without pronoun, however, he obtained 3 of 6 aspects in checklist (appendix A.K) because he used vocabulary, keep the general meaning and the use of English language. I considered this is important to highlight because I tried my instructions and video to be very clear and specific, I even provided examples in the comparative chart to give ideas about how to use modal verbs in each space.

One solution that I found for these situations was to provide more examples in my video, I thought that one example well-explained could be enough for students to understand that we saw suggestions using modal verbs and the expressions to complain were forgotten for this time. Another solution could be that I did not create a practice activity for my students, I only asked them to produce language in a chart. One activity to prepare my students to use “should” would have been better for them to understand the introduction to a new structure keeping the topic of health services. Something that influenced these results was the change of using expressions to complain to make suggestions, and that I had to create more examples for my students at the time of creating my video and comparative chart.

Students kept the idea of using expressions to complain because we use them for almost four weeks so they thought it was the same situation, then I needed to work more in the introduction of new structures and use practice activities in my favor. I tried to be clear in my explanation and I wanted my students to use modal verbs without realizing and even if some of them did it, others were not able to understand it for the mentioned reasons.

I wanted to know the opinion of my students at the time of carrying out activity, and if the video and examples provided were useful for them to understand the use of modal verb “should”, then I created a survey. The surveys in my practices were

important to me because I had not the opportunity to talk with my students in one face-to-face class, know their opinions and progress in the class by participation, etc., and I was not able to have synchronous classes.

Thus, the results (appendix A.L.) showed that my video was useful for them, but the results in the activities showed something different in some students because the confusion between modal verb, expressions to complain and simple sentences without structure. The results in the second question of the survey (appendix A.M) showed that students found out difficult to write suggestions according to the context and situation and it was hard to think about what they should do or not.

The use of comparative chart was a useful visual aid for some students but others barely noticed the differences about use of “should” and “should not”, then I concluded that I had to use more examples, be more specific and highlight the importance of this modal verb in my comparative chart. I could also create another graphic organizer to explain the use of “should” and “should not” and not only differences about situations but also differences between them and an activity to prepare my students to introduce new structures in a writing.

Students got confused with this activity because they thought that giving a suggestion was like to respond a complaint, then some of them responded with expressions to complaint instead using “should” in the chart. However, 10 students sent activity and 4 of them achieved it correctly using the modal verb “should”. Students answered a survey where they expressed that was difficult for them to complete the chart and the reason why was the confusion between modal verb “should” and expressions to respond and make a complaint in a Health Service, and these answers helped me to improve and be more careful at the time of providing examples that could be very important and significant for my students.

To conclude, in this lesson I learned that sometimes it was necessary to be more specific in the explanation of new structures for our students because many

aspects are obvious for some students but not for everyone and even if it resulted repetitive for those who know how to carry out any activity for others could be good to understand for first or second time something new. For me it was important to keep in my mind that not all students get instructions quickly and I stopped to mention when I was sure that everyone understood.

This chapter allowed me to reflect about all the aspects that were important for my professional practice and I was able to identify my weakness and strengths. I considered visual aids an important tool for the learning process and I could say that I faced difficulties for not having synchronic classes but this let me know my students by their way to work and their commitment. I would like to listen their participations, their works in class and live with them different experiences in the new virtual mode, but this was not possible and was challenging to my study and me to go further in my practice because the information and lack of communication with my group

Another important thing I would like to highlight was that for the pandemic time, I was not able to work with textbooks as I wanted to do for my professional practices. Students went to the school to pick up the books pack, after some weeks, they had to do the same with English textbook but no one did it for different reasons and it was not possible for me to analyze the use of textbooks as a visual aid to facilitate comprehension in my students.

CONCLUSION

III. CONCLUSION

The creation and use of visual aids throughout this study led me to be able to answer the three key questions I established in my pedagogical essay and analyze different situations. The creation of visual aids took time and dedication because for me it was one of the most important aspects in my professional practices for many reasons, for example the pandemic that we had to live this last year around the world. Another reason was that the visual aids provided a way to communicate with my students without synchronic classes.

I focused all my practices in the use of videos, pictures and graphic organizers that could be useful for students to understand and learn about topics as complaints, expressions to complain about any public service and the use of modal verbs to suggest solutions. In the videos of the YouTube channel that I created I took into account aspects about how to create educational videos, each video contained pictures and graphic organizers that I consider were significant for some students to comprehend activities and learn new vocabulary.

I was not able to have synchronic classes, then the creation of these visual aids was the way that I could promote comprehension among my students. The results I got were not as successful as I expected at first but with time, I was able to provide feedback and this turned into something useful for students to comprehend, correct and learn from their own mistakes.

Therefore, when students had to produce the language, they had written and oral examples provided in videos. I could say that after the feedback students showed a progress according to the results in the activities I received in my email. At the end of each week, they had to answer questions in reference if the material provided was useful for them and if they needed help of another person apart of the school. This was extra information that allowed me to know if the visual aids were

useful or I had to improve in it, adding some aspects that could be more attractive for them or changing the edition and format of my videos.

The progress that students showed according to the use of visual aids in written productions was that they were able to use the correct vocabulary depending on the context. Students were able to use expressions to complain correctly but the difficulties they found out was when they had to use expressions to respond a complaint and they started to get confused with both. Besides, when students had to use “should” in modal verbs, they were able to write suggestions although some of them forgot to use “should” and “should not” correctly.

In oral productions, students listened and read texts at the same time, the majority of the activities involved family member in the participation and practice of language. I consider that this was very indispensable for students because the communication in their home should be strengthen in hard days as the pandemic situation. Some students were not able to practice audios with their family so they solved problems recording them with other classmate that lived the same situation.

The communication process was affected by visual aids when I uploaded a new video, they could send me a message and ask for any doubt. Another aspect that affected communication process was the asynchronous classes and the fact that the only channel of communication was WhatsApp and Email. The creation of videos allowed me to explain the topic of the week and students could use it to understand better the activity.

