



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The use of visual aids to develop reading comprehension skills in a first grade of secondary school.

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**“THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION  
SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”  
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**SAN LUIS POTOSÍ, S.L.P.**

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# **INTRODUCTION**

## INTRODUCTION

The title of this pedagogical essay is "The Use of Visual Aids to Develop Reading Comprehension Skills in First Grade of Secondary School". This study was carried out with first-grade students from the General Secondary School Dionisio Zavala Almendarez secondary school in San Luis Potosí. Considering the current situation of COVID-19, the teaching modality took place in a virtual asynchronous and synchronous way where the use of social networks such as WhatsApp, G-mail, and Google Meet was incorporated to keep communication with students, as well as class development.

This investigation describes the results obtained during the teaching practice period and applying different visual aids such as videos, images, worksheets, PowerPoint presentations to support reading comprehension skills with specific reading strategies such as Predicting, Skimming, and Scanning.

The main focus of this document was divided into two objectives: "academic" and "personal." The principal academic purpose of this investigation was to evaluate if students could use visual aids as a support to improve their reading comprehension skills in a second language using different strategies. Students understood different texts in English and identified and recognized different strategies that they could use to comprehend specific tasks inside a reading.

On the other hand, my personal goal was to use visual aids to help students understanding reading comprehension texts. I wanted students to look for different visual aids as support while reading, such as videos, images, worksheets presentations to answer specific tasks of the readings and make the activities simpler.

The development of this study had a process in which different instruments were carried out. The first instrument that I used was an observation. During this activity, I observed students' interaction between the head teacher and their classmates. Also, I observed how the different activities were applied.

After observing how the activities were carried out, I was able to identify the main problem that the first-year group had. The students had not had reading comprehension activities to help them improve their English language skills. Therefore, it was the part where they needed the most attention. According to the teacher's data, the students had deficiencies in reading comprehension in the Spanish language. Due to this, it was necessary to help the students to show an improvement in this area.

Schommer (1994) explained that individuals with less developed epistemological beliefs tend to think that knowledge is composed of isolated pieces of information, unlike those who have much more developed beliefs, which are considered complex and interlaced information (Schommer, Brookhart, Hutter and Mau, 2000). If they think it is finished and found in texts and people with authority, they will act passively, waiting for knowledge to be given to them (Schommer, Brookhart, Hutter, & Mau, 2000, p. 114).

The personal reasons which led me to choose the topic of reading comprehension as a study in this investigation were: to challenge myself to explore a topic that was complicated for me. During my academic training, I also had reading comprehension problems, which affected my school development. Because of this, I had to fix it myself, as no authority could help me at the time. Having chosen this topic, I decided to use visual aids to complement the development of student learning. Due to the pandemic situation, these tools were the only ones that knew to apply them remotely.

After finishing the observation, I applied a survey to get information about students' interests, how they liked to work, the device accessibility, and how efficient their internet connection was to incorporate different activities through the practice periods. In addition, I applied a diagnostic exam to identify students' linguistic needs and their English proficiency. Once the results were obtained, I selected my group of study for this investigation. In this process, I could also identify which reading strategies were helpful to develop in virtual classes and which visual aids were better for students to use in each lesson.

For this problem, I looked for different bibliographies to have theoretical support to hold this investigation. Once I finished the research, I guided my study on two critical questions to attend to the situation.

The next step was to create an action plan consisting of four lessons to evaluate students' progress using visual aids in reading comprehension during March 2021. To start developing my topic, I planned my asynchronous and synchronous lessons using different visual aids such as videos, PowerPoint presentations, worksheets, and images to develop reading comprehension skills such as one class of predicting and one class of students of skimming, and two classes for scanning. By incorporation two classes, I was able to implement different visual aids for the last strategy.

It is necessary to clarify that these classes focused on Intensive Reading to evaluate my students' progress due to the current situation. In the four classes, I included a video with a PowerPoint presentation, images in each reading activity to attract students, and worksheets to develop the focus of their language.

From March 1st to March 26th, I went through several challenges that affected my teaching training during this teaching practice period. The main problem that affected my training was the Pandemic of COVID-19. Due to this situation, I needed to change the teaching modality and adapt the materials and lesson plans to the online modality. Some of the challenges that I faced were:

The first one, not all students attended classes, and not all students turned on their cameras during video calls; because of this situation, I did not know whom I was talking about. Also, not all students sent messages to the chat group, and I only identified a quarter of the class. The attendance affected my activities because, in every class, I had different students and different information. Also, most of the students did not send their productions and did not clarify the situation.

During the teaching practice period, using the Internet was difficult because I did not have enough connection during the video calls, and most of the time, it logged

me out of the sessions. At the end, I could not complete 50 minutes per lesson. This situation not only affected my work as a teacher.

Most of the students could not join the video calls classes, and they had problems while sending their productions. This situation also played a key role in my classes because it was challenging to have a stable Internet connection in each class and my student's Internet. I could not give a 50 minutes' class because of my connectivity issues; students changed every class. That is to say, the classes were not balanced.

Most of the communication that I received from students was through WhatsApp and Gmail. However, I had the opportunity to interact with them using Google Meet, and I could not see their faces, and the results were that I only received their productions. The solutions that I developed for the meetings in Google Meet were: that I would only take attendance for the ones who turn on their cameras, and also the ones who actively participate during classes would have some extra credits. In a certain way, these solutions helped me to carry on the classes

In other matters, there were other problems that I could control but still affected my development. The application of activities was difficult to carry out because I did not know how to adapted to online courses. Due to this situation, I learned to use some educational tools that helped me adapt materials to the online courses.

However, I had several difficulties during the design and application of the activities with students. It was a challenge for me to create lesson plans with specific contents and find the actual application for the materials and not only the academic points of the curricula. I found it difficult because I was unsure how I would incorporate different visual aids in different activities. Most of the students did not enter to classes and did not send class productions.

The biggest problem that I confronted in this period was an episode of personal demotivation. This problem had several effects on my teaching development, such as the design of contents, giving classes, and the development of this investigation. I could not solve my problems but, I tried to keep the work with students.

The positive and negative results of the study can indicate my strengths, weaknesses, and areas of opportunity where I develop my training. Nonetheless, this pedagogical essay had meaningful learning in my academic development as a teacher trainee.

In this investigation, I identified students' needs and looked for new ways to solve problems during the online classes. I developed my ability of observation and analysis during this scholar year while I was observing students' interactions through WhatsApp. I reflected on my classes and analyzed the problems to find different ways to improve my teaching development. This pedagogical essay helped improve my research abilities and significantly impacted my English proficiency for my academic development.

The following chapters document the process I carried out in the final two semesters at the "Benemerita y Centenario Escuela Normal del Estado." Chapter one focuses on the contextualization of the area where my practices took place, the description of students' linguistic characteristics and needs, and bibliographical support for the creation and development of each class.

It finishes with the fundamental questions, which gives place to the development of chapter two. The second chapter provides evidence of the application of reading strategies, visual aids, and analysis to answer the investigation questions. It also contains the experience gained during the current situation and my professional development as a teacher.

# I.CHAPTER I

# **“THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”**

## **1. TOPIC OF STUDY**

In this chapter, I described the characteristics of the secondary school where I develop my teaching practice, such as the internal and the current situation of the school, the group of study' needs and profile. In addition, I described the purposes of my teaching practice and the theoretical background that I researched for and how I applied for first-graders.

### **1.1. Nucleus and Topic Line**

The nucleus of this essay is “The Use of Visual Aids to Develop Reading Comprehension Skills in First Grade Secondary School.” This study is based on three different nucleus: “the adolescents”, “the didactic competence in teaching the specialty” and “the school and adolescent context”.

The topic lines established in “Orientaciones Académicas para la Elaboración Del Documento Recepcional” (SEP 2002) are the following: “The analysis of the teaching practice,” “Analysis of the common problematic cases within the school practice and the school functions” and “The experimentation of a didactic proposal.” This project's topic line was based on “the analysis of the teaching practice,”. Indented to asses my teaching skills as well as my student's results focused on reading tasks incorporating Skimming and Scanning by using visual aids in order to facilitate language learning.

For this study, I intended to applied strategies that would favor Reading Comprehension in first-grade students. Most of the students practiced social distancing. Considering this situation, the first graders confronted, I looked for new ways to improve reading from home such as creating videos on YouTube, incorporating the sequence of PPP (Presentation, Practice, Production) in the videos analyzed the comprehension of readings using visual aids in the readings to attract students and incorporated second language learning.



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### 1.2. School Context and Geographical Location

This study took place in The General Secondary School "Dionisio Zavala Almendárez" which is located on Fernando de Magallanes # 239 C.P. 78170 San Luis Potosí, San Luis Potosí, with number 4448131555. The CCT code is 24DES0018Z1. The morning shift is from 7:30 am to 1:40 pm, and the evening shift is from 2:00 pm to 7:30 m. This institution has both shifts. The total number of students depends on the two shifts. In the morning shift, there are 523 students from groups A to the F in each grade. In the afternoon shift, there are 347 students from groups G to the L in each grade. (Appendix A).

The teaching modality had to be modified to comply with teaching characteristics at a distance. In this new modality, students were learning through virtual classes. In the English class, students worked through worksheets and videos that the head-teacher provided for them each week. It was not until February; 2021 that synchronic classes were incorporated. This means that I had a total of 3 practice periods working with videos and worksheets.

The classes that were considered in this study were taken from the practice period of March 2021. The reason that I waited until my fourth practice period was due to the benefits of having synchronic class and, the information that could be rescued from their observations and tasks developed.

#### 1.2.1 Physical description of the building and current context.

The school has 18 classrooms with a capacity for approximately 30 or 40 students. This is an intermediate state, they have favorable lighting, and they have benches, which are not in good condition. Some do not have the backrest or the paddle to support themselves.

## **“THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”**

These installations were not used in the school year 2020 to 2021. Each student had to relate on their internet access and individual mobile devices in order to comply with tasks requirements. Teachers distributed their work in their own spaces. They adapted their study area to teach. In this school the headteacher of my groups did not have asynchronic classes in the beginning of the school year.

### **Virtual Context**

On february 2021 the headteacher incorporated an study area in the classrooms to have videocall lessons. It should be noted that the institution has: a library, two laboratories, six classrooms for workshops (clubs), and an auditorium with a capacity for 100 people in good condition. This is usually for academic and cultural purposes under regular conditions.

The school has the Principal's office, the morning shift, the afternoon shift vice-principal's office, and spaces for secretaries. The administrative department was required to attend school offices twice a week. The institution has an office for the psychologist, which attends various situations and meetings held with parents to discuss their children's performance.

The new modality of teaching and learning was through online sessions. The students received classes through video conference platforms. First graders from the Dionisio Zavala Almendarez did not have the opportunity to work with these platforms because of the school schedule and the preferences of the head-teacher. Due to the situation, the teaching style applied was centered on the possibilities teachers 'had to communicate with their student. At the end, this resulted in teacher-centered classes.

The head-teacher worked with messaging applications such as WhatsApp. This messaging app lets people chat and share media, including voice messages and

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videos, with individuals or groups. Students also used the e-mail to send the assignments and productions of the lesson.

In order to work online with first-grade students, I applied Teacher-centered techniques. In this teaching style: the teachers' roles are worked more of instructors than a facilitator. Students were expected to be more active participants in the learning by producing the tasks explained by the teacher. The teachers help to guide the students, managed their activities, and directed their learning. Huba and Freed (2000). “Teacher-centered learning as: students passively receiving information, emphasis is on acquisition of knowledge, and the teacher's role is to be primary information giver and primary and evaluator”.

### 1.2 2. School Organization

The institution has a principal, a vice-principal, teachers, administrators, and staff who provide academic meetings held in the institution. Each group has a tutor who is in charge of developing the group, dealing with achievement issues and indiscipline problems, and delivering grades to their parents. Therefore, the tutor wants to contact parents and students to register the possible problems they might have with different subjects and work collaboratively with parents to help with these academic situations.

The school organized different meetings by video conference to explain what the situation of the students was. They talked about using the government resources as a support of the virtual classes, such as educational television programs. These educational television programs suggest activities be developed by the student in his family, from initial education to high school. The contents were selected according to the program (Aprendizajes Clave: SEP, 2018).

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### 1.2.3 School Personal

The General Secondary School “Dionisio Zavala Almendarez” principal is Prof. Enrique Arevalo and the vice principal is Prof. Natividad Francisca Hernández. The school personal consisted of 53 people in total, of which 27 people teachers and 23 are secretaries, administrators, coordinators, and personal of maintenance. The headteacher in charge of my study group was Alexandra Sukei Delgado Alemán.

