The Effect of Visual Aids in EFL Primary School Students' Reading Comprehension at a

Public Institution in Bucaramanga, Santander

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Research Project for Opting for the Bachelor's Degree in

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Abstract

Title: The Effect of Visual Aids in EFL Primary School Students' Reading Comprehension at a Public Institution in Bucaramanga, Santander*

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Key words: English as a foreign language (EFL), Reading comprehension, Visual aids, Illustrations, Graphic Organizers (GOs).

Description:

Reading comprehension plays an important role in the EFL learning process; however, previous research studies encountered that EFL students struggle to comprehend a text. Hence, it is necessary to explore the level of efficacy of certain reading comprehension tools to facilitate and consequently, improve this process. Therefore, the present Mixed Method Action Research (MMAR) study seeks to investigate the effect of implementing visual aids such as illustrations and graphic organizers (GOs) for improving students' reading comprehension. The participants were 20 fifth graders from a classroom of 37 students at a public institution in Bucaramanga, Santander to whom a pre-test supported by just a textual source and 2 post-tests, that consisted of two texts, one supported by an illustration and the other by a graphic organizer, were applied in order to examine their level of reading comprehension with and without visual aids. The results were compared and analyzed by means of a Paired Sample T-test. Additionally, a Google forms format survey was applied to know participants' experiences and perceptions of the use of visual aids for enhancing reading comprehension. The findings indicated; first, students performed slightly better in the texts that were supported by illustrations. Second, students had better results when the text was accompanied by a comparison/contrast matrix GO. Finally, the t-test revealed that there was not a significant effect on students' reading comprehension when using visual aids such as illustrations, Network Tree GO, and Comparison/Contrast Matrix GOs.

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*Degree work

Resumen

Título: The Effect of Visual Aids in EFL Primary School Students' Reading Comprehension at a Public Institution in Bucaramanga, Santander*

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Palabras clave: inglés como lengua extranjera (ILE), Comprensión lectora, Ayudas visuales, Ilustraciones, Organizadores gráficos.

Descripción:

La comprensión lectora juega un papel importante en el proceso de aprendizaje del inglés como lengua extranjera; sin embargo, en estudios anteriores se encontró que los estudiantes ILE tienen dificultades para comprender un texto. Por lo tanto, es necesario explorar el nivel de eficacia de ciertas herramientas de comprensión lectora para facilitar y, en consecuencia, mejorar este proceso. Por consiguiente, el presente estudio de Investigación-Acción Mixta busca estudiar la eficacia de la implementación de ayudas visuales, tales como Ilustraciones y Organizadores Gráficos, para mejorar la comprensión lectora de los estudiantes. Los participantes fueron 20 estudiantes de quinto grado de un aula de 37 alumnos de una institución pública de Bucaramanga, Santander, a quienes se les aplicó un pre-test apoyado sólo en una fuente textual y dos post-tests, que consistieron en 2 textos, uno apoyado en una Ilustración y el otro en un Organizador Grafico, para examinar su nivel de comprensión lectora con y sin ayudas visuales. Los resultados fueron comparados y analizados mediante una prueba T de muestras relacionadas. Además, se aplicó una encuesta por formulario de Google para conocer las experiencias y percepciones de los participantes sobre el uso de ayudas visuales para mejorar la comprensión lectora. Los resultados indicaron; en primer lugar, que los estudiantes obtuvieron un rendimiento ligeramente superior en los textos que se apoyaban en ilustraciones. En segundo lugar, los estudiantes obtuvieron mejores resultados cuando el texto iba acompañado de un Organizador Gráfico de comparación/contraste. Por último, la prueba T reveló que no había un efecto significativo en la comprensión lectora de los estudiantes cuando se utilizaban ayudas visuales como ilustraciones, Organizador Gráfico de árbol y de comparación/contraste.

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Introduction

1. Context of the Problem

Reading plays a crucial role in the process of learning a foreign language (EFL), as it is in

the case of learning English (Jacob, 2016). This skill provides students with linguistic, syntactic,

and semantic information that students can acquire while doing this process. Therefore, as Krashen

stated (as cited in Chandran & Shah, 2019) "the readers are able to develop a good writing style,

an adequate vocabulary, and advanced grammar and become excellent spellers through the reading

process" (p. 3373). This idea is also supported by Hung and Ngan (2015), who highlighted that for

having success in the acquisition of a second language, it is necessary to have good reading skills.

Unfortunately, in the Colombian context, students' reading performance still has a lot to improve.

According to the national results of the 2018 PISA, 49% of Colombian students that presented it

are under the minimum level expected by the international test (level 2) (Instituto Colombiano

para la Evaluación de la Educación [ICFES], 2020). Additionally, from 2015 to 2018 the

Colombian score in this test decreased from 425 to 412 points in the reading area (ICFES, 2020).

Furthermore, in the ICFES results of critical reading, Colombian have not presented significant

changes in the last years. Taking into account that the scores go from 0 to 100, the results of 2018-

1 showed that the national level was at 64 points and in 2018-2 the level was at 54 points. It is

important to mention that all the public institutions present the test in the second period of the year,

where the score is lower (ICFES, 2019). Subsequently, the poor reading proficiency that

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Colombian students have in their mother tongue is likely to negatively affect their English reading abilities and thus, their reading comprehension in English since students may transfer their' L1 (first language) reading abilities and strategies to their' L2 (second language) reading proficiency (Karim, 2003). Furthermore, according to Kasim & Raisha (2017), it is even more difficult to read and comprehend L2 texts since there are not only linguistics aspects such as syntactic or lexical ones that can complicate the understanding but also non-linguistic aspects such as sociocultural components or complexities that can be found in L2 reading materials.

Therefore, the present research study seeks to investigate the effect of implementing visual aids in reading passages such as illustrations and graphic organizers for improving fifth-grade students' reading comprehension at a public institution in Bucaramanga, Santander. Hence, it is expected that the results of this study provide Colombian English teachers with enough information about the effect of using visual aids in students' reading comprehension for improving and facilitating their learning process. As a limitation, it has been identified that the current world crisis by cause of COVID- 19 could affect the progress of the study since it would not be carried out in a normal Colombian schooling context due to virtuality.

2. Research Question

Does the implementation of visual aids such as illustrations and graphic organizers affect EFL Colombian primary school students' reading comprehension at a public institution in Bucaramanga, Santander?