This affected in results because most of the students did not send activities on time or they did not resend corrections when I provided feedback. Students received the message but there were different ways to interpret it, only 9 of 26 students achieved the activities correctly. I consider that the communication process worked as a disadvantage in this professional practice, as well as time, space, student and school circumstances.

The study allowed me to discover that it is necessary practice to know how to use visual aids in favor for learning process. For example, the use of pictures is useful for acquiring new vocabulary and show the context of the topic, also give clues about what the teacher is talking about but is not significant if we do not give a sense to the picture or if we use pictures as decoration, this did not help students to learn more about the topic. Graphic organizers are useful to simplify important information or in my case, I used them to compare real-life situations with simple text and structures. Therefore, I adapted expressions to complain to the context of the topic.

Another problem was that I did not have synchronic classes so I could not know my students and have more interaction with them. Even if the use of videos was fruitful, I realize that videos are just a support for classes and do not replace traditional classes, of course it is a help and could work as a reinforcement for some students but this do not take the place of be in front of group and present a topic where teacher and students can interact in a face-to-face class without any technological problem.

I have had the opportunity to develop this study and analyze if the visual aids facilitate production and comprehension in an EFL classroom, I noticed that videos, pictures and graphic organizers are a good help for an English class because it is another way to communicate with students when they do not understand the language or to avoid the use of Spanish most of the time. However, one aspect that I personally improved as a future teacher is the creation of material for students.

I created all my activities, videos and resources as readings or audios for the learning of English language and using the students' answers I could realize if material was functional for them. I improve in the creation of material with the research about how to create educational videos and knowing the reasons why it is important to be conscious in my explanations and the relevance of caption in videos and audio. I learned more about how to connect better the grammar with topic when

I received contents and I had to think about how to put my students in context and made them to think in real-life situations to obtain a significant knowledge.

I improved in providing feedback that could be useful for my students in their knowledge when I realized that they took into account the notes and corrections for their future activities and that I needed to be more specific with it, at the beginning the corrections were with simple notes in different colors but then I started to pointing out important aspects that they needed to work with or giving recommendations. I was able to do this thanks to the checklists I used and I pointed the deficiencies in my students in production checklists, for example, when students had to correct mistakes, I made notes for them to think about why the answer was not correct and the aspects they needed to work more next time.

Many things influenced in my study, one of the most difficult challenges was asynchronous classes for aspects as the communication between my students and I, the presentation of new topics or topics that could be useful for reinforcement, correction of activities and the fact that the explanation of all my lessons were limited to YouTube videos, messages, emails and voice notes.

My developed as teacher was not as good as I wished because for me being a teacher is more than create activities for students, it is interacting with them, solve doubts, help students in need, get sure that most of them are learning something significant for their life and not just to suppose they learned. The main problem for me was the asynchronous classes for the communication with my students and the use of time, If I had had the opportunity to give synchronic classes I would have been able to know more about how my students work and the participate in class. This could have helped me in improving group control and managing time that are the principal problems I had face in my face-to-face practices before and could be different in synchronous classes.

I strengthened several aspects in the graduating profile as: How to design, organize and put into practice didactic strategies and activities, appropriate to the needs, interests and forms of development of teenagers. I know and apply different strategies and forms of evaluation on the educational process. I am capable of establishing a work environment that favors attitudes of personal autonomy of students and I know the teaching materials and teaching resources available and used them with creativity.

Some aspects that are my weaknesses that I need to improve and work more are: Recognizing the individual differences of learners that influence learning processes, I had to work being more specific in my instructions and prepare for new topics in introduction. Identifying special educational needs that some of my students may have. Recognize the processes of change that adolescents experience, this was not possible because the time I was with adolescents last year was very short and in my last of practice was not possible for the pandemic period.

The new questions arose in the study such as: How can the use of visual aids be useful for students in production stage in a face-to-face class? What kinds of challenges face the use of visual aids in an EFL class? What are the differences between a class that uses visual aids and one that does not? How can the visual aids help improve the students' reading comprehension? How can I motivate my students to participate in face-to-face classes with the use of visual aids?

I know that this is a long way and I will be able to develop more professionally and I hope to learn more things, more strategies and live new experiences in a classroom. Arise the interest in English language of my students and teach them that everything worthwhile takes great effort but in the end, you will be satisfied with the result.

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APPENDIXES

V. APPENDIXES

Appendix A Diagnostic exam table criteria

Use of English	Level	Writing	Level
0 - 7	Pre A1	0 - 10 pts	Pre A1
8 - 14	A1-	11 - 20 pts	A1-
15 - 22	A1	21 - 30 pts	A1
23 - 28	A1+	31 - 35 pts	A1+
29 - 33	A2	36 - 40 pts	A2

Appendix B Diagnostic exam writing checklist

Aspect of Writing	Points
Student write less than 20 words.	5
Student write more than 20 words as the instructions indicate.	10
Student use at least 2 connectors or less.	5
Student only use 3 connectors correctly in the text.	5
Student use more than 3 connectors correctly in the text.	10
Text is written in English, it does not include Spanish words.	5
Text has coherence and it is about the image from instructions.	5
Text does not have grammatical errors.	10

Appendix C 3°E diagnostic exam results

Use of English	Level	Writing	Level
23 correct answers. 66%	A1+	22 pts 55%	A1

Appendix D Lesson Plan

DATOS INSTITUCIONALES		
Escuela: Dionisio Zavala Grupo: 3		
Maestro titular: Nohemi Arlett Flores Coronado Maestro en formación: Valeria Jimenez Escobar Week 2: December 14th - 18th		
Environment: Familiar and community	Social practice: Understand and express information related to goods and services	Specific competence: Give and receive information for performing community public service
Unit: 1 Lesson goal: By the end of the Lesson students should be able to use expressions and vocabulary to make a written complaint about a public service and respond to them.		Achievements: Produce written complaints depending on the situation given using expressions and also respond to them correctly.
Contents: <ul style="list-style-type: none"> • Vocabulary and expression to express a complaint • Vocabulary of public services • Expressions to respond complaints 		
PROCEDURE		
Sub-task: <ul style="list-style-type: none"> • Teacher will send a video reviewing different expressions to complain and to respond to a complaint and examples of how to complain being a customer and assistant of public service. 	Main Task: <ul style="list-style-type: none"> • The document will contain three situations where the student is a customer with a situation, for example: You are complaining because you bought a new CD player and it can not read the CD's. • Then, they should write how they can complain about it. • After it, there will be three ways to respond, for example: You can not refund because the customer scratched the CD player. • Students should decide how to respond to their own complaint. 	Task based feedback: <ul style="list-style-type: none"> • Teacher will check student's chart and give individual feedback to making sure that the following aspects were used: <ol style="list-style-type: none"> 1. Vocabulary 2. Expressions 3. Main idea 4. topic 5. purpose 6. intended audience 7. general meaning 8. coherence