### 1.2.4 School History

The General School Dionisio Zavala Armendarez was founded on September 12, 1973. The main person who was in charge of the construction was Joel Cuevas Patzuengo. When the school was founded, the first principal of the school was Prof. J. Jesus Mayorga Campos. In addition, the school only had approximately ten teachers, two administrative, two counselors and two janitors. The schools had several invitations to important events.

### 1.2.5 English Academy

The school organized english teachers to develop the english academy. They have the President the vice-president, the secretary and the vocals. Each one of them has a purpose in the academy. In general, they organize and set the purposes to improve the language teaching.

The president is in charge of presenting the main purposes of the Academy to the Principal of the School. The vice-president is in charge of supporting the president if there is a problem. The secretary is in charge of taking notes of everything that can be relevant such as the new purposes that the principals communicate to the administrators and teacher.

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In addition, the vocals are in charge of participating during the exposition, sharing information, and completing material when necessary. The main purpose of this academy is to set pedagogical actions, to be in charge of implementing as a team the objective of benefiting the students. The goals were set in the path of school improvement (Continuous Improvement Program).

In this program, the Academy was in charge of evaluating the learning process of students through planned classes. Once teachers received all the evidences of students, they had to provide statistics of the results. When they had all the evidences of students, they did a statistic. The purpose of this statistics was to find the number of students that did not reach the achievements and look for other ways students to reach these goals. In addition, the purpose of the Academy was to encourage and support reading and writing in other subjects, as well as the development of logical mathematical thinking.

### 1.3 Relevant Social and Academic Characteristics

During the 2020-2021 school year, I was in charge of four groups of the General Secondary School Dionisio Zavala Almendarez in my intensive English class practice, these groups were 1st F (30 students), 2nd B (29 students), 2nd C (29 students), and 2nd E (30 students); having a total of 118 students that I had in my charge. My group of study was 1<sup>st</sup> F; I chose this group because it was the group that I had active communication in my virtual classes. This groups' results in the diagnostic exam, revealed that this group had higher grades than the rest of the groups..

The group had students answering everything that I posted on the chat group, and they were always asking for feedback through e-mail and always thanked me for giving them clarifications. On the contrary, some students with whom I did not

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have any communication; they did not even say “Hello” in the chat group. Few students only sent the tasks but never responded to the feedback of the tasks.

On the other hand, the parents of this group were always asking for their child’s progress. I received some text messages from parents asking me if their children had all the complete tasks. The behavior allowed me to know more about the group and establish communication with the majority in the class.

Secondly, we have group 2nd B. This was the most passive group of all the four groups because most of the chat group messages were mine. They did not respond to the text messages in the chat. I had some difficulties getting their evidence, and sadly, they did not respond to the feedback. However, it was the group with the highest grade in the diagnostic exam. This group had an average of A1 (Beginners) level in English since few students had English classes before.

Next, we have the 2nd C group. Communication with these groups was only with 15% of students. This communication was established through the chat and with the answers provided in the diagnostic exam. Finally, half of the group responded to the feedback that I provided. Nevertheless, this group had a lower grade in the diagnostic test, which meant students’ responses were lower than other groups.

In the end, we have the “2nd E group”. This group caught my attention because they had lower grades than the rest of the groups in the diagnostic test, but they sent all the evidence. The majority of the group had the best assignments. In other matters, they were quiet in the chat group. All the text messages in the chat were mine.

### 1.3.1 Group Average, Needs, and Likes

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The number of students in the first grade of secondary school was 30 students in the morning shift. The average of the class was from 12 years old to 13 years old. The number of students per group varied according to the group they were located in; usually, they had 20 to 35 students registered in each group.

The “1st-grade group “F” was approximately conformed of 15 students who were roughly constant in their attendance. According to the headteacher's comments in the “Fase Intensiva del Consejo Técnico Escolar 2020- 2021 – Primera Sesión”, the Principal mentioned that there were students that never had English classes so, the teacher needed to start from zero to engage students in the language.

The Principal suggested being patient with the students and with the parents because some families did not have electronic devices such as a computer or Internet services to communicate with the teachers.

During the observation period from September 21, 2020, to October 2 of the same year. This survey aimed to raise awareness of students' interests regarding the English class, as well as their likes, what kind of electronic devices they used in their life. It is important to mention that the survey was applied to the students who attended during the dates mentioned above. As a result, the objective of this survey was to know more about the interests that students had, what electronic devices can have used in classes, and the ways the students like to work.

The results were that most of the students use cellphones to work in classes the rest used computers to work. On the other hand, students' opinions towards their learning were that they like to work with music, videos, and movies. In the end, students preferred working through e-mails and WhatsApp. (Appendix B).

### 1.3.2 Linguistic Needs and Diagnostic Exam

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The diagnostic test was taken from The Cambridge Qualifications Pre -A1 Sample Papers 2018 by the Cambridge Assessment English. The exam contained sixteen items; one reading comprehension, three true or false items, nine multiple-choice (the multiple-choice questions included WH-Questions, numbers, and verb to be) items, and three closed clause items. The last four items of the closed clause included geometric figures. The day that I applied for the diagnostic exam, I divided the test into three sections. With this division, I could see the different group's results. (Appendix C).

The first section was grammar and vocabulary of 'Verb to be,' 'WH- Questions,' and 'Present Simple.' In this section, the aim was to identify different grammar and vocabulary. The second section was about reading comprehension. In order to evaluate reading comprehension skills, students were asked to read a short text about the hobbies of a couple. This task was in the present simple tense and had topics such as verb to be and present simple. The last section was about geometric figures. I applied geometric figures because I wanted to discover if my students recognized this type of vocabulary.

The diagnostic test was applied to the four groups from The General Secondary School "Dionisio Zavala Almendárez", 2°B, 2°C, and 2°E. These groups were also from the morning shift. The exam was made online. I decided to create the diagnostic exam online because I thought creating exams had much creativity and let students experiment with new tools provided by the Internet.

There were in total 30 students who applied this diagnostic test. The group of first grade F had a higher score in basic figures, the group rating to this ability was 8.5, while for reading comprehension the group a score of 5.5, then in the part of the grammar students had a good score of 7.3. Finally, in the part of the vocabulary, they got a score of 7.0. The results showed that the first-grade group "F" had a higher level than the three groups I worked with during the diagnosis. For this reason, we



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were selected as my group of study. However, they obtained good results; it was considered that students had to develop their reading comprehension skills.

According to Cambridge, the results showed that the students of first grade had the level of Pre-A1: Starters. (Cambridge, 2000). The diagnostic test was taken from The Cambridge Qualifications Pre -A1 Sample Papers 2018 by the Cambridge Assessment English. The level of Pre-A1: Starters was chosen because of the results of the diagnostic exam applied. The headteacher and I agreed to decrease the difficulty of the test, considering the results of the initial diagnostic test that the headteacher had done. (Appendix D).

In the next table it is shown the reading achievements of Pre-A1 and A1 learners from the Common European Framework of Reference for Languages (CEFR). Excerpt from “Collated representative samples of descriptors of language competences developed for young learners: Resource for educators”

**Table 1.1**

*A very brief summary of Pre-A1 and A1 CEFR descriptors for young learners (ages 7-11).*

Skill	Pre-A1	A1
Overall reading comprehension (p. 27)	Can recognize familiar words accompanied by pictures such as a picture book using familiar vocabulary.	Can understand very short, simple text a single phrase at a time.
Reading instructions (p. 30)	Can understand very short, simple instructions, used in familiar, everyday contexts,	Can follow short, simple written directions (ex: how to get from A to B).

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	especially if there are illustrations.	
Reading as leisure (p. 31)	No descriptors	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can write simple isolated phrases and sentences.
Overall written production (p. 34)	Can give basic personal information in writing (name, address), perhaps with the use of a dictionary.	Can give information in writing about matters of personal relevance using simple words and basic expressions. Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country.
Notes, messages and forms (p. 46)	Can fill in very simple registration forms with basic personal details.	Can leave a simple message giving information (where he/she has gone, what time he/she will be back).

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This excerpt is based on the document “Collated representative samples of descriptors of language competences developed for young learners: Resource for educators”. (2018). This table described the achievements that pre-A1 learners had at the age of 11 in reading and the goals that they achieve to have in A1 reading . The specifications that the table shows were similar to the results of first-graders in Pre-

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A1. With this information I identify the reading level of my students and start to designing and adapting the contents for them.

### 1.4 The Case Being Studied

I chose to work with (1 ° F) because of the survey results. I found that the first-grade group liked classes in video format. To know about the situation of the students due to the pandemic, I choose this subject for my study. Since early 2020, first graders have started working with this new modality. I felt it was essential to identify different ways to develop reading comprehension using the internet and to incorporate images in the reading activities to help them in the reading process.

The results of the diagnostic exam and the opinions of the survey applied made me think that first graders needed to start communicating to increase their English level using the language and reading comprehension activities. Based on student's interests and preferred skills, I decided to focus on reading. However, several aspects affected students' learning process and affected my educational process during the teaching practice period. The problems that I faced during the teaching practice period and affected my development as a teacher trainee were:

The level of students was Pre-A1, and the English level of the activities in their books was B1. It represented a challenge for me because I needed to adapt the materials for the level of my students and adapt the contents of the educational program. The majority of students had problems sending the assignments because of the lack of Internet service. I often needed to expand the time limit for students to receive their evidence, and not all of them responded.

During the practice, I had Internet issues that affect my development with students through messaging apps and video calls. I often could not answer the messages that students sent in WhatsApp due to my lack of Internet Service. They

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did not want to watch the videos in English. They preferred using Spanish instead of English. First-grade students commented that they did not feel comfortable watching the videos in Spanish and preferred not to watch the videos and only respond to the activities that I sent each week.

For this reason, I started looking for different strategies to make students understand what videos and readings were about and how they can recognize the main objective. In order to make my videos more student-friendly, I considered providing instructions not only in English and complementing these instructions with Spanish because the headteacher required it. The aspects that I considered in the video were; made videos no longer than 20 minutes and incorporating the PPP methodology in each stage, including Predicting, skimming, and scanning strategies.

In reading comprehension, I intended to incorporate images and worksheets to help students comprehend each activity; another aspect that I considered was making students feel comfortable while doing the assignments and watching the videos to understand and follow instructions of each activity. I asked students to make questions and clarify doubts.

### **1.4.1 Purpose**

My goal was to use visual elements to improve reading comprehension in a second language in the first grade of secondary school. Due to the COVID-19 pandemic, it was necessary to take advantage of the use of visual tools provided by the internet. Thanks to this tool, I discovered ways to apply several strategies to improve reading comprehension. I worked with students through social networks such as WhatsApp since it was impossible to use video calling platforms to contact the students.

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Despite not having contact by video call, the students showed positive reactions through text messages and e-mail. These social networks were able to help students communicate with me if they had problems. On the other hand, as an academic purpose, I expected my students to develop their reading comprehension skills using visual materials as support. Due to the COVID-19 pandemic, these materials had an impact on their performance.

### 1.4.2. Action Plan

The action plan proposed was to investigate what reading comprehension is and the types of strategies used with the study group virtually. Later, I investigated the relationship between visual materials and how it is related to the learning process of the students' English language in the study group. Besides, visual materials implemented during teaching practice were images, videos, and graphic organizers, to see the progress of the group of study.

The first thing I did was an observation which helped me to know the characteristics of the group, their tastes and needs. When carrying out the observation, I included a survey which helped me to know the way in which the students prefer to work and with which social networks they feel safer when working.

After taking the survey. Apply a diagnostic test which demonstrated the strengths and weaknesses of the students around the English language. In this case, the students showed greater weaknesses in reading comprehension skills. Because of this, I decided to focus my research on improving reading comprehension skills. After getting the results from the students. I investigated the tools that would be necessary so that the students could support each other when carrying out the activities.

In this case I chose to use reading strategies and visual aids to support the students in the reading comprehension part.

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The different types of reading comprehension activities used in the virtual sessions showed that the selected study group had difficulties understanding the meaning of a text. Visual materials were used to facilitate students' reading comprehension. Students' progress will evaluate virtually with the help of social networks such as WhatsApp and e-mail services such as G-Mail.

Considering my student's situation, it was primarily for me to adapt the videos and the virtual classes to improve their reading comprehension skills. It was essential to include the reading strategies proposed and the selected visual materials to evaluate students' progress, their progress in reading comprehension and how these strategies were effective in their English learning process.

### 1.5 What was known about the topic?

In order to apply the use of visual materials in reading comprehension, it is necessary to identify what reading comprehension consists of. This section provides investigated information related to using visual materials to develop reading comprehension skills in the group of study. On the other hand, to know how students process the information of a text, I investigated reading strategies that I could implement during the teaching practice period. For this document, I intended to apply reading strategies to help students with the use of specific visual aids in order to increase comprehension.