3. Justification

Reading is considered a very important language skill in the process of acquiring an L2 as it enhances the overall language proficiency in EFL learners (Chandran & Shah, 2019). This is because reading requires a number of complex components including accuracy, comprehension, and speed that students have to master in order to comprehend a piece of written text in a second language (Qarqez & Ab Rashid, 2017). Besides, as it was previously mentioned, reading provides students with vocabulary, fluency, and also improves their speaking and writing skills that are essential to master the L2 (Hung & Ngan, 2015). However, the act of reading itself is not enough for improving language competence in English, it is also necessary that learners comprehend what they are reading. Some researchers have claimed that reading comprehension is not identifying the words that pass in front of our eyes, rather it implies the mental representation of a text with detailed lexical features, context, and knowledge of the world represented in the text read (Garnham, 2001; Fitriani, 2014). With this mind, it has been found that many students have problems of reading comprehension; for instance; in high school, Colombian students do not reach a level of understanding that allows them to analyze the structure of the text, to interpret globally the text, to make inferences from information that is not provided or to take a critical position in real contexts texts (Paba & Gonzales, 2014). Furthermore, this problem comes from elementary school as it has been also identified that students in 3rd and 5th grade have low performance on the Saber tests (ICFES, 2018). Also, Martinez & Ramirez (2018) claimed that "In the area of language, the results reported that both reading and writing communicative competence in all its components (semantic, syntactic and pragmatic) show significantly low proficiency" (p.117). This is supported by Rodriguez et al., (2006) that claimed that "students can read at the literal level, but they still show difficulties to read inferentially and to establish semantic convergences between different texts (critical and intertextual reading)"(p.30). For this reason, it is necessary to have a

clear understanding of this situation that is happening in the educational field where we are training as future professionals. This issue affects the learning process not only in the mother tongue but also in the acquisition of the L2 of students (Karim, 2003). Therefore, this study seeks to find out if the use of certain visual aids such as illustrations or graphic organizers can ameliorate the reading comprehension of primary school students in the English classes at a public institution. On the other hand, if this investigation is not carried out, the production of EFL materials such as exams or books without a scientific basis will continue without knowing whether there is a relationship or difference in the use of visual aids at a public institution's elementary students' reading comprehension.

4. Research Objectives

This investigation seeks to analyze the effect of the implementation of visual aids such as illustrations and graphic organizers in EFL Colombian primary school students' reading comprehension at a public institution in Bucaramanga, Santander. In addition, the following specific research objectives have been established for this study; first, to test the level of reading comprehension without using any type of visual aid. Second, to implement the use of graphic organizers and illustrations as visual aids in reading comprehension. Third, to identify if the use of visual aids such as graphic organizers and illustrations has any effect on the students' reading comprehension.

5. Theoretical Framework

5.1. Background

5.1.1. Reading Comprehension.

EFL students' reading comprehension has been an important subject of study over the last few decades within the field of English teaching and learning. Since it has been identified that "the success of learning any subject matter depends on the competence of reading comprehension". (Sofiyatun, 2009, p.2). Thus, previous studies (Abd Allah, 2017; Chandran & Shah, 2019; Kasim & Raisha, 2017; Qarqez & Ab Rashid, 2017; Paba & Gonzalez, 2014; Peñaranda, 2015; Rojas et al,.2016; Savic, 2016; Toro & Ramirez, 2019; Tovar et al., 2018; Zoghi & Mustapha,2010) have focused on determining the difficulties EFL students have when trying to comprehend the information provided in a written text. For instance, Abd Allah (2017) conducted a mixed-method research study aiming at finding the reading comprehension difficulties 3rd year secondary EFL students face in English classes. Therefore, it was found that a large number of the participants presented reading comprehension problems; those problems were related to lack of vocabulary, sentence structure, and lack of reading strategies implemented either for the teacher or for the students when reading a written passage. Additionally, it was found that the school syllabus did not address students' reading comprehension difficulties. Similarly, Savic (2016) encountered that teachers have difficulties in implementing strategies for facilitating students' reading comprehension; hence, there is an inappropriate teaching approach. Accordingly, this research study will analyze if the implementation of visual aids such as illustrations and graphic organizers will be efficient or not, for coping with the problems encountered in the reading comprehension of EFL students.

5.1.2. Visual Aids.

Visual aids are prepared teaching tools such as illustrations, slides, graphic organizers, or any device that "facilitate learning through the sense of vision" (Weaber & Bollinger, 1949 as cited by Carrasco & Miranda, 2013). These visual tools have been widely used in the EFL teaching context for easing the learners' reading comprehension process. For instance, Jalilehvand (2012) found that implementing reading texts accompanied by pictures had a significant effect on learners' reading comprehension: "the mean score of students' response to reading texts with pictures is higher than those reading texts without a picture" (p. 333). Likewise, recent studies have encountered that using visual aids enhance and facilitate students' comprehension of new input provided in readings (Yunus et al., 2013; Sam & Rajan, 2013; Ramirez, 2012; Majidi & Assadi, 2016; Pan & Pan, 2009). Thus, the implementation of this tool can have a positive effect on students' motivation (Yunus et al., 2013). However, it has been identified that the use of visual aids is more effective on younger students at the lower levels of language proficiency (Fuyurama, 2006; Jalilehvand, 2012; Pike, 2008).

5.1.3. Illustrations.

Illustrations are visual representations of concepts or subjects portrayed in a drawing, photograph, or any other type of image. Usually, illustrations are used for complementing the information provided in the media (Musthafa, 2018). In the EFL context, illustrations are used as tools for facilitating learners' reading comprehension since it has been identified that "illustrations tend to bridge that gap between information encoded in the text and the acquisition of the knowledge intended for the reader by the author of the text" (Okwilagwe & Aghotor, p. 3, 2018). Hence, previous studies have been interested in examining the impact of illustrations on learners' reading comprehension, and it was found that there is a significant relationship between

illustrations and reading comprehension (Mounguengui & Nyock, 2019; Eng et al., 2018; Ramirez, 2012). For example, Pike et al. (2010) encountered that illustrations are useful during the process of construction of meaning in the reading process. However, it has also been determined that it is vital to select detailed and well-constructed illustrations; otherwise, the effect that illustrations would have on reading comprehension would be minimal (Ramirez, 2012; Eng et al., 2018).