<p>Youtube Channel: T. Valeria Jimenez</p> <ul style="list-style-type: none"> • Students should watch the video on Youtube. • Teacher will send word document by the whatsapp group. 	<ul style="list-style-type: none"> • This will allow them to think about how to be in both sides of the situation. • Students should resend the document by email: englishtvaleria@gmail.com 	<p>9. use of English language</p> <p>10. sent at time</p> <ul style="list-style-type: none"> • Teacher will resend activity for students to correct it.
<p>Assessment: Ask students questions about their feelings making activity as: how do they feel when teacher resend corrections? Did you resend corrected activity? And questions about the material: Was the material useful for you?</p>		

Appendix E Activity Week 6



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



3rd grade - Week 6
ENGLISH CLASS

Name: _____ Group: _____

1. Watch the next Youtube video and complete the next chart. First, you have to make complaints with the situation given, then you have to respond to these complaints imagining you are the assistant of the place or service.

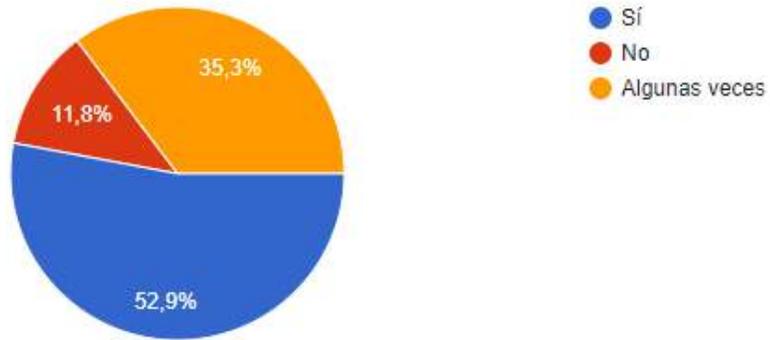
Youtube video: <https://www.youtube.com/watch?v=qezQEQE5yOA>

CUSTOMER	ASSISTANT
<p>Situation: Your new shirt is broken.</p> <p>Complaint:</p>	<p>Situation: Another customer broke the shirt.</p> <p>Respond Complaint:</p>
<p>Situation: The food you bought is expired.</p> <p>Complaint:</p>	<p>Situation: You did not change the old products for the new products.</p> <p>Respond Complaint:</p>
<p>Situation: Your Internet Wi-Fi is very slow.</p> <p>Complaint:</p>	<p>Situation: A wire is broken now and you need to change it.</p> <p>Respond Complaint:</p>

Appendix F Graphic Visual aid Spanish Survey

¿El video de Youtube te ha ayudado a entender y realizar tu actividad?

17 respuestas



Appendix G Checklist



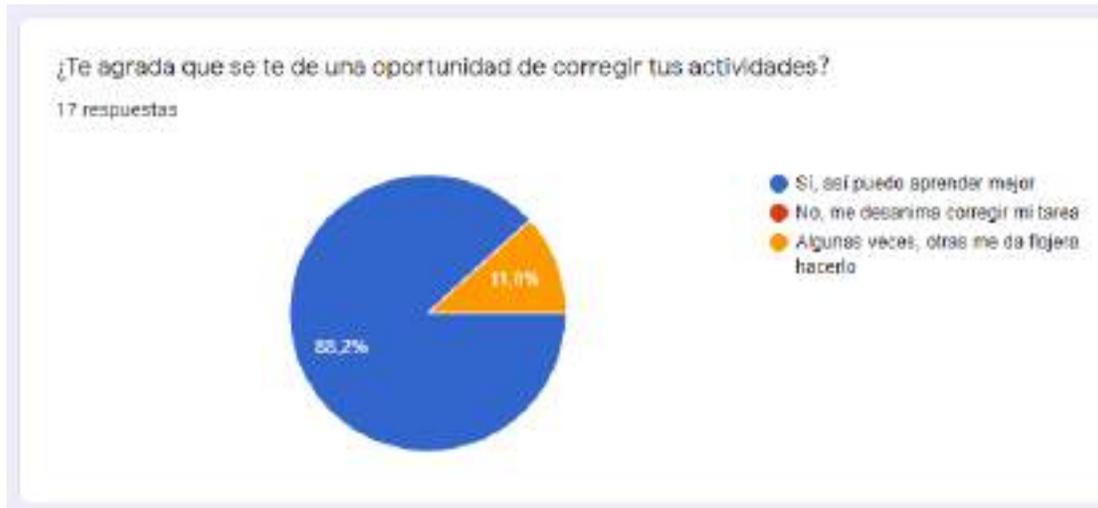
BIENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



Student name: _____ Group: _____

Aspect	O	X
• USE OF VOCABULARY		
• USE OF EXPRESSIONS TO COMPLAIN		
• USE OF EXPRESSIONS TO RESPOND A COMPLAINT		
• MAIN IDEA OF SITUATION		
• TOPIC		
• PURPOSE		
• INTENDED AUDIENCE		
• GENERAL MEANING		
• COHERENCE		
• USE OF ENGLISH LANGUAGE		
TOTAL/10:		

Appendix H Graphic Corrections Spanish Survey



Appendix I Evidence one

Name: Graciela

Group: 3E

1. Watch the next Youtube video and complete the next chart. First, you have to make complaints with the situation given, then you have to respond to these complaints imagining you are the assistant of the place or service.