#### 1.5.1 Reading Comprehension

Reading is one of the primary four skills in the English language. It involves more than the ability the recognition of words, sentences, and phrases. According to Alderson & Banerjee (2002): “Is interaction between a reader and with all that the reader brings with him/ her background knowledge, affect, reading purpose,

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intelligence, first language abilities.” (p. 84). The skill of reading is a constant process of guessing. Students use what they know to understand unknown elements in this skill, whether these are ideas or simple words. (Grellet., F. 2004, p,07).

Moreover, (Tarigan, 2008, page 07), states that reading is a process carried out and used by a reader to acquire a message conveyed by a writer through words that could be seen and known by the reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words. I decided to apply this skill because it helped students to interpret the meaning of a text and students should be able to improve their English level through reading comprehension activities.

Comprehension is the representation of the general meaning of a text that includes the integration of textual information with a readers' previous knowledge. (Graham, S., Harris, K. 2007,p.16) states that “meaning, learning, and pleasure are ultimate goals to learning to read.” This means that the interaction between readers with a text is essential because they need to activate their previous knowledge and apply strategies to attract them and understand a text.

According to Pardo, L (2004) the comprehension begins before readers start to read a text. The primary purpose of these strategies is to increase student's level of reading comprehension followed by the teachers' modeling and guided practice.

### 1.6 Reading strategies: Proposed

The following sections provide information about the reading strategies and how they were implemented. That is why I only applied few strategies in the lessons. I will only point out the strategies applied to the group study based on the diagnostic test results.

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### 1.6.1 Intensive and Extensive Reading

According to (Harmer 2003, p,100), intensive and extensive reading involves the teacher encouraging students to choose what they want to read and do so by pleasure and general language improvement. Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared to extensive reading, which involves reading texts for enjoyment and developing general reading skills.

Intensive reading activities include skimming the text for specific information to answer true or false statements or filling gaps in a summary, while the scanning process involves scanning a text to match headings to paragraphs and then reading the carefully to put them in the correct order. Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details to understand the literal meaning.

Extensive reading is carried out to achieve a general understanding of a text. Extensive reading occurs when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." Extensive reading aims to build reader confidence and enjoyment.

### 1.6.2. Predicting.

According to the diagnostic exam results and the survey applied, I considered using predictions in reading comprehension. “Predicting allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story” (Bailey, 2015). Students think about what



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will come next in the text when making predictions based on their previous knowledge. Predicting encourages children to think ahead and ask questions actively. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

For this topic of study, I only applied Intensive reading with the students; it was hard to contact the students because of the context that the students were in. As I mentioned, the students of first grade did not have all the complete devices to following classes, so I looked for activities according to their level and the materials they had.

### 1.6.2. Skimming and Scanning

*Skimming.* When students made their predictions and activated their previous knowledge, they get ready to look for general information or main ideas in the text. Therefore, skimming involves looking over the text to get a general idea of the topic. In this strategy, readers activate their prior knowledge on a given topic that connects their inferences and new information provided by the text. “The reader moves his eyes quickly over sentences to understand main ideas through pictures, titles, subtitles, headings, subheadings, etc..” (Harmer 2007, p. 99-100).

In skimming, the readers need to take the essential information and the main idea rather than read all the words. (Yusuf, Q., Nadya, B. 2017, p. 46-57). Skimming involves increasing concentration, improving memory and recall, and reducing subvocalization, interrupting procrastination and stress.

*Scanning* is a reading strategy that helps readers search for specific information (dates, names, cities, specific concepts). In this strategy, it is not necessary to read the text thoroughly to find such information. “Readers need to search for specific

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information by moving the eyes quickly in each paragraph in search of that specific information” (Brown, 2007, p. 195).

Readers are not concerned with all the meaning of the text but the detail. In this technique, readers look for specific information within a text, such as dates, names, and places. The purpose of scanning is to extract specific information without reading the whole text. The procedures of scanning that I incorporated in the videos were:

- Keep in mind only the particular information to be found out,
- make a choice, which clues would support the finding of the required information, and
- have a rush view and sweeps down the page quickly to find out the clues.

### 1.7. Visual Aids.

Visual aids are used nowadays as a useful tool in English class. Teachers needed to use more of this tool to provide knowledge to their students. They need to learn how to use video conference services because it was necessary to keep in contact with the students.

“Visual aids are tools that can be used to display complex information clearly and introduce variety into the activities in class. The benefits in using visuals in teaching are huge, ranging from grabbing and maintaining attention to motivating students to engage with the lecture’s particular topic and helping them to retain information.”

(Pateşan,M., Balagiu,A., Alibec,C 2018, p. 356-361).

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The use of visual aids provides a better engagement of the students during the virtual class. Visual elements play an important role in improving the learning of students who belong to a generation familiar with the visual interface of multimedia technologies and the Internet.

Videos can be used to improve the topic that has been taught. When teachers bring videos to their students, these students acquire a great amount of cultural background information and emotional attitudes about the learning materials.

“...While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters”. (Lumturie, B., Merita, I. 2016).

The use of images in EFL students is very important because it allows students to get in context with the activity. For teachers it usually adopt visuals to support oral presentations, to make the concepts clear and situated, to facilitate focusing on relevant elements. To support the mediation process, they often draw on a representational repertoire. Images are good resources for students to learn. Moreover, if we combine the reading comprehension with the use of images we have that the images help students to get a general point of view of the text.

### **1.8 The use of PPP Method**

Based on the group of study. I divided the lesson using the PPP Method, only focusing in the presentation stage. I wanted to keep controlled activities for them. The approach that was used during the scholar year was PPP: Presentation, Practice, and Production (PPP). According to (Harmer, 2007, p. 66), the PPP is a deductive approach that often fits into a lesson structure known. The teacher presents the target language and then allows students to practice it through very

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controlled activities. The final stage of the lesson allows the students to practice the target language in freer activities, which bring in other language elements.

In the presentation stage I intended to to evaluate reading comprehension using the reading strategies (Predicting, skimming and Scanning) and incorporating the support of visual aids such as: worksheets, videos, images, PowerPoint presentations.

### Presentation

In the Presentation stage, the language is introduced to the learners, usually by way of introducing a context or situation. The aim is to make sure students understand the context, and to get them thinking about it. Reading it is important in this stage because it helps students start to remember the language and vocabulary, they already know about the topic or active their schemata. The purpose was to give ideas or suggestions from students, get them write about what they know or think about the situation, etc.

According to (Criado, R., 2010, p. 229-232) the main goal to achieve in the presentation stage is the implicit presentation of things as contextualized in talent-based activities whose main focus is skill work instead of the study of the latest structural or lexical items.

### Practice

In the Practice stage, students used the language in a controlled way. The aim of this stage is accuracy. In this stage, it is important to correct errors. Monitor the students closely and take time to error correct immediately. For target language errors that seem to be common, a delayed error correction section after the activity

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would be useful. This stage is sometimes divided into two: controlled practice and freer practice. For this study, controlled activities were better due to the teacher centered teaching. Criado (2010) mentioned that experience shows that practice is needed for the consolidation of new and previously presented knowledge.

### **Production**

In the Production stage, the language is used in a more open way. The focus of this stage is using the language as fluently and naturally as possible, as students would do outside of the classroom. (Harmer, 2007). In virtual class, students did the production based on the video that they watched and the aspect of the presentation stage. The rest sent the assignments through e-mails and I provided feedback.

According to Criado, R.(2013), mentioned that in the production stage, students are encouraged to use the new language more freely, both for their own purposes and meanings or in a similar context introduced by the teacher. This can be a role play, simulation activity, or communication task (p. 97).

### **1.9 Key Questions**

In order to apply the proposed reading strategies and the selected visual aids. I guided my analysis with two questions to analyzed the development of reading comprehension skills to students using visual aids as a support.

1. How would the use of visual aids affect reading comprehension in first grade students?
2. What would be the impact of the results of each reading comprehension activity on first graders?

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# **II.CHAPTER II**

# “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

## 2.0. TOPIC DEVELOPMENT

This section analyzes the classes from the 3rd period of practice of 2021 (March 1st to March 26th, 2021). The lessons had two modalities: asynchronic and synchronic form. The following information contains the results of the key questions applied during the teaching practice period. The information was organized by lesson. There were in total four classes that I analyzed. Each class contains the description of the procedure applied and the reflections obtained.

The key questions were answered with the observations of each class, the results of student's evidence, the application of a student's survey and student's questionnaire applied at the end of the teaching practice period. The evidences were gathered and are presented in the appendix section.

### 2.1. Class 1. “The Human Body Systems”. March 1st to March 5th, 2021 (Appendix I).

This class was carried out from March 1st to March 5th. The main aim of the class was that by the end of this lesson, students should be able to identify the different human body systems about the reading task. Students were asked to use predictions and skimming in order to understand better the text provided. This class was carried out with a group of 30 students of first grade. Seventeen students attended the video sessions, and 13 students worked with the video of the week (Appendix E).

#### 2.1.1 **Question one:** How would the use of visual aids affect reading comprehension in first grade students?

The material used in this class was a video, pictures, and worksheets. In the video, I explained the procedure of each activity. First, I started with a warm-up related to the topic and the grammar structure. The instruction was to "Label the parts of the body" with the image. Then I used a picture where students wrote the parts of the body in each blank space in the image. It was important to tell students that body features are different from the Human Body Systems. At the end, I used a worksheet where students developed their reading comprehension.

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Considering that less of half of the group did not all students followed the instructions of the activities and had difficulties understanding each activity in the worksheet. The purpose of creating a video was to provide some type of instructions that could help them understand the class's topic. I followed the PPP sequence, but I realized it was not functional because I did not have contact with students, and not all of them watched the video.

The ones that watched the video commented that they would enjoy watching the videos in Spanish instead of English. Using the L2 exclusively in the class or videos could lower motivation and morale invite feelings of rejection, alienation, and denigration of their language and culture (Auerbach, Schweers., 1999). After this experience, the head teacher recommended using instructions in English and Spanish to allow students to comprehend the meaning of the video's instructions.

According to Cook (1992). "The L1 is ever-present in the minds of their L2 learners." Furthermore, translation is a frequently cited cognitive strategy in L2 reading (Anderson, 1991; Block 1986; O'Malley and Chamot, 1990). L2 learners have been found to rely on translation in the process of comprehending L2 texts, and that the degree of such reliance is related to the level of proficiency (Kern, 1994; Upton, 1997).

"In presentations before entering o starting a lesson, the teacher does something to attract students' attention. Students were prepared to do something related to the topic using this lesson element before beginning with the PPP procedure". (Estalkhbijari, Z., Khodareza, M. 2012, p. 30-60).

In this video, I incorporated pictures to understand and comprehend the explanation and the exercises. "Pictures allowed students to understand the syntax and structure of the target language". In other words, a picture can most likely get a response (Canning, W, 1999, p.05). Also, I considered that students would enjoy doing the activities with pictures on them.



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Before, I applied the text about which included general information of the Human Body Systems (Appendix E). Students answered these questions to speculate about the topic of the text. I asked students to predict before starting to read by using these questions:

1. What do you think the text is about?
2. What body systems do you know?
3. What are their functions?

Using these prediction questions, students had a variation in their answers, but most students got the idea of the prediction questions. After students finished this activity, they were prepared to start reading the text. I asked them first to skimming the text then; they completed an exercise that included missing gaps.

I used skimming to verify how often students looked at the text to complete the missing gaps and if they understood this exercise's idea (Appendix O). According to Huges (2003). "Incorporate enough texts so learners can have a good amount of topics to sample their reading ability, and therefore, content validity and reliability will be ensured." (p.100). I did not include too many exercises in the presentation stage because I did not want students to get confused or bored with too many activities.

After applying predictions and skimming strategies in this class, most students did not respond to their reading comprehension progress. It was challenging to engage students to watch the video and complete the activities because of the teaching modality. Besides, there was an imbalance between the students who watched the video and the ones who completed the activities; the development of this strategy was impartial and did not impact students by using the selected visual aids for this class.

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2.1.2 Question **two**: What would be the impact of the results of each reading comprehension activity on first graders?

For this class, I used two different reading strategies: predicting and skimming. The results showed different perspectives towards learning. I used predictions to answer questions. The results showed that only 15 students from 30 completed the activity and described their answers to the predicting questions. Also, these students paid attention to the instructions. The rest did not send the activities entirely and did not follow the instructions of the activity.