5.1.4 Graphic Organizers.

Graphic organizers (GOs) are based on Ausubel's theory (Albufalasa, 2019; Rahat et al., 2020), and are defined as "visual illustrations of verbal statements" (Jones et al., 1989, As cited in Öztürk, 2012). Namely, GOs are visual representations that present information in a different form from the textual one (Sam & Rajan, 2013; González, 2017) through a variety of structures, such as comparison/contrast matrices, network trees, etc. (Dau, 2015) According to Albufalasa (2019), GOs are helpful tools for learners since they "find and organize relations, depict structural patterns pertinent in stories, locate information and key vocabulary in a text, and summarize main ideas" (p.122). As it is evidenced in a study in which the group of EFL students that read with the incorporation of GOs had better results than the group that read without it (Rahat et al., 2020). McKnight (2010) supported this by saying that GOs facilitate the learners' comprehension of the information as the content and ideas are connected and organized. Nevertheless, the effect on students' reading comprehension depends on the type of GO used as it was remarked by Jiang & Grabe (2007). Furthermore, Ellis (2004) mentioned that GOs improve not only learners' reading skills but writing, communicative, analytical, creative, and critical thinking skills (As cited in González, 2017). In the EFL context, this visual device can be specially used with short stories and be implemented in all the phases of reading (Rahat et al., 2020; Öztürk, 2012).

5.2. Theoretical Foundations

5.2.1. Dual Coding Theory.

According to Pan & Pan (2009), the human memory system is formed by "two independent but interconnected coding systems" (p. 188). These two codes are the verbal system that processes linguistic codes and the non-verbal one that processes visual codes (Pan & Pan, 2009; Huang, 2019; Guo et al., 2020; Jalilehvand, 2012; Majidi & Assadi, 2016; Ramirez, 2012; Savic, 2016). DCT sustains that when information is encoded in both forms, learners retain and comprehend better; therefore, the learning process is strengthened (Cohen, 2009). In reading comprehension, this theory has been employed to support the use of visuals with texts, for instance, as it is shown in a study carried out by Huang (2009) where EFL readers showed a good response to the use of visual aids in their reading process. Indeed, according to Guo et al. (2020), more mental energy is demanded when reading an abstract text, therefore, with the help of a visual code, it would be smoother for learners to comprehend a text since they can rely on two sources of information that alleviate the cognitive process. In addition, Pan & Pan (2009) also mentions the benefits of DCT in reading comprehension as it not only facilitates but also promotes connections between the two codes, this way opening a new enhanced route of understanding.

5.2.2. Schema Theory.

The schema theory argues that humans use previous experiences and knowledge to understand new information. (Zhao & Zhu, 2012). This is described by Xue (2019) as a "'kind of memory structure' […] 'readers can rearrange reading materials according to their existing schema in the brain so that they can understand better'" (p.60). The schema theory is composed of three types, the linguistic schema (grammar and vocabulary), the content schema (background knowledge), and the formal schema (discourse form); which clearly have an influence on the

comprehension of a text (Xue, 2019). For that reason, research had been carried out in the EFL field to analyze the influence of the schema theory on students' reading comprehension showing significant results when the learner possesses the three types of schemas (Al-Issa, 2011). In addition, considering the results of another study in English reading comprehension, which investigates the impact of schema theory, graphic organizers, and metacognition, it was showed the participants' inclination towards the implementation of strategies while reading a text since this type of visual aids help the students to clarify some terms and likewise to strengthen the schema types (Rahat et al., 2020).

5.3. Legal Reference

In 1994, the General Education Law was issued in Colombia. This Law regulates educational practices according to the Colombians' needs; it is also based on the right to education as set forth in the country's political constitution. (Law 115, 1994). However, this legislation did not regulate bilingual education; therefore, some modifications were made in order to include the practices of bilingual education in Colombia; those adjustments allowed to the bilingualism's law enactment (Law 1651, 2013), which looked for the teaching and acquisition of a second language in Colombian education by developing certain language skills such as reading and understanding for mastering an L2 (Law 1651, 2013, art. 2). Additionally, different documents have been created to meet this objective. For instance, in the Basic Standards of Competence in Foreign Languages: English (Ministerio de Educación Nacional [MEN], 2006) and in Basic Learning rights of English (MEN, 2016) for 4th graders to 5th graders, it was established that learners should read and completely understand simple reading materials about familiar topics. Also, it is expected from them to recognize, associate, and comprehend certain specific information from and with a short narrative.

6. Methodology

6.1 Type of Investigation: Mixed Method Action Research (MMAR)

Action research is defined as "an inquiry into their [teachers'] teaching in their [teachers'] classrooms...teachers researching their own practice of teaching" (Feldman & Minstrell, 2000, p.3). Consequently, this investigation adopts action research since it seeks to improve the implementation of reading strategies as the use of certain visual tools such as illustration and GOs to strengthen students' competence in the reading skill. According to Ivankova & Wingo (2018), this type of research methodology allows the use of both qualitative and quantitative data collection and analysis, which: "enhances credibility and relevance of study outcomes" (p. 980). Additionally, during this research, both types of data were treated as independent information (Creswell, 2017); namely, they were only mixed during the interpretation and analysis of the data. Thus, the results and conclusions drawn are presented in a single report. Finally, this research study adopts the cycle proposed by Lewin (1948, As cited in Ivankova & Wingo, 2018) that follows 6 steps (Diagnosing, reconnaissance, planning, acting, evaluation, and monitoring) used in an MMAR.

6.2 Hypothesis, Variables, and Indicators

Taking into consideration the aim of this investigation, the following hypothesis has been established: the use of visual aids, such as graphic organizers or illustration, has a favorable effect on fifth-grade primary students' reading comprehension at a public institution in Bucaramanga, Santander. In this manner, two variables have been identified, being students' reading comprehension, the dependent variable, and visual aids the independent one. Furthermore, some specific indicators for each variable have been selected as it is portrayed in table 1.

Table 1

Hypothesis, variables, and indicators of the investigation.

Hypothesis	
The use of visual aids, such as graphic organizers or illustration, has a favorable effect on fifth-grade primary students' reading comprehension at a public institution in Bucaramanga, Santander.	
Variables	**Indicators**
The effectiveness of visual aids (Illustrations & GOs)	To infer the topic To describe the information of the reading To give enough details To be contextualized To complement the reading information To support the understanding of certain vocabulary
Variables	**Indicators**
Reading comprehension	To make inferences To understand the generic structure of the text To identify specific information stated in the text To recognize the context of the text To understand the vocabulary from the context To understand the language features used in the text

6.3 Sampling Process

For sample selection, a non-probability convenience sampling has been used, it "involves choosing the nearest individuals to serve as respondents… or those who happen to be available and accessible at the time" (Cohen et al., 2007, p. 113-114). In this case, it was decided to use this type of sampling since the population chose are those students taught by us, the UIS pre-service

teachers in pedagogical practices, which facilitates the access to the sample. Thereupon, the participants of this study are 20 students from one group of 37 fifth graders at public institution in Bucaramanga, Santander; those 20 students were the ones who met the requirements to carry out this investigation since they presented the three tests and accepted an informed consent form (Appendix A) in which they allowed the treatment of the data collected for the proper development of this research.