Youtube video: <https://www.youtube.com/watch?v=qezQEQE5yOA>

CUSTOMER	ASSISTANT
<p><i>Situation:</i> Your new shirt is broken.</p> <p><i>Complaint:</i> I want to complain about my new shirt is broken.</p>	<p><i>Situation:</i> Another customer broke the shirt.</p> <p><i>Respond Complaint:</i> Let me talk with my manager to see what we can offer you to amend the situation.</p>
<p><i>Situation:</i> The food you bought is expired.</p> <p><i>Complaint:</i> I am not satisfied with the food I bought because it has expired.</p>	<p><i>Situation:</i> You did not change the old products for the new products.</p> <p><i>Respond Complaint:</i> I sincerely apologize.</p>
<p><i>Situation:</i> Your Internet Wi-Fi is very slow.</p> <p><i>Complaint:</i> Excuse me, my internet is very slow.</p>	<p><i>Situation:</i> A wire is broken now and you need to change it.</p> <p><i>Respond Complaint:</i> I'm sorry to hear that.</p>

Appendix J Evidence two

Name: Angela [redacted] Group: E

1. Watch the next Youtube video and complete the next chart. First, you have to make complaints with the situation given, then you have to respond to these complaints imagining you are the assistant of the place or service.

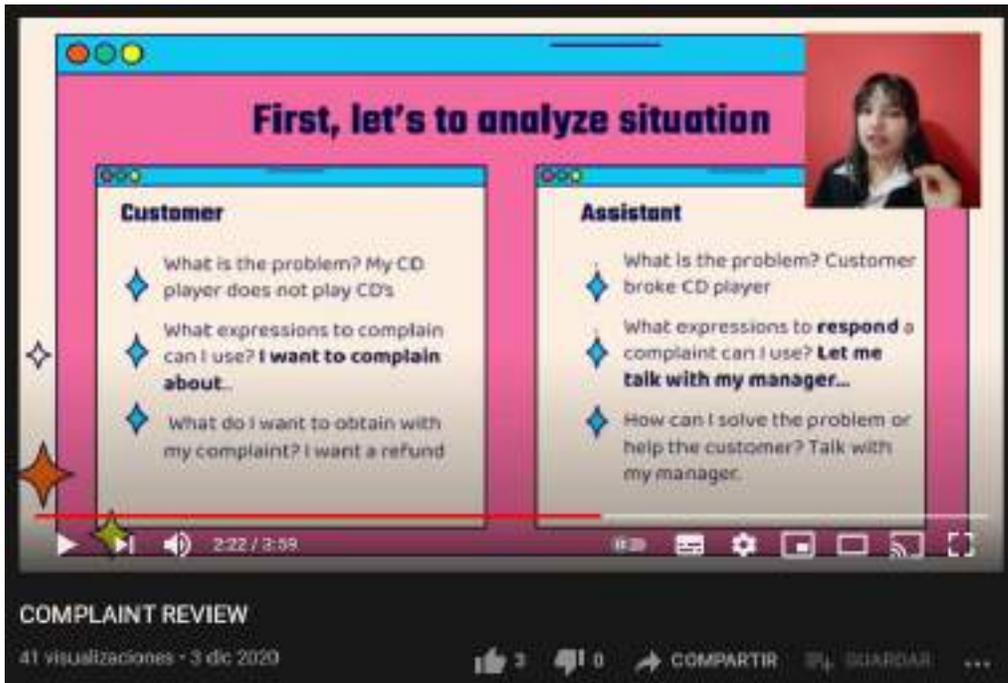
Youtube video: <https://www.youtube.com/watch?v=qezQQE5yOA>

CUSTOMER	ASSISTANT
<p>Situation: Your new shirt is broken.</p> <p>Complaint: Excuse me, this shirt is torn, can you change it?</p>	<p>Situation: Another customer broke the shirt.</p> <p>Respond Complaint: Sure, the same color?</p>
<p>Situation: The food you bought is expired.</p> <p>Complaint: Miss, the food I bought is expired, can you help me?</p>	<p>Situation: You did not change the old products for the new products.</p> <p>Respond Complaint: Of cours, I apologize right now I am going to change the products.</p>
<p>Situation: Your Internet Wi-Fi is very slow.</p> <p>Complaint: Excuse me, my internet is very slow, could you fix it?</p>	<p>Situation: A wire is broken now and you need to change it.</p> <p>Respond Complaint: One wire is broken, I'm going to fix it.</p>

Appendix K Checklist Evidence

Aspect	O	X
▪ USE OF VOCABULARY	•	
▪ USE OF EXPRESSIONS TO COMPLAIN	•	
▪ USE OF EXPRESSIONS TO RESPOND A COMPLAINT		•
▪ MAIN IDEA OF SITUATION	•	
▪ TOPIC	•	
▪ PURPOSE	•	
▪ INTENDED AUDIENCE	•	
▪ GENERAL MEANING	•	
▪ COHERENCE		•
▪ USE OF ENGLISH LANGUAGE	•	
TOTAL/10:		8

Appendix L Aspects mentioned in the video



Appendix M Lesson Plan

DATOS INSTITUCIONALES		
Escuela: Dionisio Zavala Grupo: 3		
Maestro titular: Nohemi Arlett Flores Coronado Maestro en formación: Valeria Jimenez Escobar Week 1: October 26th - 30		
Environment: Familiar and community	Social practice: Understand and express information related to goods and services	Specific competence: Give and receive information for performing community public service
Unit: 1 Lesson goal: By the end of the Lesson students should be able to understand and express vocabulary and expressions to formulate a written complaint about a public service.	Achievements: Predicts the general meaning from words and expressions similar to those of the mother tongue.	
Contents: <ul style="list-style-type: none"> Vocabulary and expression to express a complaint Topic, purpose and intended audience of a public service complaint 		
PROCEDURE		
Sub-task: <ul style="list-style-type: none"> Teacher will send a video explaining the different expression about complaints 	Main Task: <ul style="list-style-type: none"> In the same document students should choose a specific place. 	Task based feedback: <ul style="list-style-type: none"> Teacher will check writing and give individual feedback to students making sure that the