The use of predicting was helpful in only 15 students because it helped to have a context of the topic and give them the possibility of answering the questions of the reading. The average of students who completed all the tasks had a variety because of the accessibility of each student. The majority of students could not enter classes. Also, some students did not have the internet to watch the videos. I explained the instructions in the WhatsApp group to a few students, but it was difficult because they still had problems getting the information.

Due to the situation of the students, I considered that this predicting activity was not meaningful because not all students could connect on time. Some of them could not communicate. They asked for the instructions of the activities until the weekend.

For the "skimming strategy," only ten students out of 30 could complete the activity. The rest did not send any activity and did not participate in the video call class. However, they showed better results in predicting activity. Considering these results, I could observe that most students did not accomplish the goal of the skimming reading strategy. When I received their evidence from e-mail, I only gave some feedback to students, 10 to the students who completed everything and attended the online class, and 5 to those who had difficulties and did not complete all the tasks (Appendix O).

On the other hand, the first online video call class was conducted with 15 students, but only ten were actively participating. This class was important because

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I could identify how students were learning and which materials were suitable. Also, I could observe which interests they had and how they liked to work as a face-to-face class. The students who were in constant participation showed that they wanted to keep going with video calls because they felt more comfortable asking questions and solving doubts than those who preferred only to work with videos.

To conclude the situation of these two activities, I observed that students generally showed promising results in the predictions because they were able to speculate the answers to know what would happen next.

The positive results obtained with these two reading strategies showed that several students could use predictions in the reading activity. These students had the opportunity to reach the purpose of Predicting. Also, students that showed positive results commented in the video that they felt able to understand the instructions in the video.

Due to the lower results, the majority of students had in both strategies. I observed that students did not accomplish the objective of the class, and it did not affect their English learning process. Because of this situation, I started to look for different ways to help these students. For these students, I would be more specific with the instructions and give them personal time to explain the procedure of each activity.

Students results through the survey and the quiz applied at the end of the teaching practice period demonstrate that the English language was affected and did not reach the goal in certain aspects:

### **For the use of visual aids:**

The video was in English and did not have any subtitles in Spanish. The duration of the video was from 11 to 15 minutes. In this video, I did not empathize with the main aim of the class and the proposed reading sub-skill to develop. The video only

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explained the procedure of each activity. For this video, I did not have any illustration to contrast the purpose of each activity.

### **For the development of Reading comprehension:**

The reading strategies proposed Predicting and Skimming, were not meaningful in this class due to the problem of identifying something related in the text. Also, not all students paid attention to the instruction of the video. Only 13 students watched the video and did not ask for clarification in the activities; the rest did not have any idea of the work. Students did not feel comfortable reading in English. They preferred reading in Spanish.

2.1. Class 2. "The Skeletal System". March 8th to March 12th, 2021 (Appendix J).

The main aim of this second lesson was that by the end of the lesson, students should be able to understand and distinguish the different parts of the skeletal system and their location about the reading task; students were asked to skim the text in order to locate the different types of bones. For this class, I did not have a video call with students, and we only worked using social media applications like G-mail and WhatsApp (Appendix F).

2.2.1. **Question one:** How would the use of visual aids affect reading comprehension in first grade students?

There were in total 17 students of 30 that watched the video of the week. Students did not watch the video because the video was in English, and students did not feel comfortable. Because of this situation, not all students followed the instructions of the activities and had difficulties understanding each activity in the video. The purpose of creating a video for students was to follow the procedure of PPP, but I realized that it was not functional because I did not have contact with students, and not all of them watched the video.

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According to Katchen 2004, p 41. "Students can stop, start and rewind to repeat it several times where necessary any selected short sequence from the video can be utilized for intensive study". Because they did not have face-to-face classes, they repeated the video several times until they understood the activity.

There were some disadvantages that affected students: one, they watched the video several times but did not understand the activity; second, technical issues such as the internet and the volume of the device they used. This problem affected students' learning using the video because they did not have a fast answer to clarify doubts, they got bored and they did not finish their activities.

The disadvantages of the week's video should also be taken into account. The main disadvantages were the lack of internet service to upload the video, maintenance of the computer, and some cases, fear of technology. In this class, the purpose of the week was for students to understand and distinguish locations. In this case, the Skeletal System.

On the other hand, some students were able to concentrate in detail on visual clues to meaning, such as the images, intonation of the teacher. Even without hearing the language spoken, clues to meaning can be picked up from the vision alone. Using visual clues to improve learning was an essential part of this lesson. For this class, students had the main visual clue that was the image of the skeleton. With this reference, students were able to understand the main idea of the text. Also, the students that completed their activities received help from their tutors.

First, I asked students to answer skim the highlighted words in the reading. Students found these highlighted words and commented what the meaning of the activity was. Next, students read a text about the composition of the skeletal system. In this part, I asked students to skim the complete text to find the different bones that the skeletal system had. Students answered an exercise of missing gaps to distinguish the different types of bones. (Appendix P). Only a few students understood the skimming activity and completed the rest of the activities of the class.

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Due to this situation, I observed while giving feedback that they wanted another kind of activity to learn about the skeletal system. Few students told me they wanted to present their favorite part of the skeletal system, but they felt shy to talk about it, and they still did not feel comfortable with me because they did not know me and did not know my personality as a teacher. The final result was that I did not have a rapport with students because of the lack of communication.

I consider that I needed to investigate how to make a rapport in social distance. Buskist, W., & Saville, B. K. (2001) gave different types for rapport-building. The tips that I considered beneficial for students are the following:

- Learn to call your students by name.
- Learn something about your students' interests, hobbies, and aspirations.
- Create and use personally relevant class examples.
- Arrive to class early and stay late - and chat with your students.
- Interact more, lecture less - emphasize active learning.
- Reward student comments and questions with verbal praise.
- Be enthusiastic about teaching and passionate about your subject matter.
- Lighten up - crack a joke now and then.
- Be humble and, when appropriate, self-deprecating.
- Make eye contact with each student - without staring, glaring, or flaring.
- Be respectful.
- When all else fails, smile a lot - students will think you like them and your job.

Using these tips, I considered improving the learning environment using social media apps and video calls.

**2.2.2. Question two:** What would be the impact of the results of each reading comprehension activity on first graders?

Only 17 of 30 students watched the video of the week. Some students did not watch the complete video, and they had problems answering the exercises. Students commented in the videos again that they preferred the videos in Spanish instead of

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English. Only nine students of 30 entered the online class. Although nine students entered the online class, only one student participated in class. Only five students of 30 answered the activity. Only five students of 30 answered the activity. Students answered the activity, but they did not put the correct information. Most of the students used Spanish to answer the activity.

I used skimming to guide students to understand the meaning without reading every word in a text. In this part, the results showed that not all students could reach this skimming goal because of the lack of attendance of students. The students who watched the video and entered the virtual class were able to know the general meaning of a passage. However, the rest did not send their products. Also, there was some student that did not know how the structure of the text. To conclude, the were students that were not were able to get the author's purpose.

Most of the results showed that students did not accomplish the class's main aim due to the lack of participation in both situations. First one. Not all students watched the video, and not all complete their activities. In the second one, few students could enter the online class. In general, a quarter of the class interacted with me and had active participation. For the rest, I did not know what they did that week, I did not receive any products, and they did not send any messages.

In this class I had several difficulties because knowing that students already recognized how they were working, they decided not to participate. As a result, I did not have clear information about how meaningful was their reading comprehension and if there was an improvement. I talked with the head teacher about the lack of attendance and told me to keep going the work.

The exam and survey applied at the end of the teaching practice period that the English language was affected and did not reach the goal in three aspects:

**For the use of visual aids:**

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The video did not have subtitles in Spanish. It was less long, but students still had difficulties watching the video. It only explained the procedure of each activity because of the current situation of students. In this video, I included illustrations to contrast the purpose of each activity, but students did not pay attention.

### **For the development of Reading comprehension:**

The reading strategy proposed was not well developed for students because not all students not paid attention to the instruction of the video and had problems answering the exercise. Few students watched the video and did not ask for clarification in the activities; the rest did not have any idea of the work. Students did not feel comfortable reading in English; they preferred reading in Spanish.

2.3. Class 3. "The Digestive System." March 15th from March 19th, 2021.  
(Appendix K).

The main aim of the lesson was that at the end of the study, students should describe the process of digestion in the digestive system. This class incorporated scanning to identify the digestion process and using titles, pictures, and prior knowledge to anticipate the contents of the text. In this class, we only had 30 minutes of a video call class (Appendix G).

2.3.1. **Question one:** How would the use of visual aids affect reading comprehension in first grade students?

Only 11 students watched the video on YouTube. The rest did not. The rest of the students did not watch the full video and had problems while answering the activities. The rest did not watch the video because the video was in English, and students did not feel comfortable. The same issue affected students in this class.

According to Auerbach, 1993, p. 19 says that "Starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves." Students should be able to try to experiment and take risks



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with English. Students still had problems interacting with English because they did not have activities since the beginning of the school year. The ones who understood how to work using L2 were because they worked in this way before the pandemic and before they entered first grade.

The students that watched the video helped to learn new content by observing their context. The video was better for these students because it allowed them to comprehend the social, cultural, or emotional aspects of content and its consequences. Norton and Wiburg (2003). The video had the same structure as the other videos of week one and week two. The difference I provided was that I included more Spanish words in the video to clarify students' clues.

Further, for the students who understood the video instruction, visual learning increased learners' motivation and promoting retention of information (Weyers, 1999). The video allowed students to view both rhythm and speech rhythm in second language discourse via the employment of authentic language and speed of speech in various situations. The video contextualized clues to be presented. Furthermore, the footage aroused students' interest Canning-Wilson, (2000).

At the beginning of this class, for the presentation stage, I asked students to scan the text to identify titles to get an idea of a passage; next, they read the text about the digestive system. Then, they answered questions of multiple choice. I decided to apply questions of multiple choice because students identified how to answer this kind of task. "With these students are tested how successfully they read by choosing from several alternatives" Huges (2003). After, they did a matching exercise about the parts of the digestive system (Appendix Q).

"Using selective reading to assess reading comprehension may include a combination of bottom-up and top-down processing to find out learners' reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language." (Brown, H. 2004, p. 214). Brown mentioned that the particular reading tasks help students understand reading recognition in the lexical, grammatical, or discursive part of the language within a concise section. In this,

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certain aspects are used: tasks with image prompts, matching, true/false, multiple-choice.

Therefore, these tasks give students better learning to recognize reading skills in understanding language (lexical, grammatical, and some discursive characteristics). For this class, I applied a matching task. With this, students identified the name of the organs, their description, and where they were located.

I tried to apply a short assessment evaluation in this class to challenge myself and students to evaluate reading comprehension progress. However, because I did not apply assessment in the other classes, I did not have clear information about using "Reading Assessment" in reading comprehension strategies. However, I observed that students liked to use this kind of tasks to understand the texts I gave them, but it was not enough to justify using Reading Assessment to evaluate them.

**2.3.2. Question two:** What would be the impact of the results of each reading comprehension activity on first graders?

Only 11 of 30 students watched the video of the week. Some students did not watch the complete video, and they had problems answering the exercises. Students commented that they preferred the videos in Spanish instead of English. Only seven students entered the online class. Although seven students joined the online course, only one participated in class. Only ten students complete the scanning activity. Not all students sent the activity. Only ten students used titles, pictures, and prior knowledge to anticipate the contents of the text of the digestive system. Students had problems understanding the reading.

In this scanning activity, only ten students complete the activity with the instructions. The student's results were not efficient. The learning was less meaningful than other activities because they did not understand the video's instructions, and most students did not watch the video to answer the activities. This behavior affected students in this activity because I did not receive enough evidence to evaluate students' progress in this activity.

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Williams (1996) states that scanning is "reading for particular points of information." It is a selective reading whose purpose is to achieve particular 'goals' (p. 107). Students used a scanning reading strategy to go through the text and extract specific information about the digestive system and the digestion process (Appendix Q).

When I gave students the instructions of scanning the text to understand how the digestion process is using connectors (first, next, then, finally), they did not get the idea and did the task as they understood. I considered that the main problem in this class as they did not ask for clarification. Besides, I explained how to scan the text. Most of them did not complete the activity. As a result, I did not have a clear impact on using scanning in this class. I observed that they still had the same behavior as in the past two classes. I tried to set a rapport to engage them to do the work and participate in the class.

The lack of participation in this week had repercussions on their reading comprehension progress. I had incomplete results for students. In the end, this class goal was not meaningful because of the lack of participation and lack of attendance.