6.4 Data Collection Instruments

For collecting the necessary qualitative and quantitative data to carry out this investigation, the following data collection instruments were implemented during the pedagogical intervention (Table 2).

Table 2

Data collection instruments.

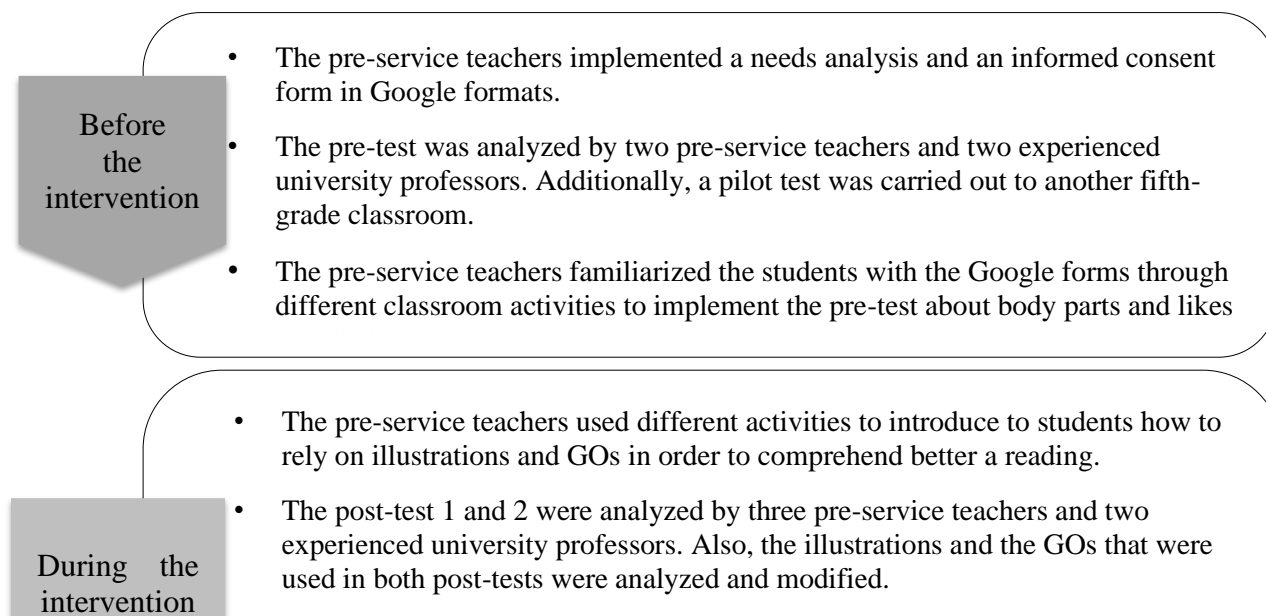| Instrument	Objective	Stages
Needs analysis (Appendix B)	To identify demographic information about fifth-grade students at a public institution in order to know the participants and to analyze their preferences in relation to learning English as a foreign language in order to design the pre-test.	Before the intervention
Pre-test (Appendix C)	To test students' reading comprehension by means of only a written text.	Before the intervention
Post-test 1 (Appendix D) & Post-test 2 (Appendix E)	To test students' reading comprehension through the use of two texts accompanied with visual aids, one supported by an illustration and the other by a graphic organizer.	During the intervention
Survey (Appendix F)	To know if the use of visual aids has any effect on participants' reading comprehension experiences and perceptions.	After the intervention

6.5 Resources and analysis techniques

Considering that this is an MMAR, different types of data are collected. For the analysis of the qualitative data, the Microsoft Excel software is used to analyze the information collected by means of the Google Forms survey. Therefore, the information is transcribed, codified, categorized, and correlated according to the codes already established (Grounded theory) (Corbin & Strauss, 1990). Meanwhile, for the quantitative data, a Paired Sample T-test (Lavrakas, 2008) is implemented with the help of the IBM SPSS Statistics 21 software that compare and analyze the results in the pre-test and the two following post-tests to obtain a P-value. The P- value is a number with a threshold of 0.05 that determines if the results are significant or not. The P- value is a number with a threshold of 0.05 that determines if the results are significant or not (Moore et al., 2003; Fisher, 1954 as cited by Cesana, 2018).

6.6 Stages and Activities Implemented

This investigation was carried out in three different stages, before the intervention, during the intervention, and after the intervention. Figure 1 shows the activities accomplished in each stage.

Figure 1

Stages and activities.

Before the intervention	• The pre-service teachers implemented a needs analysis and an informed consent form in Google formats.
	• The pre-test was analyzed by two pre-service teachers and two experienced university professors. Additionally, a pilot test was carried out to another fifth-grade classroom.
	• The pre-service teachers familiarized the students with the Google forms through different classroom activities to implement the pre-test about body parts and likes
During the intervention	• The pre-service teachers used different activities to introduce to students how to rely on illustrations and GOs in order to comprehend better a reading.
	• The post-test 1 and 2 were analyzed by three pre-service teachers and two experienced university professors. Also, the illustrations and the GOs that were used in both post-tests were analyzed and modified.

7. Results

After analyzing the quantitative and qualitative data collected to study the efficacy of the implementation of visual aids such as illustrations and graphic organizers in EFL Colombian primary school students' reading comprehension, the following results were obtained.

7.1 Quantitative Results

7.1.1 Reading Comprehension Without Using any Type of Visual Aid.

The results of the pre-test are shown in Table 3. The pre-test mean was =4,07 within a numerical grading scale from 1,0 to 5,0. The pre-test Std. Deviation was =,795.

Table 3

Mean pre-test results.

Mean	Number of participants	Std. Deviation
4,07555	20	,795142

These results (table 3) revealed that the participants had a satisfactory performance since the mean of the pre- test was 4, 07 within the numerical grading scale previously mentioned.

7.1.2 The use of Graphic Organizers and Illustrations as Visual Aids in Reading Comprehension.

As Post-test 1 was compound of two texts, one accompanied by an illustration and the other by a graphic organizer, Table 4 presents the comparison between the means of the results in the text with the illustration (M= 3,97, SD= 1,34) and in the text with the Network tree GO (M= 3,52, SD=1,34).