<ul style="list-style-type: none"> • Students should watch the video on Youtube and if they can not enter the app, the teacher could send it on Whatsapp. • Teacher will send word document with the activity about expressions. • Students should identify in the document the expressions that are present within the video a complaint. 	<ul style="list-style-type: none"> • Then, they write about different expressions that can be used in that place to complaint. • Students should resend the document by email or whatsapp. 	<p>following aspects were used:</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Expressions 3. Main idea 4. topic 5. purpose 6. intended audience 7. general meaning 8. coherence 9. use of English language 10. sent at time
<p>Assessment: Ask students if video was useful for them: <i>Did you watch the video? It helps you to do your activities? Video was necessary to understand complaints?</i></p>		

Appendix N Activity, written production



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL
ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON
ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



3rd grade - Week 1
ENGLISH CLASS

Name: _____ Group: _____

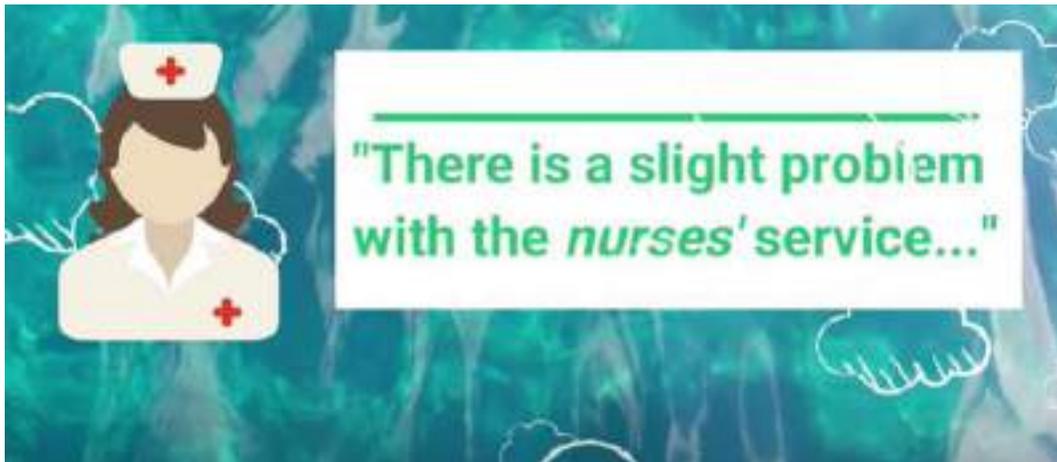
1. Choose one of the next public services and write expressions that can be used to complain about that place.

Hospital School Internet Service Water Service Public
Transport Electric Light Service Bank Supermarket

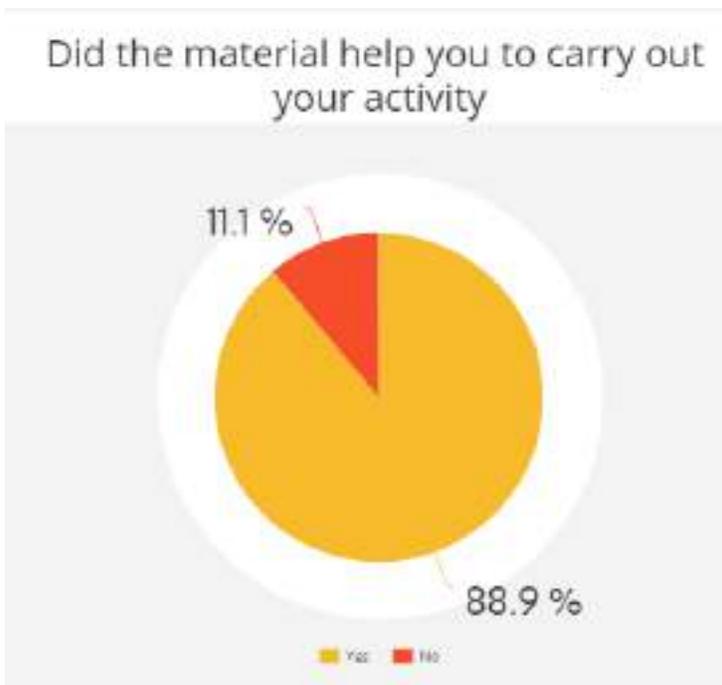
Public Service: _____

Expressions:

Appendix O Example of presentation



Appendix P Survey, results



Appendix Q Checklist



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL
ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON
ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



Student name: _____ Group: _____

Aspect	O	X
• USE OF VOCABULARY		
• USE OF EXPRESSIONS TO COMPLAIN		
• MAIN IDEA OF SITUATION		
• TOPIC		
• PURPOSE		
• INTENDED AUDIENCE		
• GENERAL MEANING		
• COHERENCE		
• USE OF ENGLISH LANGUAGE		
• SEND ON TIME		
TOTAL/10:		

Appendix R Expressions provided



Appendix S First evidence

2. Choose one of the next public services and write expressions that can be used to complain about that place.

Hospital School Internet Service Water Service Public Transport
Electric Light Service Bank Supermarket

Public Service: Internet Service

Expressions:

1. I paid my Internet bill and they still cut it!
2. When I call customer service they leave me waiting a long time.
3. My internet is very slow and does not load

Appendix T Checklist, first evidence

Aspect	O	X
• USE OF VOCABULARY	•	
• USE OF EXPRESSIONS TO COMPLAIN		•
• MAIN IDEA OF SITUATION	•	
• TOPIC	•	
• PURPOSE		•
• INTENDED AUDIENCE		•
• GENERAL MEANING	•	
• COHERENCE		•
• USE OF ENGLISH LANGUAGE	•	
• SEND ON TIME	•	
TOTAL/10:		6/10