The exam and survey applied at the end of the teaching practice period that the English language was affected and did not reach the goal in certain aspects:

### **For the use of visual aids:**

Students still had problems watching the video in English. The duration of the video was not long compared to the other videos. The video explained each activity, but they did not follow the instruction of skimming the text and did not include illustrations to contrast the purpose of each activity. However, students ignored the images.

### **For the development of Reading comprehension:**

The reading strategies proposed were not meant for students because not all students watched the video. Few students watched the video and did not ask for doubts, and the rest did not have any idea of the work. Besides, they did not feel comfortable reading in English, and they preferred reading in Spanish.

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2.4. Class. 4.” Respiratory System”. March 22<sup>nd</sup> to March 26<sup>th</sup>, 2021 (Appendix L).

The main aim of this lesson was that the end of this lesson, students should describe an illness of the respiratory system. The reading strategy implemented in this class was scanning. (Appendix H). This class had a a video class session,

2.4.1. **Question one:** How would the use of visual aids affect reading comprehension in first grade students?

In the presentation stage, I asked students to watch a video on the platform “YouTube” about the process of sickness in the human body. First, students watched the video without subtitles. Next, they watched the video with English subtitles. Students completed the reading and exercise of missing gaps. I asked students to skim the text first.

The purpose of this exercise was that students develop their listening and visual ability to complete a text without looking for the correct answers. After that, students watched the video again with subtitles and compared their responses with the text of the video. At the end of this activity, students answered questions of multiple-choice related to the video to end the purpose of the reading and review the vocabulary they learned. (Appendix H).

Only 6 of 30 students watched the video of the week. The majority of students did not watch the complete video and they had problems answering the exercises. Students commented that they preferred the videos in Spanish instead of English. Only 10 students of 30 entered to the online class. Although, 10 students entered to the online class, only 2 participated in class. Only 10 students of 30 answered the scanning activity. Students answered the activity but the information that they wrote was not coherent and not all students sent the task.

The survey applied to students of first grade, using videos helped understand the activities’ instructions. Still, they did not understand the readings of the practice. According to Lumturie, B., & Merita, I. (2016), teachers can use videos in various instructional and teaching settings- in the classroom, o present content, initiate

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discussion, and illustrate a particular topic and content self-study, and evaluation situations (p. 21).

The comments that students of first grade had related to the videos show that they did not feel comfortable watching the video in English because it was difficult to comprehend what the teacher was explaining. Using the L2 exclusively in the class or videos could lower motivation and morale invite feelings of rejection, alienation, and denigration of their language and culture (Auerbach, 1993; Schweers, 1999).

Keene (2006) says that “video materials require processing different communication modes, including visual, verbal, sounds, and subtitles.” Students can use these kinds of materials in a multi-skills lesson to enhance learner interaction through productive and receptive skills. On the other hand, first-grade students did not watch the videos with subtitles or watch videos to understand the reading. Without watching the videos, students could not accomplish the goals in the reading tasks (p.217).

**2.4.2. Question two:** What would be the impact of the results of each reading comprehension activity on first graders?

Only 5 students watched the video. 5 students entered to the class and sent the activities, the rest did not send anything to my email. In this class 7 students answered correctively the activities that focused on scanning. 16 students were able to watch the video. I identified that the videos had a positive effect in class.

For this study, this only provides evidence that students information that students were able to fill out the worksheet, yet it does not provide evidence that students used the language. Considering my synchronic classes, there were only 2 students participated actively and interacted with me. The positive results were minimum.

In this class I considered students in this activity expressed that they did not like the tasks. Therefore, I believe that this had a negative effect in the final results and in their language learning. I recognized that the activity could have been approached in a different way, including more attractive activities for students. It was necessary

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to learn how to use the resources I had to engage students and provoke interest for the activity. (APPENDIX R).

Within these four classes I analyzed, I inclined to using one strategy more than the others. Scanning was the reading strategy that I used the most because I wanted to receive specific information. I believed if students provide information for the reading activities; this will provide evidence that students understood the text.

I ignored the possibility of including of three strategies in one class, considering that If I had predicted and skimmed the text before scanning I would be able to help students to understand what they were reading. The strategy that showed effective results showed that if other strategies are incorporated into reading, the results could be more favorable for the learning process.

It was challenging incorporating students in both classes The development of the scanning activity in reading comprehension was less meaningful as the last three classes. I considered that in this class I did not have clear results of the students' progress. When I applied the survey at the end, students commented that they did not feel comfortable doing this activity and they found this activity difficult and boring, they preferred did not send the activities.

Based on the survey applied to students at the end of the teaching practice period, the results showed that they had lower development in the reading because they wanted me to translate everything from L2 to L1 and they did not want to look for the meaning by themselves. (APPENDIX R). This means that, the lesson plan was not well designed for students and they were not able to use visual aids for the reading comprehension.

Due to the results of the survey, I considered if I adapt the materials for the level of students with other reading strategies and I decrease the difficulty, they will be able to understand the readings. The quiz applied showed that they did not follow the instruction of the video and they did not apply the scanning strategy in the activity. (APPENDIX R).

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According to Rumelhart (1980). The Schema theory explains how comprehension is affected by people’s existing knowledge. In this theory, understanding a text is an interactive process between the text itself and the reader’s acquired background knowledge, organized in abstract structures or “schemata. Students of first grade used “Pre-reading activities” to identify the context of the readings. (p,19)

“The use of appropriate pre-reading techniques -considered as an essential element increasing an active and productive use of learners’ background knowledge-has become common in L2 reading lessons” (Williams, 1984; Williams and Moran, 1989; Tudor, 1989). These preparatory activities serve three primary purposes primarily: Activate learners’ relevant knowledge, build-up that knowledge and serve as conceptual guidance in the reading of the text.

First grade students had difficulties understanding the aim of the reading activities because they did not have reading comprehension tasks before and they were confused at the moment to develop the activities. Also, were not able to activate their previous knowledge to answer the activities. I considered that if they activate their schemata first, they will understand the instructions of the reading activities. To activate student’s schemata to respond to the reading activities, I identified a method to start with based on the support of the following authors:

Krashen (1981) suggests “narrow reading,” it is a reduced reading to a single topic or a single author, as highly efficient for L2 acquisition (p.23). In schema theory terms, this means that schemata are repeatedly accessed and further expanded and refined, increasing comprehension. This method would help students of first grade to start recognizing the L2 acquisition in reading comprehension skills.

Nunan (1985) proposes that in contexts where English is the medium of instruction, learning English should not separate the teaching of the language from the school curriculum’s teaching. To develop English reading comprehension in EFL students, Grabe (1986) has called a “critical mass” of information, which provides a natural opportunity to read into that subject extensively.

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Due to the Pandemic of COVID-19, students of first grade had various effects on learning English using visual aids in asynchronous lessons. One of the main effects that students had was that not all students paid attention to the visuals that I provided and not all of them watched the videos and sent the evidence of the classes.

The biggest effect most of students confronted was that they did not have the access to Internet to watch the videos and enter to virtual classes. At first, teaching was challenging because students could not work online instead of being in a classroom. Also, as I mentioned, the lack of reading comprehension tasks affected them to know more about English.

On the whole, to finish analyzing these research questions, I added a final question that closes my observing, applying, and analyzing this document. The purpose of this question is to make known the positive and negative aspects that were dealt with in this distance practice session and the possible solutions that I carried out, and the impact it had on the students and my teacher training.

### **2.5. What positive and negative outcomes did use social media apps and visual aids to develop reading strategies in reading comprehension have?**

During this teaching practice period, I experimented different using visual aids as a support to teaching reading strategies and different social media apps. I could say that using different methods to teach English are useful if you know how to use it. In this investigation process I find more negative outcomes than positive outcomes that affected students' progress and my academic development as a teacher.

In the first lesson, the videos and materials were intended to help the students to become effective and fast in their reading comprehension. However, not all students could solve the activities that came within the texts due to technical problems. Not all of the students could work with the images, and it was difficult for them to visualize



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what was shown in the pictures. In the week's video, the students commented that they could not watch it because the internet connection was not working correctly.

In this first lesson, the students barely had an approach to how they would work with me, which worried them since they did not feel comfortable and did not respond to the messages that I sent to the chat group. During the video call class, I experimented with specific difficulties which did not allow me to carry out the course in its entirety. Many of the students connected late and could not do the exercises on time. This situation led me to fall behind with the students who had been punctual.

In the second lesson, half of the students still did not understand how the working method was going to be while I was in charge, which made many not even send their evidence by e-mail, and at the same time, they did not communicate WhatsApp either. If they understood, the students began to demonstrate their progress in their reading comprehension through the evidence they received by e-mail. This evidence encouraged the results not to have too many negative aspects.

In the third lesson, the number of students who understood the instructions increased, but this did not had an improvement. On the contrary, the students who made progress began to decline because they stopped taking importance on the work. The results showed that there was still no improvement in reading comprehension even with the help of visual aids. Finally, there was no progress in the fourth class, since as it was the last class, many of the students stopped sending evidence and did not attend the course by video call.

For this research, the results obtained did not show improvements in their reading comprehension using visual aids. Therefore, they could not achieve the purposes described for this investigation.

In my opinion, it was different to try new ways to teach. I developed new abilities using social media apps as a teaching method. It was meaningful, because I discovered new functions and I tried to apply them for students. As a person that used the social media apps to chat an interact with friends, it was challeging to used

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them in an educational way but I enjoyed the experience. I could observe that most of the students could have significant learning if only they follow instructions and pay attention. As the group who had better grades in the diagnostic exam than the other groups that I had, these students could achieve the goals that the teacher set.

On the other hand, I find it difficult to use specific social media apps to teach such as Google Meet and WhatsApp. These social media apps affected my way of teaching because I never used them as a teaching resource. It was difficult to adapt materials and to interact with students during the school days.

Another negative aspect that I observed during this study was that the communication with students was not meaningful like a face-to-face class. I could not recognize who were my students, and I was not able to create a learning environment. The video call classes were not enough to engage students to do the work and because my work was to be the teacher trainee, students did not see me as a leader to follow.

Using reading strategies such as Predicting, Skimming and Scanning were not well developed to improve reading comprehension. I observed that I could use different reading strategies in class and not only one. I considered that I needed to research other strategies that I could use to teach English.

# **CONCLUSION**

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### CONCLUSION

In this document I included the conclusion obtained of the learning process of first-grade students; as well my description about my development as a teacher trainee, the experience I gained during this teaching practice period. Besides, my graduating profile competences that I achieved along the four years of my academic development. Finally, I will address I would like to use to continue improving my teaching.

This pedagogical essay's academic purpose was for students to develop their reading comprehension skills using visual materials as support. Besides, I considered the English level that students started and how they ended. The main goal of this teaching practice was that students develop their reading comprehension skills through using visual aids as a support to improve their English level Pre-A1: Starters (Cambridge, 2000).

To develop their reading comprehension skills, I applied different reading strategies such as predicting, skimming & scanning to improve their comprehension. In addition, I incorporated different visual aids to support students reading. In order to evaluate the reading strategies proposed and the selected visual materials, I guided my analysis with two key questions that I created for this topic of study.

The first key question that I applied to evaluate my students' progress was in reference of using visual aids in each reading strategy. To analyze this question, I included four lessons to evaluate the different ways that I could incorporate visual aids and the impact that this action had towards the reading comprehension process applying different reading strategies.

In the second question, I provided the results from each class related to the strategies applied for reading comprehension. In this section I analyzed the results from each class and how it affected reading comprehension using visual aids. Also, I divided the analysis in two sections where I described how was the progress in reading, and using visual aids.

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The results of students showed that they were not able to use social media applications as an educational resource due to they have never use it in this way. I observed that they preferred using listening activities rather than reading activities.

The results from the survey and the final quiz that I applied at the end of the teaching practice demonstrate that students had difficulties using visual aids to develop their reading comprehension skills due to the different technical situations that students faced during the teaching practice period.

During this teaching practice, I also had technical issues preparing the video calls for students. As I mentioned, the situation of the school was to plan asynchronous lessons for students. That is to say, working using message apps (WhatsApp & E-mail) to communicate with them to give them classes. Although I had the opportunity to work with synchronic lessons, these lessons were not meaningful to students because not all students had access to the video calls. They did not have the valuable devices to work during the class schedule.

On the other hand, the videos provided to students were not suitable for my students due to their English level. However, students tried to understand the videos in English, but they still wanted me to speak in Spanish. The selected content and the designed activities not achieved the proposed educational expectations due to the problems of the online courses derived from the lack of technical services, and students were not prepared to work with online courses.

The development as a teacher trainee had several inadequacies. I have lots of technical problems that affect my teaching practice. Throughout this study. I used videos and worksheets to facilitate reading comprehension at the same time I used reading strategies.