Table 4

Means post-test 1 Illustrations & GO results.

	Mean	Number of participants	Std. Deviation
Media Post01 Illustrations	3,97895	20	1,341564
Media Post01 GO	3,52055	20	1,348426

These results of post- test 1 shown that students performed better in the text with illustrations than in the text with GOs.

As Post-test 2 consisted of two texts, one supported by an illustration and the other by a graphic organizer, Table 5 presents the comparison between the means of the results in the text with the illustration (M= 3,81, SD=,909) and in the text with the Comparison/Contrast Matrix GO (M= 3,64, SD=1,20).

Table 5

Means Post-test 2 Illustrations & GO results.

	Mean	Number of participants	Std. Deviation
Media Post02 Illustrations	3,81165	20	,909829
Media Post02 GO	3,64545	20	1,208214

As in post- test 1, in post- test 2 the results (table 4) revealed that students performed better in the text with illustrations that in the text with GOs.

Table 6 presents the comparison between the means of the results in the text with the illustration in the Post-test 1 (M= 3,97, SD= 1,34) and in the text with the illustration in the Post-test 2 (M= 3,81, SD=,909).

Table 6

Means Post- test 1 & Post-test 2 Illustrations results.

	Mean	Number of participants	Std. Deviation
Media Post01 Illustrations	3,97895	20	1,341564
Media Post02 Illustrations	3,81165	20	,909829

Table 7 presents the comparison between the means of the results in the text with the Network tree GO in the Post-test 1 (M= 3,52, SD= 1,34) and in the text with the Comparison/Contrast Matrix GO in the Post-test 2 (M= 3,64 SD= 1,20).

Table 7

Means Post-test 1 & Post-test 2 GOs results.

	Mean	Number of participants	Std. Deviation
Media Post01 GO	3,52055	20	1,348426
Media Post02 GO	3,64545	20	1,208214

These results (table 7) indicated that students performed better in the text with the Comparison/contrast matrix GO in post 2 than in the text with the Network tree GO in post-test.

7.1.3. The Effect of Visual Aids such Graphic Organizers and Illustrations on Students' Reading Comprehension.

The results of the T-test between the Pre-test (M= 4,07, SD= ,795) and the Post-test 1 (M= 3,74, SD= 1,25) are presented in Table 7. It was obtained a M= ,325 between the Pre and Post-test 1, and a significance level of t (19) = 1,349, *p= ,193.*

Table 8

Paired Samples Test Pre-test & Post-test 1.

	Paired differences							
				95 % Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 pre & post 01	,325750	1,080239	,241549	-,179817	,831317	1,349	19	,193

The results of the T- test between the pre-test and the post- test 1 (table 8) shown that participants performed better in the pre-test than in the post- test 1.

The results of the T-test between the Pre-test (M= 4,07, SD= ,795) and the Post-test 2 (M= 3,72, SD= ,965) are presented in Table 9. It was obtained a M= ,346 between the Pre and Post-test 1, and a significance level of t (19) = 2,008, *p= ,059.*

Table 9

Paired Samples Test Pre-test & Post-test 2.

	Paired differences							
	Mean	**Std. Deviation**	**Std. Error Mean**	**95 % Confidence Interval of Difference**		**T**	**df**	**Sig. (2-tailed)**
				Lower	**Upper**			
Pair 2 pre & post 02	,346700	,772002	,172625	-.014608	,708008	2,008	19	,059

The results of the T- test between the pre-test and the post-test 2 indicated that students still performed better in the pre-test than in the post- test 2.

7.2 Qualitative results

For gathering qualitative data, a survey was applied. This survey aimed to identify if the use of visual aids has any effect on participants' reading comprehension, in this case, in students' experiences and perceptions. It is important to mention that along this section some results are presented by means of percentages, in order to illustrate it better for the reader. The following are the results obtained through the survey.

75% of the participants expressed that they have difficulties comprehending a reading in English. On the other hand, the remaining 25% express that they do not. Also, when they were asked about the aspects, they find difficult when reading in English, the majority of participants mentioned that they do not understand the vocabulary and they do not understand what they read as it is shown in table 10.

Table 10

Aspects that participants find difficult when reading in English.

Aspects	Number of participants
I do not understand the vocabulary	10
I do not like to read	1
I do not like English	0
I do not understand the English grammar	3
I do not concentrate when reading	1
I read and I do not understand what I read	7

Note: Participants could choose more than one aspect.

Regarding the aids or strategies that help participants to understand a text in English, the majority answered that they look up the vocabulary in a dictionary or on the Internet; besides, participants answered that they read the text several times or if the text has an image, they analyze the image to get an idea about the text (Table 11).

Table 11

Aids/strategies that help participants understand a reading in English.

Aspects	Number of participants
I look up the vocabulary in a dictionary or on the Internet.	8
If the text has an image, I analyze the image to get an idea of what the text says.	4
If the text has a concept map or chart, I analyze it to get an idea of what the text says.	2
I read the text several times	4
I read the title of the text to get an idea of what the text is about.	2

Note: Participants could choose more than one aspect.

In relation to the usefulness of the implementation of visual aids in reading comprehension, 93,8 % of the participants consider that the use of illustrations is useful to comprehend a text in English. In contrast, 100% of the participants consider that the use of graphic organizers is useful to comprehend a text in English. When it comes to choosing between illustrations and GOs as the most useful visual aid in reading comprehension, 81,3 % of the participants consider that illustrations are more useful than GOs (18,8%) when trying to comprehend a text in English.

Besides, some codes were created taking into account participant's answers (Table 12). These codes were classified in two, the ones related to Illustrations and the ones related to GOs.

Table 12

Illustrations & GOs codes.

Types of visual aids	Codes	Participants' number
Illustrations	Illustrate	7
	Help to understand	7
	Motivate	1
	Easy to relate	1
GOs	Help to comprehend	3
	Help to predict	2
	Guide	4
	Organize	2
	Summarize	1
	Easy to use	1

Note: This table shows the codes resulting from the participants' responses, each number represents a participant's comment related to the code.

For illustrations, the codes are: illustrate, help to understand, motivate, and easy to relate. The following comments support the previously mentioned categories.

"Por qué el dibujo tiene que tratar de lo que dice el texto o lectura" (Illustrate code, comment 1, participant 4).

"Elegí las ilustraciones o imágenes porque me ayuda a entender mejor en inglés" (Help to understand code, comment 2, participant 3).