Appendix U Second evidence

2. Choose one of the next public services and write expressions that can be used to complain about that place.

Hospital School Internet Service Water Service Public Transport
Electric Light Service Bank Supermarket

Public Service: SUPERMARKET _____

Expressions: in the supermaket there is a variety of fruits

in the super market there are many people

In the supermaket there are many people

In the supermaket they serve you well

Appendix V Lesson plan

DATOS INSTITUCIONALES		
Escuela: Dionisio Zavala Grupo: 3		
Maestro titular: Nohemi Arlett Flores Coronado Maestro en formación: Valeria Jimenez Escobar Week 1: January 11th - 15th		
Environment: Familiar and community	Social practice: Understand and express information related to goods and services	Specific competence: Give and receive information for performing community public service
Unit: 1 Lesson goal: By the end of the Lesson students should be able to understand and identify health problems and use expressions to make a written complaint.		Achievements: Identify vocabulary for health problems and use expressions to complain.
Contents: <ul style="list-style-type: none"> • Vocabulary and expression to express a complaint • Topic, purpose and intended audience of a public service complaint • Health problems vocabulary 		
PROCEDURE		
Sub-task: <ul style="list-style-type: none"> • Teacher will send a video of Health 	Main Task: <ul style="list-style-type: none"> • Then, students should read the next situation: <i>Imagine you went to the doctor and you</i> 	Task based feedback: <ul style="list-style-type: none"> • Teacher will check student's audios and give individual

<p>problems and health services vocabulary and how to say it when you have it. In the video the teacher will explain how you can use expressions to complain about a bad service in one of these.</p> <p>Youtube Channel: T. Valeria Jimenez</p> <ul style="list-style-type: none"> • Teacher will send word document. • Students should identify and mark the health problems in the list of the first activity. 	<p><i>have _____ (health problem you choose) but Doctor attended you in a bad way. How would you complain about it?</i></p> <ul style="list-style-type: none"> • Students should ask a family member to participate in a dialogue of complaints. • Students complete the dialogue and record it with a family member. • Students should resend the document by email: englishtvaleria@gmail.com 	<p>feedback making sure that the following aspects were used:</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Use of expressions 3. Purpose 4. Pronunciation 5. Coherence 6. Use of English language <ul style="list-style-type: none"> • Teacher will resend activity for students to correct it.
<p>Assessment: Ask students questions about their feelings making activity as: how do they feel when teacher resend corrections? And questions about the material: Was the material useful for you?</p>		

Appendix W Activity Format for audio

2. **Complete and practice next dialogue with a family member**, it could be your parents, siblings or any person that lives in your house, then **record an audio**. Remember you are the patient and the other person is the assistant.

Imagine you went to the hospital because you had a _____ (Choose your health problem) but the Doctor attended in a bad way and did recommend to take just an aspirin. How would you complain about it with the complaints department?

Dialogue

Assistant (family member): Good morning, how can I help you?

Patient (you): _____ (expression to complain) yesterday I had a _____ (health problem) and the doctor attended me in a bad way.

Assistant: _____ (expression to respond a complaint)

Patient: Yes, he just recommended me to take an aspirin.

Assistant: I'm really sorry to hear that..

Appendix X Checklist



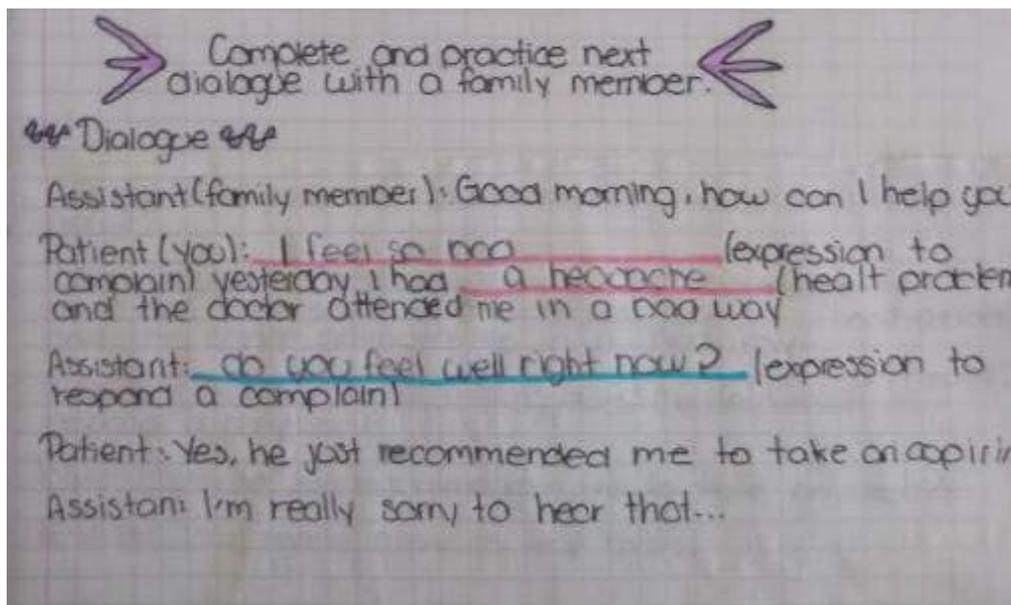
BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL
ESTADO DE SAN LUIS POTOSÍ
LICENCIATURA EN EDUCACION SECUNDARIA CON
ESPECIALIDAD EN LENGUA EXTRANJERA: INGLES



Student: _____ Group: _____

Aspects	O	X
Use of Vocabulary		
Use of Expressions to make a complaint		
Purpose		
Pronunciation		
Coherence		
Use of English Language		

Appendix Y Evidence 1



Appendix Z Checklist evidence 1



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL
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ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



Student: Anil [redacted]

Group: E

Aspects	O	X
Use of Vocabulary	•	
Use of Expressions to make a complaint	•	
Purpose	•	
Pronunciation		•
Coherence		•
Use of English Language		•

Appendix A.A Evidence 2

2. **Complete and practice next dialogue with a family member**, it could be your parents, siblings or any person that lives in your house, then **record an audio**. Remember you are the patient and the other person is the assistant.