Only in the first lesson did I use two strategies, a situation that was repeated more times at the moment of creating my lesson plans, I thought that addressing only one strategy would have positive results, but I realized that this will not help my students. Of the fourth class analyzed the fourth class had the most positive response in

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productions but this was the class that students said that they did not like, they could have benefited if I had structured my lessons to include one than more strategy. I considered if I tried a different methodology such as Task-Based Learning (TBL) I might be able to affect positively their English learning process.

Considering the situation, I realized that my lesson plans and activities were not well designed for students because I did not know how to use social media to work online. Besides, I had emotional downfalls because I was not sure to apply the activities that I proposed, I did not have the sufficient courage to decide what was better for students.

On the contrary, practicing helped me find new ways of teaching to develop my didactic competencies during the practice period. I was able to identify the specific needs that students had in online classes and I was able to help them improving their English skills. Using L1 was better for my students. They feel more comfortable participating in the online modality because they could not see my face at that moment, and they do not feel nervous. I tried to incorporate L2 to start using it in class and prepare them for face-to-face classes.

According to Secretaria de Educación Pública, 1999 the graduate profile competences that I improve on throughout the four years of studying this major are the following:

1. Specific intellectual abilities.
2. Mastery of the aims and contents of secondary education.
3. Didactic competences.
4. Professional identity and ethics.
5. Ability to perceive and respond to the social conditions in the school's environment.

At the beginning within the competence of "Specific intellectual skills", the characteristics that I managed to complete in this study were the clear expression of

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ideas in oral and written form, focus, analysis and problem solving, and the use of various types of information.

In this document I was able to read texts which included information about my teaching practice. This helped improve my reading and writing skills during the development of this research. Even so, I consider that I had some problems in achieving this goal since I was easily distracted and could not understand the text.

I think I need to improve my reading habits and I also need to read more texts in English to help me improve my reading comprehension.

In the part of “Mastery of the objectives and contents of secondary education, I considered that I achieved several of the knowledge of the objectives, contents, and approaches of teaching the subject; mastery of the disciplinary field of the specialty to handle the subjects included in the study programs with confidence and fluency; know how to match the degree of difficulty of content to the developmental level of your students.

Thanks to the theoretical research that I carried out, helped me to know more about how to project trust with the students. During this process, I tried to show the students what the purpose of the activities was, why it was important to do them in a certain way, and the benefits that doing these activities would bring. what I need to continue improving is the recognition of the articulation between the objectives of primary and secondary education.

Regarding the "Didactic competences" competence, I consider that I was able to work on the design, organization, and practice of teaching strategies and activities. Although I had trouble designing and organizing the content I was working on, I was able to get the classes ready for the students.

For this study I was able to adapt my academic process to the needs, interests, and forms of development of adolescents; I learned new tools which helped me to have a rapport with the students and helped to improve my ability to establish a work

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environment that fosters attitudes of trust, self-esteem, respect, discipline, creativity, curiosity and enjoyment of study.

Where I need to improve is in the part of the recognition of individual differences that influence the learning process, the identify and address special needs. In the part of the competence ‘Professional identity and ethics,’ I considered the meaning of the values that humanity has created and enshrined throughout history, the recognition of the significance of their work for pupils, families, and society in online classes, the appreciation of teamwork and positive attitudes towards dialogue with colleagues.

Personally, for my professional development, I need to keep improving in certain aspects such as the knowledge of information on the philosophical orientation, legal principles, and organization of the Mexican education system and the knowledge of the main problems, needs, and deficiencies that need to be addressed to improve the Mexican education system.

Finally, as regards the competence ‘Ability to perceive and respond to the social conditions in the school’s environment’ I consider I achieved the appreciation and respect for the regional, social, cultural, and ethnic diversity of the country, assume, and promotion of the rational use of natural resources.

The area in which I need to improve is the responsive, collaborative, and respectful relationships with parents, the promotion of community solidarity and support for schools, and the recognition of the main problems facing the community in which he/she works and contributes to solving them.

Continuing with my professional development, I considered that I needed, to control my personal stability, due to several problems I had while doing this investigation. The demotivation that I faced during the school year obstructed my development as a teacher trainee. However, I considered that I was able to show students that my interest in teaching English as a foreign language was important to help them to learn the language and use it in daily situations.



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During the process of this research, I considered that having used reading comprehension as the method of this research had an impact on my way of teaching. Since I had not used this skill for a research project, I found it difficult to develop it during the theoretical part and the practical part. In my opinion, it was necessary to look in more detail for another way to use visual aids in a virtual way. However, I was able to effectively carry out all the activities that I proposed during the school year.

Regarding the use of the reading strategies, it was difficult to apply them since I was not sure how they would work online, despite not applying them completely, I was able to carry them out and find which ones could help the students.

To conclude, If I had the opportunity to continue with further research I would like to focus on the following questions:

1. How does teacher-centered learning will affect student-centered learning in online courses?
2. What impact would the implementation of Video Lessons have on students' reading and listening comprehension skills?
3. What impact would the use of listening and speaking strategies will have on the acquisition of vocabulary?
4. Which reading strategies are suitable to apply in online courses?

This was a different process that helped me learned different ways that I can used to teach to first-grade students. I need to focus on my organization and the way I design and use my material. I know I still many things to learn, but this is one on my first steps that would helped me to improve my skills as an English Teacher.

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# **APPENDIX**



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**APPENDIX**

**APPENDIX A: School Location**



Dionisio Zavala Secondary School is located at Fernando de Magallanes # 239, Industrial Aviacion 2da Secc, 78173 San Luis, and S.L.P.

(Tenorio, Incorporating Stimulus Material in an EFL Multi-sensory, 2018)



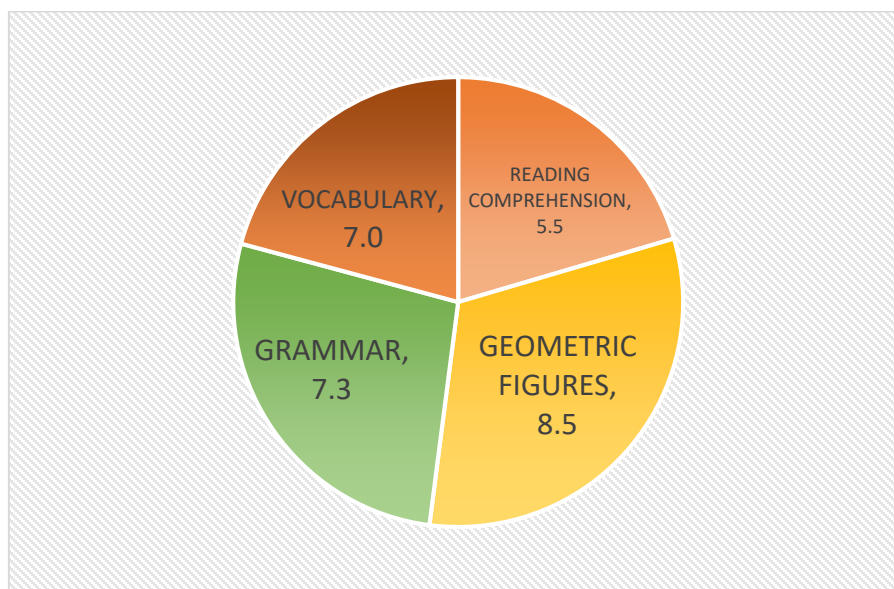
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## APPENDIX C. DIAGNOSTIC TEST

6	Total Score (%)	Number of Correct Answer	Hi. My name	Terry Hello. I	Patricia (Where	you from I	from Toluca. What	your Nation	music do you l
7	43.75	7	A. IS	B. AM	A. TO	A. AM	C. IS	A. WHAT	
8	93.75	15	A. IS	B. AM	B. ARE	A. AM	C. IS	A. WHAT	
9	100	16	A. IS	B. AM	B. ARE	A. AM	C. IS	A. WHAT	
10	50	8	A. IS	B. AM	B. ARE	C. THET	C. IS	A. WHAT	
11	68.75	11	A. IS	C. SHE	A. TO	A. AM	C. IS	A. WHAT	
12	6.25	1	A. IS	A. YOU	A. TO				
13	0	0	C. YOU						
14	43.75	7	A. IS	A. YOU	A. TO	B. YOU	D. WE	A. WHAT	
15	68.75	11	A. IS	B. AM	B. ARE	A. AM	C. IS	D. DO	
16	43.75	7	A. IS	A. YOU	A. TO	A. AM	C. IS	A. WHAT	
17	0	0							
18	93.75	15	A. IS	B. AM	B. ARE	A. AM	C. IS	A. WHAT	
19	0	0							
20	81.25	13	A. IS	B. AM	B. ARE	A. AM	C. IS	A. WHAT	
21	0	0							
22	68.75	11	A. IS	B. AM	B. ARE	A. AM	C. IS	A. WHAT	
23	0	0							
24	62.5	10	C. YOU	B. AM	B. ARE	A. AM	C. IS	A. WHAT	

This the diagnostic test that was applied for the group of 1°F. The diagnostic test was taken from The Cambridge Qualifications Pre -A1 Sample Papers 2018 and the website that was created is <https://b.socrative.com/login/teacher/>

## APPENDIX D: DIAGNOSTIC TEST RESULTS.



There were in total 30 students who applied this diagnostic text. The group of first grade F had a higher score in basic figures, the group rating to this ability was 8.5,

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while for reading comprehension the group a score of 5.5, then in the part of the grammar students had a good score of 7.3. Finally, in the part of vocabulary they go a score of 7.0. The results showed that from the three groups that I worked with, first grade group “F” had a higher level, for this reason were selected as my group of study. However, they obtained good results, it was considered that students had to develop their reading comprehension to elevate their level.

Source: Created by Gloria Mariana Balderas Grimaldo.

### APPENDIX E: READING HUMAN BODY SYSTEMS

1. Label the diagrams with the names of the parts of the body.  
Escribe los nombres de las partes del cuerpo en los números correspondientes.



Source: Created by Gloria Mariana Balderas Grimaldo (2021).

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2. **Read the text.** Lee el siguiente texto.

It does not matter if you are looking at a newborn baby or a basketball player; all humans have bodies that are very similar to each other. Each body has the same parts and functions. The outside package is just different.

Every body has pieces that are so small they can only be seen with a microscope. Most of these pieces lead to bigger and bigger parts of a chain. These chains are known as function systems.

Just like every living and non-living thing on earth, human bodies are made of atoms and molecules. These come together to form cells.

Cells are the smallest whole pieces in all living things. Every cell can be identified under a microscope. Each body part has special cells formed only for that area. You will not find a liver cell in the skin.



3. **Read each sentence below. Fill in the missing word.** Lee cada oración y completa los espacios en blanco guiándote por la lectura.

1. Each **BODY SYSTEM** has the same parts and functions.

2. Every body has pieces that are so small they can only be seen with a \_\_\_\_\_.

3. Each body part has special \_\_\_\_\_ formed only for that area.

4. Just like every living and non-living thing on Earth, human bodies are made of \_\_\_\_\_ and molecules.

Source: Created by Gloria Mariana Balderas Grimaldo (2021).

### APPENDIX F. SKELETAL SYSTEM READING COMPREHENSION AND DEMONSTRATIVE ADJECTIVES ACTIVITIES

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## SEMANA 26. ACTIVIDADES

1. PREDICT. ANSWER THE FOLLOWING QUESTIONS BEFORE START TO READ.  
 Contesta las siguientes preguntas antes de leer la lectura.
  - What do you think the text is about?
  - What body systems do you know?
  - What are their functions?
2. Read the text. Then, complete the missing gaps using the words on the box.

**THE SKELETAL SYSTEM**

Your skeletal system's main purpose is to support your body. Without **bones**, you would not be able to move. Bones also help to protect your organs.

Your **spine** is the main support in your body. It is made of twenty-six bones. Your **skull** protects your **head** and the brain and your **ribs** protect your **heart and lungs**. The **pelvis** helps to protect the organs in your **abdomen**.

The bones in your **arms and legs** are long and strong. There are similar bones in your **hands, wrists, feet and ankles**. Your body has **206 bones** and each has a special job.

Bones are alive because they are made of living cells. This is how they are



1. In the text, highlight the bones with color **green** and the parts of the body with color **blue**. Then, circle them in the picture. Encierra las partes del cuerpo con color azul y encierra los tipos de huesos con color verde.

4. COMPLETE THE MISSING GAPS. Completa los espacios en blanco con apoyo de la lectura.

- The skeletal system \_\_\_\_\_ your body.
- The \_\_\_\_\_ protects your brain. the \_\_\_\_\_ protects your heart and lungs, and the \_\_\_\_\_ protects your abdominal organs.
- There are \_\_\_\_\_ bones in your body.
- Bones are made of \_\_\_\_\_ cells.
- \_\_\_\_\_ makes new blood cells.