"La imagen me da a entender el texto" (Help to understand code, comment 3, participant 6).

"Porque me parece q uno le llama más la atención y se entusiasma más hacer las cosas". (Motivation code, comment 4, participant 12).

"Es más fácil relacionar" (Easy to relate code, comment 5, participant 4).

On the other hand, for GOs, the codes are: help to comprehend, help to predict, guide, organize, summarize, and easy to use. The following comments support the previously mentioned categories.

"... me ayudan a comprender el texto" (Help to understand code, comment 6, participant 13).

"Porque dan ideas al tema que se trata" (Help to predict code, comment 7, participant 12).

"... me sirven de guia" (Guide code, comment 8, participant 8).

"Organiza la información" (Organize code, comment 9, participant 9).

"Es una forma de resumir" (Summarize code, comment 10, participant 11).

"...los mapas conceptuales son muy práctico y se aprende mejor" (Easy to use code, comment 11, participant 15).

7.3 Discussion

This investigation established three specific objectives. First, to test the level of reading comprehension without using any type of visual aid. The participants' results in the pre-test were

higher than expected with a mean of 4,07 taking into account that students did not have English classes in the previous year.

Second, to implement the use of graphic organizers and illustrations as visual aids in reading comprehension. In post-test 1, it was found that there was a slight difference in participants' performance in the text that was accompanied by an illustration (M= 3,97) in comparison with the one accompanied by a Network tree GO (M= 3,52). Likewise, in the post-test 2, it was found that participants performed slightly better in the text with the illustration (M= 3,81) in comparison with the text with the Comparison/Contrast Matrix GO (M= 3,64). This result is supported by the DCT theory, which holds that by offering the learner not only a linguistic code (text), but also a visual one (illustration), the reading comprehension process can be enhanced. Indeed, one of the findings of this study is that illustrations had a better effect on participants' reading comprehension than GOs; this can be explained by previous studies that found that illustrations have more effect on younger students and those with low English proficiency (Fuyurama, 2006; Jalilehvand, 2012; Pike, 2008). Additionally, 81,3% of participants expressed that they preferred illustrations since they like them and find them more useful than GOs to comprehend better a reading. This can be evidenced in students' responses who stated:

"Las ilustraciones o imágenes porque me ayuda a entender mejor en inglés" (Comment 12, participant 3).

which reflects that illustrations not only help them as a visual tool to comprehend a text, but also, as a tool that fosters students' motivation as they claimed:

"Me parece que a uno le llama más la atención y se entusiasma más hacer las cosas" (Comment 13, participant 9).

Taking into account, that two different types of GOs were used in both post-tests, it was encountered a subtle difference in the participants' performance; students performed a bit better in the text with the Comparison/Contrast Matrix GO in the Post-test 2 (M= 3,64) than in the text with the Network Tree GO in the Post-test 1 (M= 3,52). With these results, it was found that the use of a specific type of GO; in this particular case, the Comparison/Contrast GO, can have better results for improving students' reading comprehension having in mind that participants are fifth-grade students between 9 and 11 years old. In fact, according to Jiang & Grabe (2007), "the effectiveness of GOs seems to have to do with the type of GOs used" (p.37) for facilitating the complete understanding of a text.

Third, to identify if the use of visual aids such as GOs and illustrations has any effect on the students' reading comprehension; for this purpose, a paired-sample t-test was used. The t-test allowed to compare the means of the participants in the pre-test and both post-tests. First, the comparison was made between the Pre-test and the Post-test 1, and second, it was made between the Pre-test and the Post-test 2. For each comparison, a probability value (P-value) emerged; in the T-test between the Pre-test (M= 4,07, SD= ,795) and the Post-test 1 (M= 3,74, SD= 1,25) it was obtained a M= ,32 and a *p= ,193* (table 7) and in the T-test between the Pre-test (M= 4,07, SD= ,795) and the Post-test 2 (M= 3,72, SD= ,965) it was obtained a M= ,346, and a *p= ,059* (Table 8). The P-value is a number that determines if the results obtained in research are significant or not in relation to the null hypothesis (Moore et al., 2013); to find this out, Ronal A. Fisher established a threshold of 0.05 for the significance level; if the P < 0.05 the null hypothesis must be rejected and the alternative hypothesis must be accepted, but if P > 0.05 the null hypothesis must be accepted and the alternative one must be rejected (Fisher, 1954 as cited by Cesana, 2018). Hence, taking into consideration, the alternative hypothesis which states that the use of visual aids,

such as GOs or illustrations, has a favorable effect on fifth-grade primary students' reading comprehension at a public institution in Bucaramanga, Santander and the null hypothesis which states that the use of visual aids, such as GOs or illustrations, has not a significant effect on fifth-grade primary students' reading comprehension at a public institution in Bucaramanga, Santander, and the P- values obtained in the t-tests (p=,193 and p=, 059), it can be stated that the use of visual aids, such as GOs or illustrations in this investigation has not a significant effect on fifth-grade primary students' reading comprehension; therefore, the null hypothesis must be accepted and the alternative one must be rejected. In contrast to what it was proposed by Mounguengui & Nyock (2019) who found that the use of illustrations have a clear positive effect on students from 7 to 9 years old reading comprehension and some investigations such as Rahat et al., 2020) who found that the use of GOs have also a positive effect on students' reading comprehension at intermediate English level. Despite the results, students have a positive outlook towards the use of visual aids when reading and comprehending a text taking into account that 93,8% of the participants considered illustrations as helpful tools to understand a reading better, and 100% considered GOs as helpful tools as well.

8.   Conclusions

This study attempted to analyze the efficacy of the implementation of visual aids such as illustrations and GOs in EFL Colombian primary school students' reading comprehension at a public institution located in Bucaramanga, Santander. In order to do this, an MMAR was carried out, in which it was necessary; first, to test the level of students' reading comprehension without using any type of visual aid through the use of a pre-test. The findings indicated that participants' reading comprehension level was higher than expected taking into account that students were

taking classes in an educational online modality, and they did not have English classes during the last year. Second, through a pedagogical intervention, illustrations and GOs were implemented as visual aids in reading comprehension. Besides, during the intervention, two post-tests that consisted of two texts, one supported by an illustration and the other by a graphic organizer, were applied to students in order to evaluate their level of reading comprehension. The quantitative results obtained from the comparison between the two post-tests indicated that students performed slightly better in the texts that were supported by illustrations. Additionally, it was found that students had better results when the text was accompanied by a comparison/contrast matrix GO. Third, two t-tests were used to analyze the effect of visual aids in reading comprehension; the results revealed that there was not a significant effect on students' reading comprehension when using visual aids such as illustrations, Network Tree GO, and Comparison/Contrast Matrix GOs. Besides, the qualitative results obtained by means of the survey showed that participants have a positive perception towards the use of visuals aids when reading a text, and they have a strong preference towards the use of illustrations in comparison with GOs which can be explained by considering the participants' age. Finally, some limitations were encountered during the investigation. Due to the covid- 19 pandemic and global situation, students had to take classes in a virtual context, something that was completely new to them and somehow affected the correct development of their learning process; for instance, students did not have English classes during a scholar year before this intervention. Consequently, the pre-test was designed keeping in mind students' situations regarding their English classes; thus, the pre-test was conformed of one short text. On the contrary, post-test 1 and post-test 2 were more extensive since they were conformed of two short texts each which could have some effect on the results of this research study.