Imagine you went to the hospital because you had a _____ backache _____ (Choose your health problem) but the Doctor attended in a bad way and did recommend to take just an aspirin. How would you complain about it with the complaints department?

Dialogue

Assistant (family member): Good morning, how can I help you?

Patient (you): I have a discomfort in my lower back (*expression to complain*) yesterday I had a backache _____ (*health problem*) and the doctor attended me in a bad way.

Assistant: Could you tell me little more about what happend? (*expression to respond a complaint*)

Patient: Yes, he just recommended me to take an aspirin.

Assistant: I'm really sorry to hear that...

Appendix A.B Checklist evidence 2



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL
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ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS



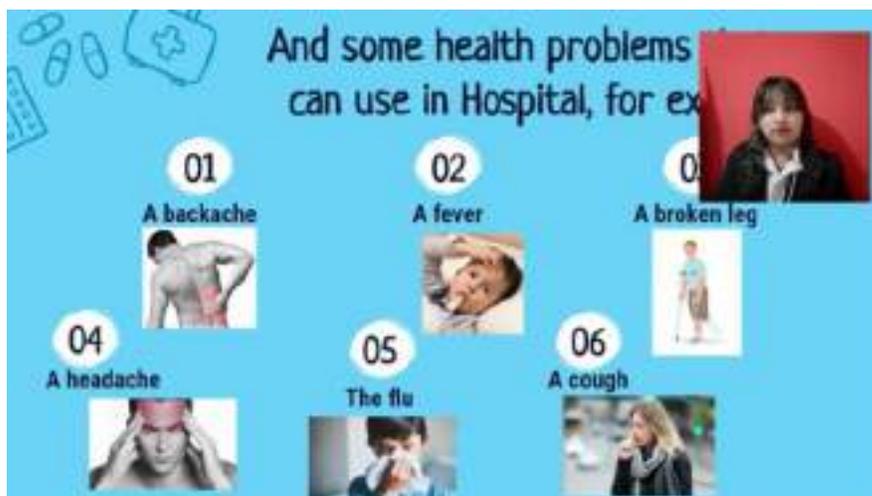
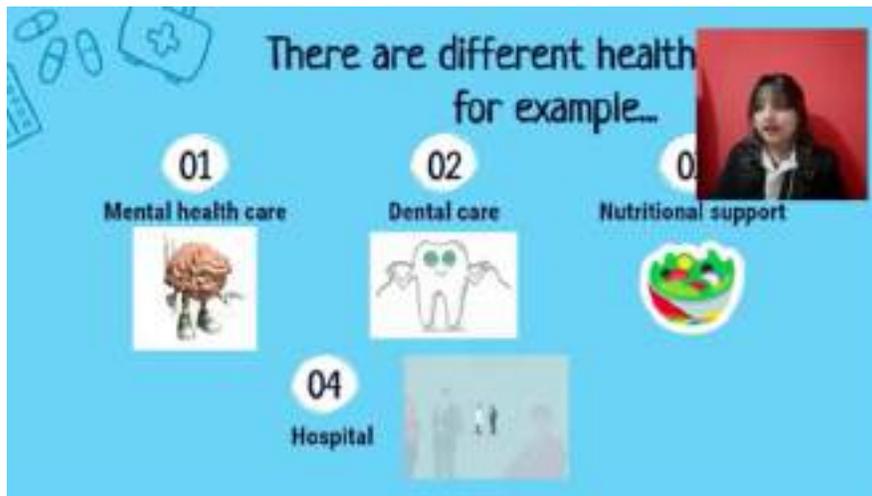
Student: Alexa



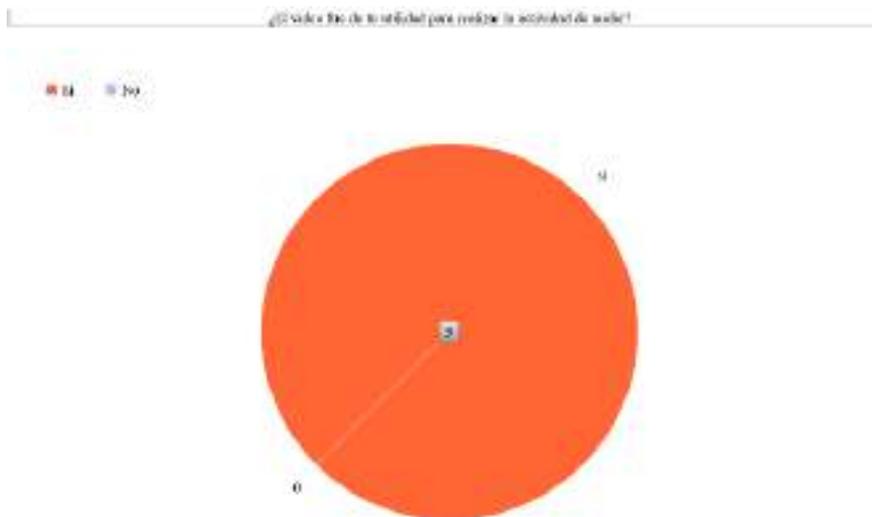
Group: E

Aspects	O	X
Use of Vocabulary	•	
Use of Expressions to make a complaint	•	
Purpose	•	
Pronunciation	•	
Coherence	•	
Use of English Language	•	