Source: Created by Gloria Mariana Balderas Grimaldo (2021).

APPENDIX G: DIGESTIVE SYSTEM READING COMPREHENSION AND SECUENCER ACTIVITIES.

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1. **READ THE TEXT.** Lee el texto.
2. **COLOR THE WORD.** Colorea la palabra con colores diferentes.

**Human Body Systems**

There are many parts used by your body to take care of the food you eat.

Some parts of your body turn food into fuel for your body and into waste products that you get rid of in the bathroom. This group of passages and organs is called your digestive system.

**The digestive system includes your mouth and throat.**

The chewed food continues to your stomach and small and large intestines.

The liver and pancreas send special juices to help break down the food.

Solid wastes are passed down the intestines and end up in the bowels.

The liquid wastes are filtered by the kidneys before moving on to the bladder.

The bladder and bowels hold these wastes until they are eliminated.

System Organs

Color the word.



digestive

Copyright 2012 Core Ed, Inc. 5 [www.schoolexpress.com](http://www.schoolexpress.com)

Source: Activity taken from: [www.schoolexpress.com](http://www.schoolexpress.com)

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## APPENDIX H. RESPIRATORY SYSTEM READING AND MODAL VERBS ACTIVITIES

### The surprising reason you feel awful when you're sick - Marco A. Sotomayor

1. Watch the video. Ve el video:  
[https://www.youtube.com/watch?v=gVdY9KXF\\_Sg&feature=youtu.be](https://www.youtube.com/watch?v=gVdY9KXF_Sg&feature=youtu.be)
2. Complete the missing gaps. Complete los espacios en blanco.
3. Watch the video again and Read the text. Complete the questions of multiple choice. Ve el video de nuevo después lee el texto de nuevo. Completa las preguntas de opción múltiple.

It starts with a (1) Tickly in your throat that becomes a cough. Your muscles begin to ache, you grow irritable, and you lose your appetite. It's official: you have (2) \_\_\_\_\_. It is logical to assume that this miserable medley of symptoms is the result of the (3) \_\_\_\_\_, but is that really the case?



What is actually making you feel sick?

What if your body itself was driving this vicious **onslaught**?



You first get ill when a pathogen like the flu virus gets into your system. (4) \_\_\_\_\_. However, this **unwelcome** intrusion has another effect: (5) \_\_\_\_\_. As soon as it becomes aware of infection, your body leaps to

your defense.

What is the point of all of these **unpleasant** symptoms?

Well, we are not yet sure, but some theorize that they aid in recovery. The rise in temperature can slow bacteria and help your immune system destroy pathogens. Sleep lets your body channel more energy towards fighting infection. When you stop eating.

Source:

READING

ADEPTED

FROM:

[https://www.youtube.com/watch?v=gVdY9KXF\\_Sg&feature=youtu.be](https://www.youtube.com/watch?v=gVdY9KXF_Sg&feature=youtu.be)

Activity created by Gloria Mariana Balderas Grimaldo (2021).



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## APPENDIX I. CLASS 1. MARCH 1<sup>st</sup>, 2021. LESSON PLAN 1

### LESSON #1 ASINCRÓNICA

Social Learning Environment: Academic and educational	Lesson number: 1	Date: 01/103/2021 Time: A WEEK
Communicative activity: Write notes to describe the components of different human body systems in a chart.	Social practice of the language: Read and rewrite informative texts from a particular field.	
Main Aim of the lesson: By the end of this lesson, the students should be able to identify the different human body systems.		
Assumptions: Students know Verb to be, students know present simple		

STAGE	PROCEDURE	MATERIAL	INTERACTION
Warm Up	Label the parts of the body	EXERCISE APPX 1.1 VIDEO OF THE WEEK	T-S
Presentation	Students are going to read the text. Then, they are going to complete the missing gaps.  SEND THE MATERIAL TO THE WHATSAPP GROUP	APPX 1.2 Reading VIDEO OF THE WEEK	T-S
Practice	Students are going to complete the sentences using definite article (THE).  SEND THE MATERIAL TO THE WHATSAPP GROUP	APPX 1.3  VIDEO OF THE WEEK	T-S
Production	Students are going to complete the table with the information of the human body systems.	APPX 1.4 VIDEO OF THE WEEK	S-S
Wrap-Up	Upload work evidence to the email. Provide feedback on the content provided and thus dispel doubts that students may have and correct mistakes.	N/A	S-T S-T

Source: Created by Gloria Mariana Balderas Grimaldo (2021)

## APPENDIX J. CLASS 2. MARCH 8<sup>th</sup>, 2021. LESSON PLAN 2.

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### LESSON #2 ASINCRÓNICA

Social Learning Environment: Academic and educational		Lesson number: 2	Date: 08/03/2021 Time: A WEEK
Communicative activity: Write notes to describe the components of different human body systems in a chart.		Social practice of the language: Read and rewrite informative texts from a particular field.	
Main Aim of the lesson: By the end of the lesson, the students should be able to understand and distinguish the different parts about the Skeletal system as well as their location.			
Assumptions: Students know the Verb to be and present simple tense.			
STAGE	PROCEDURE	MATERIAL	
Warm Up	Name 10 parts of the body: Students have to think of 10 parts of the body.	WHATSAPP VIDEO OF THE WEEK	
Presentation	Students are going to answer the questions before start reading. Then, they are going to read the text and highlight the parts of the skeleton. After, they are going to complete the missing gaps.  At the end the students are going to talk about the bones that the found using the following chunk.  "This bone is in my hand. That bone is in your head"  "These are my lungs. Those are your lungs."  SEND THE MATERIAL TO THE WHATSAPP GROUP	APPX 1.1.Video & Reading VIDEO OF THE WEEK	
Practice	Students are going to complete the worksheet using demonstrative adjectives.	APPX 1.2. Worksheet VIDEO OF THE WEEK	
Production	Students are going to write five types of bones and where are located. Then they are going signal the bones using demonstrative adjectives.	APPX 1.3. Notebook VIDEO OF THE WEEK	

### LESSON #2 ASINCRÓNICA

Wrap-Up	-Participation. Upload work evidence to the email. Provide feedback on the content provided and thus dispel doubts that students may have. Provide feedback of the activities by email. Correct mistakes.	EMAIL
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Source: Created by Gloria Mariana Balderas Grimaldo (2021)

APPENDIX K. CLASS 3. MARCH 15<sup>th</sup>, 2021. LESSON PLAN 3.

## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

### LESSON #3 ASINCRÓNICA

Social Learning Environment: Academic and educational		Lesson number: 3	Date: 15/03/2021 Time: A WEEK
Communicative activity: Write notes to describe the components of different human body systems in a chart.		Social practice of the language: Read and rewrite informative texts from a particular field.	
Main Aim of the lesson: By the end of the lesson, the students should be able to describe the process of the digestion in the digestive system.			
Assumptions: Students know the Verb to be. Students know present simple in the affirmative and negative form.			
STAGE	PROCEDURE	MATERIAL	INTERACTION
Warm Up	Play unscramble game	VIDEO OF THE WEEK	N.A
Presentation	Students are going to read the text about the digestive system. Then, they are going to answer questions of multiple choice. After, they are going to make a matching exercise about the parts of the digestive system. SEND THE MATERIAL TO THE WHATSAPP GROUP	Reading and Notebook (Appx 1.1) VIDEO OF THE WEEK	N.A
Practice	Students are going to answer a worksheet about connectors first, after, then, next, finally And	APPX 1.2 VIDEO OF THE WEEK	N.A
Production	Students are going to describe how the digestion process is. (Write at least five steps). I will give them an image of the digestive system. They will have 2 minutes. The will record a Tik Tok explaining the process using their bodies.	APPX 1.3 VIDEO OF THE WEEK	N.A
Wrap-Up	Participation	EMAIL	E-MAIL

Source: Created by Gloria Mariana Balderas Grimaldo (2021)

APPENDIX L. CLASS 4. MARCH 22<sup>nd</sup>, 2021. LESSON PLAN 4.

# “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

## LESSON #4 ASINCRÓNICA

Social Learning Environment: Academic and educational	Lesson number: 4	Date: 22/03/2021 Time: A WEEK
Communicative activity: Write notes to describe the components of different human body systems in a chart.	Social practice of the language: Read and rewrite informative texts from a particular field.	
Main Aim of the lesson: By the end of this lesson the students should be able to describe an illness of the respiratory system		
Assumptions: Students know Verb to be, students know present simple in affirmative and negative form		

STAGE	PROCEDURE	MATERIAL	INTERACTION
Warm Up	Brainstorm about types of diseases		T-S
Presentation	They are going to watch a video about "how do we get sick?" Then, they are going to watch the video and read the transcript and filling the missing gaps After, they are going to watch the video again with the full transcript and they are going to answer questions of multiple choice. SEND THE MATERIAL TO THE WHATSAPP GROUP	APPX 2.1  VIDEO OF THE WEEK	N.A
Practice	Students are going to answer the worksheet about respiratory illnesses and exercises about using should/should not. SEND THE MATERIAL TO THE WHATSAPP GROUP	APPX 2.2  VIDEO OF THE WEEK	N.A
Production	Students are going to choose a respiratory illness and there are going to explain the concept, symptoms and the treatment using should and should not and the following chunks. - Hi! I am Doctor Mariana and I am going to talk about Asthma. - Asthma is an allergic illness of the respiratory system.... -The common symptoms are -If you feel sick, You should...	APPX 2.3 VIDEO OF THE WEEK	N.A
Wrap-Up	Participation Upload work evidence to the email. Provide feedback on the content provided and thus dispel doubts that students may have. Provide feedback of the activities by email. Correct mistakes.	E-MAIL	E-MAIL

Source: Created by Gloria Mariana Balderas Grimaldo (2021)

## APPENDIX M. SURVEY RESULTS

Survey applied on March 26<sup>th</sup>, 2021.

Credits: Gloria Mariana Balderas Grimaldo (2021)

Survey applied in Google Forms (2021).

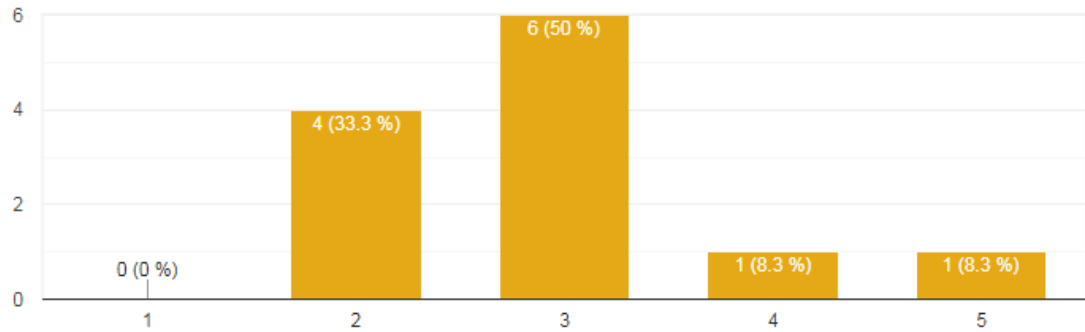
<https://docs.google.com/forms/d/1X5xE-14alCHKoMcArJ3rhKwZhoT6ZJnJV1oG6vwC0Qo/edit#responses>

## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

DEL 1 AL 5. QUE TAN DIFÍCIL ESTUVIERON LAS ACTIVIDADES CONSIDERANDO QUE EL NÚMERO 1 ES DEMASIADO FÁCIL Y EL NÚMERO 5 MUY DIFÍCIL.