9.   Recommendations

After conducting this research about the effect of visual aids in EFL students' reading comprehension, it is considered necessary to suggest some recommendations for further research. First, to carry out the investigation in a normal schooling context in which participants have had regular English classes before and during the intervention; thus, the tests can be designed with similar length due to the fact that during this study, the pre-test was conformed of only one textual source since prior to the intervention students' English level was deficient to present a larger test. Second, to consider conducting a research study in which the effect of different types of GOs is examined for the purpose of finding if there is a different effect in reading comprehension according to the type of GOs used. Third, to carry out an investigation on the use of visual aids in reading comprehension with a longer period of pedagogical intervention that allows students to get more familiar with the visual aids under study. Lastly, to conduct an investigation on the effect of illustrations in reading comprehension; in which the participants are students of a higher grade and age to analyze if illustrations caused the same effect on younger students than on older ones.

10. Primary Sources

The following primary sources are the ones that were developed before and during the investigation (Table 13).

Table 13

Primary sources.

Primary Sources	Description
Needs analysis (Appendix B)	The need analysis was design in order to identify demographic information about and to analyze participants preferences in relation to learning English as a foreign language.
Pre-test (Appendix C)	The pre- test was design before the intervention with the data gathered from the Needs Analysis. This source was created in order to test students' reading comprehension through the use of different types of questions and by means of only a written text.
Post-test 1 (Appendix D) & Post-test 2 (Appendix E)	Both post-tests were design during the intervention following the same type of questions from the pre-test. These post-tests aimed at testing students' reading comprehension through the use of two texts with visual aids (Illustrations & GOs).
Survey (Appendix F)	This survey was design during the intervention in order to know if the use of visual aids has any effect on participants' reading comprehension experiences and perceptions. For this purpose, some open questions and checklist questions were used.

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Appendices

Appendix A: Informed Consent Form

Documento de consentimiento informado: La efectividad de las ayudas visuales en la comprensión lectora de los estudiantes de primaria de Inglés como lengua extranjera en una institución pública en Bucaramanga, Santander

Su hijo(a) ha sido invitado a participar en la investigación, la efectividad de las ayudas visuales en la comprensión lectora de los estudiantes de primaria de Inglés como lengua extranjera en una institución pública en Bucaramanga, Santander; cuyo objetivo, es analizar la eficacia de la implementación de ayudas visuales como las ilustraciones y los organizadores gráficos en la comprensión lectora de los estudiantes colombianos de primaria de inglés como lengua extranjera en una institución pública de Bucaramanga, Santander. Su hijo(a) ha sido seleccionado(a) porque es estudiante de quinto grado de una institución pública.

Este estudio se está llevando a cabo como parte del trabajo de grado de las estudiantes Daniela Celeste Moreno y Lina Esperanza Delgado Guerrero de la carrera Licenciatura en Lenguas Extranjeras de la Escuela Idiomas de la Universidad Industrial de Santander.

Cabe recalcar que los fines de los datos son netamente pedagógicos e investigativos, sin lucro, que en ningún momento serán utilizados para objetivos distintos y que el colegio velará por la protección de los datos personales. Por ende, las siguientes respuestas serán absolutamente anónimas y la información obtenida no será usada para ningún propósito diferente al estrictamente académico e investigativo.

Si esta de acuerdo en que su hijo(a) participe en esta investigación por favor responda las siguientes preguntas:

*Obligatorio

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

Keiner Santiago Reyes Barbosa

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

Javier Alejandro Ochoa Ferreira

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

Nicolás Daniel Quesada Lascarro

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

barby valentina prada gaviria

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

Nikol Daniela Suárez moncada

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

⦿ Sí

◯ No

El nombre de mi hijo(a) es: *

Alejandro baquero baquero

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

Willeymer Sebastian Medina Mendoza

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

María Valentina Villamizar Ariza

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

Andrés Felipe Cruz Carrillo

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

◯ No

El nombre de mi hijo(a) es: *

Daniel Camilo Peña Tobòn

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

◯ No

El nombre de mi hijo(a) es: *

Ferney alexander tobo lizcano

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

◯ No

El nombre de mi hijo(a) es: *

Oriana Guadalupe Uscategui Plaza

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

Julian David Peña Tobón

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

Juan David Camacho Gualdron

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

María Fernanda Mendoza Gómez

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

○ Sí

◉ No

El nombre de mi hijo(a) es: *

Nicol Vanessa Duarte Jaimes

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

María jose moreno Camargo

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

○ No

El nombre de mi hijo(a) es: *

Laura Valentína Rivera Figueroa

Enviado: 11/6/21 13:14

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

◯ No

El nombre de mi hijo(a) es: *

Jhon Sebastián ROA Quecho

¿Estoy de acuerdo en que mi hijo(a) participe en la investigación? *

◉ Sí

◯ No

El nombre de mi hijo(a) es: *

Eliana Maria León Mendoza

Appendix B: Needs Analysis

Análisis de necesidades

Este cuestionario tiene el propósito de explorar las necesidades de los estudiantes de una institución pública de Bucaramanga, Santander en relación con el aprendizaje del inglés como lengua extranjera, al igual que sus actitudes, preferencias, creencias y motivaciones para aprender este idioma (en clases presenciales y virtuales).

A su vez, con este cuestionario se busca recolectar información de los estudiantes de grado quinto de inglés como evidencia para el Trabajo de grado II del semestre 2021-1 que realizan las estudiantes Daniela Celeste Moreno Arenas y Lina Esperanza Delgado Guerrero del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés de la Universidad Industrial de Santander como requisito de grado.