Appendix A.C Health services and problems in video



Appendix A.D Survey results



Appendix A.E Lesson plan

DATOS INSTITUCIONALES		
<p>Escuela: Dionisio Zavala Grupo: 3 Maestro titular: Nohemi Arlett Flores Coronado Maestro en formación: Valeria Jimenez Escobar</p>		
<p>Environment: Familiar and community</p>	<p>Social practice: Understand and express information related to goods and services</p>	<p>Specific competence: Give and receive information for performing community public service</p>
<p>Unit: 1 Lesson goal: By the end of the Lesson students should be able to understand and write expressions to suggest solutions of a health problem or service.</p>		<p>Achievements: Identify vocabulary for health problems and produce written expressions to suggest solutions depending on the situation.</p>
<p>Contents:</p> <ul style="list-style-type: none"> • Health service problems vocabulary • Topic, purpose and intended audience of a public service complaint • Use of should 		
PROCEDURE		
<p>Sub-task:</p> <ul style="list-style-type: none"> • Teacher will send a video telling the story of how a complaint is given and using should and should not to students could recognize, for example: Becky went to the doctor because she has a stomachache, and the doctor treats her badly. What she should do. Then explain when we suggest something we use Should and Should not. Youtube Channel: T. Valeria Jimenez • Students should watch the video on Youtube and make notes about the 	<p>Main Task:</p> <ul style="list-style-type: none"> • Students should suggest solutions of the four situations that the chart will have using “Should” and “Shouldn’t”, For example: <i>There is a slight problem with the nurse service, they are always using cellphone.</i> And write the suggestion: You should talk with the Nursery chief. • Students should suggest solutions to each situation on the chart. • Students should resend the document by email: englishtvaleria@gmail.com 	<p>Task based feedback:</p> <ul style="list-style-type: none"> • Teacher will check student’s activities and give individual feedback to students making sure that the following aspects were used: <ol style="list-style-type: none"> 1. Vocabulary 2. Use of should 3. Purpose 4. General meaning 5. Coherence 6. Use of English language • Teacher will resend activity for students to correct it.

<p>interesting aspects.</p> <ul style="list-style-type: none"> • Teacher will send word document. • Document will contain a chart with different situations that can be presented in the Health service. 		
<p>Assessment: Ask students questions about their feelings making activity as: how do they feel when teacher resend corrections? And questions about the material: Was the material useful for you? Was the activity difficult for you?</p>		

Appendix A.F Activity chart

3rd grade - Week 8
ENGLISH CLASS

Name: _____ Group: _____

1. Read the next complaints of the Health service and complete the chart suggesting solutions of what people SHOULD do and what they SHOULDNT DO.

Complaint	What they should do	What they shouldn't do
 <p><i>There is a slight problem with the nurse service, they are always using cellphones.</i></p>	<p>You <i>should</i> talk with the Nursery chief.</p>	
 <p><i>I hate to tell you this but the food in the hospital tastes horrible.</i></p>		<p>You <i>shouldn't</i> eat the food</p>
 <p><i>I am not really happy, the Dentist is always late.</i></p>		
 <p><i>I want to complain about the ambulance driver, he is driving really fast.</i></p>		

Appendix A.G Checklist



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
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Student name: _____ Group: _____

Aspect	O	X
Health services and health problems vocabulary		
Use of modal verb. "should" y "should not"		
Purpose		
General meaning		
Coherence		
Use of English language		

Appendix A.H Evidence 1

3rd grade - Week 8
ENGLISH CLASS

Name: Evelyn _____ Group: 3.-E|

1. Read the next complaints of the Health service and complete the chart suggesting solutions of what people SHOULD do and what they SHOULDN'T DO.

Complaint	What they should do	What they shouldn't do
 <p>There is a slight problem with the nurse service, they are always using cellphones.</p>	You should talk with the Nursery chief.	You shouldn't do, claim to nurse.
 <p>I hate to tell you this but the food in the hospital tastes horrible.</p>	You should talk with the doctor and talk with the chef.	You shouldn't eat the food
 <p>I am not really <u>happy</u>, the Dentist is always late.</p>	You, should find another dentist.	You, Shouldn't do <u>maddening</u> .
 <p>I want to complain about the ambulance driver, he is driving really fast.</p>	You, Should , talk with the driver.	You, Shouldn't do, curse the driver.

Appendix A.I Checklist evidence 1



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
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Student name: **Evgeny** [redacted]

Group: E

Aspect	O	X
Health services and health problems vocabulary	•	
Use of modal verb, "should" y "should not"	•	
Purpose	•	
General meaning	•	
Coherence	•	
Use of English language	•	
Total	6/6	

Appendix A.J Evidence 2

1

3rd grade - Week 8
ENGLISH CLASS

Name: **Diego** [redacted]

Group: 3^oE

1. Read the next complaints of the Health service and complete the chart suggesting solutions of what people SHOULD do and what they SHOULDN'T DO.

Complaint	What they should do	What they shouldn't do
 <p><i>There is a slight problem with the nurse service, they are always using cellphones.</i></p>	You should talk with the Nursery chief.	<i>If it bothers you, you should go.</i>
 <p><i>I hate to tell you this but the food in the hospital tastes horrible.</i></p>	I sincerely apologize, we will try to improve for you.	You shouldn't eat the food
 <p><i>I am not really happy, the Dentist is always late.</i></p>	We will try to fix the situation, we will talk to the dentist.	you should be late too
 <p><i>I want to complain about the ambulance driver, he is driving really fast.</i></p>	The driver will slow down a bit.	Then go on another transport.

Appendix A.K Checklist evidence 2



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
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Student name: Diego [REDACTED]

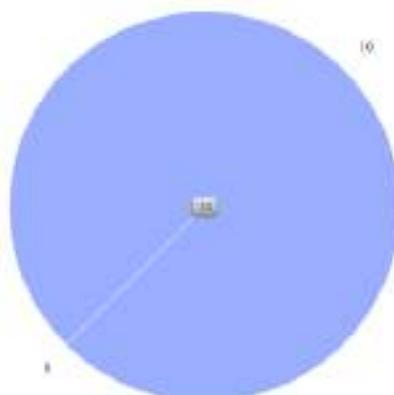
Group: E

Aspect	O	X
Health services and health problems vocabulary	•	
Use of modal verb. "should" y "should not"		•
Purpose		•
General meaning	•	
Coherence		•
Use of English language	•	
Total	3/6	

Appendix A.L Survey results

¿El material le sirvió para entender la actividad?

■ Si ■ No



Appendix A.M Survey Results

¿Fue difícil para ti completar el estudio?

Si No