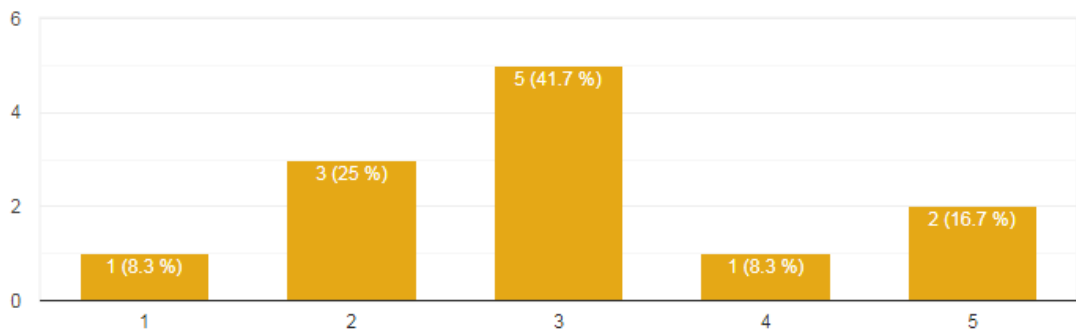
12 respuestas



DEL 1 AL 5. QUÉ TAN DIFÍCIL ESTUVIERON LAS LECTURAS. CONSIDERA 1 COMO MUY FÁCIL Y 5 COMO MUY DIFÍCIL



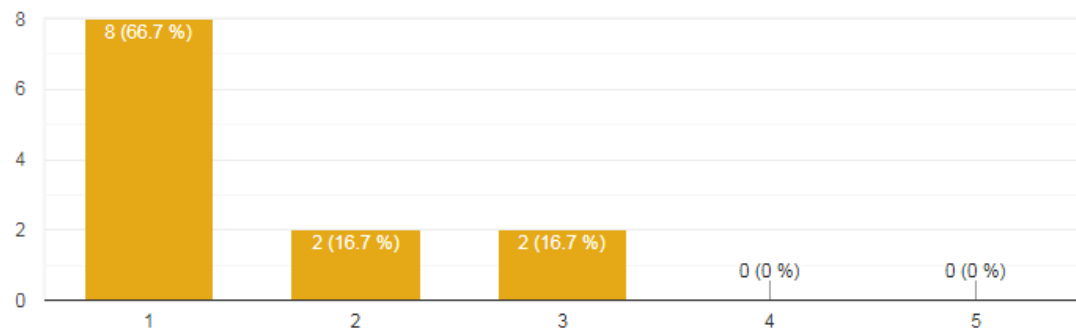
12 respuestas



DEL 1 AL 5. ¿LAS QUE LAS IMÁGENES UTILIZADAS EN LAS LECTURAS TE AYUDARON A COMPRENDER MEJOR EL TEXTO? CONSIDERA 1 COMO SI ME AYUDÓ Y EL NÚMERO 5 COMO NO ME AYUDÓ



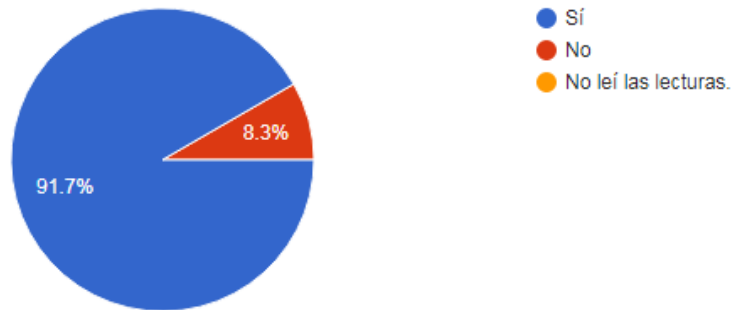
12 respuestas



## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

¿CONSIDERAS QUE LAS LECTURAS QUE SE VIERON DURANTE LAS 4 SEMANAS AYUDARON A MEJORAR TU COMPRESIÓN LECTORA?

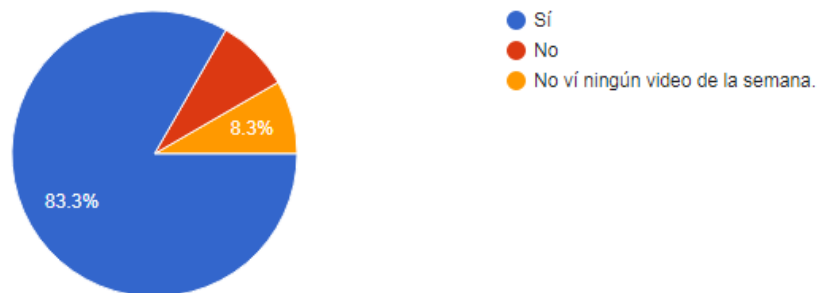
12 respuestas



¿LOS VIDEOS DE LA SEMANA TE AYUDARON A COMPRENDER MEJOR LAS LECTURAS Y LAS ACTIVIDADES?



12 respuestas



### APPENDIX N. QUIZ RESULTS

Quiz applied on March 26<sup>th</sup>, 2021.

Source: Quiz applied in Google Forms (2021).

[https://docs.google.com/forms/d/1gQOSaAIKfKFg5KsUIX4g7\\_jybRCUJt4AZ53OcE7L7wM/edit#responses](https://docs.google.com/forms/d/1gQOSaAIKfKFg5KsUIX4g7_jybRCUJt4AZ53OcE7L7wM/edit#responses)

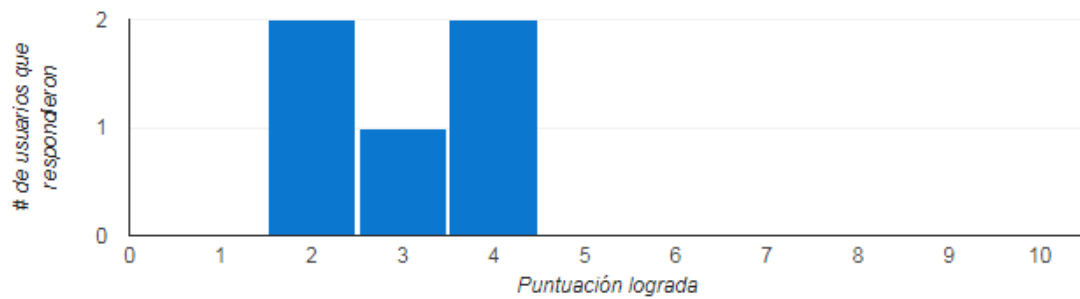
## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

Promedio  
3 / 10 puntos

Mediana  
3 / 10 puntos

Rango  
2 - 4 puntos

Distribución de puntos totales



Puntuación/10

4

2

2

4

3

APPENDIX O.CLASS 1. HUMAN BODY SYSTEMS. EVIDENCES OF STUDENT

Activities from week 25 in the 1<sup>st</sup> class of my teaching practice from March 1<sup>st</sup> to March to Mach 5<sup>th</sup>, 2021.

Credits: Gloria Mariana Balderas Grimaldo (2021)

**“THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”**

# HUMAN BODY SYSTEMS

1. Label the diagrams with the names of the parts of the body.  
Escribe los nombres de las partes del cuerpo en los números correspondientes.

Matricio Alberto 1-F

head leg hand chest foot face knee arm

1 Face

2 hand

3 chest

4 knee

5 head

6 arm

7 leg

8 foot

**3. Read each sentence below. Fill in the missing word.** Lee cada oración y completa los espacios en blanco guiándote por la lectura.

1. Each **BODY SYSTEM** has the same parts and functions.

2. Every body has pieces that are so small they can only be seen with a \_\_\_\_\_

3. Each body part has special cells formed only for that area.

4. Just like every living and non-living thing on Earth, human bodies are made of atoms and molecules.

Source: e-mail evidence.



# “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

## APPENDIX P. CLASS 2. SKELETAL SYSTEM. STUDENT EVIDENCE

Activities from week 26 in the 2<sup>nd</sup> class of my teaching practice from March 8th to March to Mach 12<sup>th</sup>, 2021.

Credits: Gloria Mariana Balderas Grimaldo (2021)

SEMANA 26. ACTIVIDADES

1. PREDICT. ANSWER THE FOLLOWING QUESTIONS BEFORE START TO READ.  
Contesta las siguientes preguntas antes de leer la lectura.

- What do you think the text is about? *on the bone system*
- What body systems do you know? *locomotor, bone, digestive, muscular and nervous*
- What are their functions? *For the body to function properly*

2. Read the text. Then, complete the missing gaps using the words on the box.

**THE SKELETAL SYSTEM**

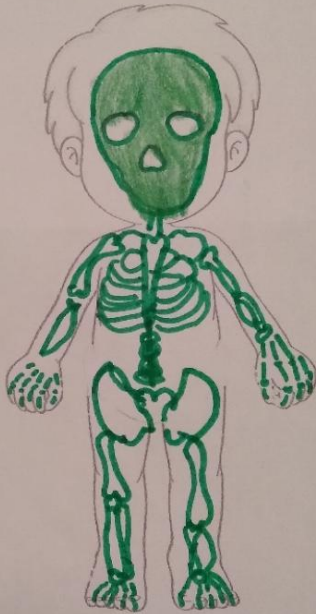
Your skeletal system's main purpose is to support your body. Without **bones**, you would not be able to move. Bones also help to protect your organs.

Your **spine** is the main support in your body. It is made of twenty-six bones.

Your **skull** protects your **head** and the brain and your **ribs** protect your **heart and lungs**. The pelvis helps to protect the organs in your **abdomen**.

The bones in your **arms and legs** are long and strong. There are similar bones in your **hands, wrists, feet and ankles**. Your body has **206 bones** and each has a special job.

Bones are alive because they are made of living cells. This is how they are



3. In the text, highlight the bones with color green and the parts of the body with color blue. Then, circle them in the picture. Encierra las partes del cuerpo con color azul y encierra los tipos de huesos con color verde.

Source: e-mail evidence.

## APPENDIX Q. CLASS 3. DIGESTIVE SYSTEM. STUDENT EVIDENCE.

## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

Activities from week 27 in the 3<sup>rd</sup> class of my teaching practice from March 15<sup>th</sup> to March to Mach 20<sup>th</sup>, 2021.

Credits: Gloria Mariana Balderas Grimaldo (2021)

1. **READ THE TEXT.** Lee el texto.  
2. **COLOR THE WORD.** Colorea la palabra con colores diferentes.

### Human Body Systems

There are many parts used by your body to take care of the food you eat.

Some parts of your body turn food into fuel for your body and into waste products that you get rid of in the bathroom. This group of passages and organs is called your digestive system.

**The digestive system includes your mouth and throat.**

The chewed food continues to your stomach and small and large intestines.

The liver and pancreas send special juices to help break down the food.

Solid wastes are passed down the intestines and end up in the bowels.

The liquid wastes are filtered by the kidneys before moving on to the bladder.

The bladder and bowels hold these wastes until they are eliminated.

System Organs

Color the word.

digestive

Source: e-mail evidence.

## APPENDIX R. CLASS 4. RESPIRATORY SYSTEM. STDUENT EVIDENCE

Activities from week 28 in the 4<sup>th</sup> class of my teaching practice from March 22<sup>th</sup> to March to Mach 26<sup>th</sup>, 2021.

Credits: Gloria Mariana Balderas Grimaldo (2021)

## “THE USE OF VISUAL AIDS TO DEVELOP READING COMPREHENSION SKILLS IN A FIRST GRADE OF SECONDARY SCHOOL”

1. Watch the video. Ve el video:

[https://www.youtube.com/watch?v=gVdY9KXF\\_Sg&feature=youtu.be](https://www.youtube.com/watch?v=gVdY9KXF_Sg&feature=youtu.be)

2. Complete the missing gaps. Complete los espacios en blanco.

3. Watch the video again and Read the text. Complete the questions of multiple choice. Ve el video de nuevo después lee el texto de nuevo. Completa las preguntas de opción múltiple.

It starts with a (1) Tickly in your throat that becomes a cough. Your muscles begin to ache, you grow irritable, and you lose your appetite. It's official: you have (2) **HEAD DACHE**. It is logical to assume that this miserable medley of symptoms is the result of the (3) **HEAD DACHE**, but is that really the case?

What is actually making you feel sick?

What if your body itself was driving this vicious onslaught?

You first get ill when a pathogen like the flu virus gets into your system, (4) **A VIRUS**. However, this unwelcome intrusion has another effect: (5) quickly. As soon as it becomes aware of infection, your body leaps to your defense.

What is the point of all of these unpleasant symptoms?

Well, we are not yet sure, but some theorize that they aid in recovery. The rise in temperature can slow bacteria and help your immune system destroy pathogens. Sleep lets your body channel more energy towards fighting infection. When you stop eating,

(6) **YOU CANNOT DISPOSE OF FOOD PROPERLY**, and since iron is essential for bacterial survival that effectively starves them. (7) **THAT'S WHY IT IS IMPORTANT TO EAT WELL**. Though it is worth noting that if you do not drink enough water, that dehydration can become dangerous.

Even the body's aches (8) **THEY ARE DUE TO THE BAD FOOD**, drawing attention to infected cuts that might be worsening, or even causing your condition. In addition to physical symptoms, sickness can (9) **BE CATASTROPHIC**.

Actually, the body's own immune response causes much of the discomfort you feel every time you get ill. Unfortunately, it does not always work perfectly. Most notably, millions of people worldwide suffer from autoimmune diseases, in which the immune system treats normal bodily cues as threats, so the body attacks itself.

Source: e-mail evidence.