Dado lo anterior, nos dirigimos a usted de la manera más atenta con el fin de solicitar su autorización para que su hijo(a) participe en dicho estudio. El trabajo consistirá en que su hijo(a) conteste una encuesta de 13 preguntas. Cabe recalcar que los fines de los datos son netamente pedagógicos e investigativos, sin lucro, que en ningún momento serán utilizados para objetivos distintos y que el colegio velará por la protección de los datos personales. Por ende, las siguientes respuestas serán absolutamente anónimas y la información obtenida no será usada para ningún propósito diferente al estrictamente académico e investigativo.

En compañía de un adulto lea cuidadosamente las instrucciones y responda a cada una de las preguntas. Agradecemos su tiempo y honestidad.

*Obligatorio

Esto es un cuestionario, no una evaluación. No hay respuestas correctas o incorrectas. Es importante que des respuestas verdaderas.

¿Quién soy yo?

Sexo: *

○ Masculino

○ Femenino

Edad *

Tu respuesta

Grado: *

Tu respuesta

1. ¿Con quien vives? *

Tu respuesta

2. ¿En que barrio vives? *

Tu respuesta

Sexo: *

○ Masculino

○ Femenino

Edad *

Tu respuesta

1. ¿Con quien vives? *

Tu respuesta
_____

2. ¿En que barrio vives? *

Tu respuesta
_____

3. ¿Usualmente que comes en el desayuno? *

Tu respuesta
_____

4. ¿Usualmente que comes en el almuerzo? *

Tu respuesta
_____

5. ¿Usualmente que comes en la comida? *

Tu respuesta
_____

6. ¿Tienes en tu casa...? (más de una es posible) *

☐ Computador

☐ Acceso a internet

☐ Impresora

☐ Celular

☐ Tablet

¿Cómo me gustan mis clases de inglés?

7. ¿Te gusta el inglés? *

◯ Sí

◯ No

8. ¿Estás aprendiendo inglés por fuera del colegio? *

◯ Sí

◯ No

9. ¿Piensas que el inglés es útil? *

◯ Sí

◯ No

10. ¿Por qué te gustaría o te parece genial aprender inglés? (Marca la opción que sea verdadera para ti) *

	SI	NO
Para poder viajar a otros países	☐	☐
Para pasar las evaluaciones de inglés	☐	☐
Porque disfruto aprendiendo inglés	☐	☐
Para poder entender canciones y películas en inglés.	☐	☐

11. ¿Te gusta _____ en inglés? (Marca la opción que sea verdadera para ti) *

	SI	NO
¿Leer?	☐	☐
¿Hablar?	☐	☐
¿Escuchar?	☐	☐
¿Escribir?	☐	☐

12. ¿Cómo te gusta aprender? (Marca la opción que sea verdadera para ti) *

	SI	NO
Leyendo historias	☐	☐
Escuchando música	☐	☐
Trabajando individualmente	☐	☐
Trabajando en equipos	☐	☐
Estudiando reglas gramaticales	☐	☐
Jugando	☐	☐
En el computador	☐	☐
Haciendo proyectos	☐	☐
Resolviendo problemas	☐	☐

13. ¿En qué temas estoy interesado? (Marca la opción que sea verdadera para ti)
*

	SI	NO
Deportes	☐	☐
Películas/Caricaturas	☐	☐
Música	☐	☐
Video juegos	☐	☐
Animales	☐	☐
Youtubers	☐	☐
Medio ambiente	☐	☐
Historia	☐	☐
Tik tok	☐	☐

Enviar

Appendix C: Pre- test

Reading Activity!

Write your name, read the text and answer the questions (Escriba su nombre, lea el texto y responda las preguntas).

*Obligatorio

Name (nombre) *

Tu respuesta

Luis has a friend

My name is Luis. I am a monster. I have three eyes and I have two big ears. I have a big nose and a big mouth. I have eight fingers and two arms. I love to eat. My favorite fruits are apples and bananas. I like green apples and my favorite color is green. I love to dance and sing with my friends. My best friend is Manuel. Manuel is a monster too. His favorite color is yellow and he loves to eat bananas. Manuel has one eye and four legs. He likes to play video games every day. Manuel is a good friend and he is cute.

---

a) Select the correct option (seleccione la opción correcta)

---

1) Luis has _____ *

○ Three eyes.

○ Three ears.

○ Four eyes.

○ Two noses.

2) Who is the friend of Luis? *

○ Peter

○ Manuel

○ Rodrigo

○ Sam

b) Choose if the sentence is TRUE or FALSE. Correct only the False sentences (Marque si la oración es verdadera (TRUE) o falsa (FALSE) y corrija la oracion SOLAMENTE si es falsa)

3) Luis has a big nose and a big mouth. *

○ True (verdadero)

○ False (falso)

Correction (opcional)

Tu respuesta

4) Manuel has three eyes. *

○ True (verdadero)

○ False (falso)

Correction (opcional)

Tu respuesta

c) Write the correct answer (escriba la respuesta correcta)

5) What are the favorite fruits of Luis? *

Tu respuesta

6) How many legs has Manuel? *

Tu respuesta

Enviar

Appendix D: Post-test 1

Write your name, read the text and answer the questions!

(Escriba su nombre, lea el texto y responda las preguntas).

*Obligatorio

Name *

Tu respuesta

Text 1. Read and answer the questions (lea y responda las preguntas)

Julia's daily routine

My name is Julia and I'm eleven years old. I wake up at seven o'clock in the morning and I have breakfast before going to school. Then, I take the bus to go to school.

School starts at eight o'clock. I have lunch at school with my best friend and after that I have lessons again. School ends at four o'clock in the afternoon.

At home, I watch TV. My favorite program starts at five o'clock.

After an hour I do my homework. I have dinner at nine o'clock. Then, I take a shower.

I go to bed at ten o'clock. But before going to bed I brush my teeth.

[Ilustration Daily Routine - Girl]. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.teacherspayteachers.com%2FProduct%2FClip-Art-PNGs-Daily-Routine-Girl-2574563&psig=AOvVaw1q-jlKTtPwOU_nfiyJX7Wq&ust=1631377420114000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCOjTg9no9PICFQAAAAAdAAAAABAT

a) Select the correct option (seleccione la opción correcta)

1) Julia has lunch at school with _____ *

○ her best friend.

○ her teacher.

○ her parents.

○ her dog.

2) Julia goes to the school by _____ *

○ airplane.

○ train.

○ bus.

○ bicycle.

b) Choose if the sentence is TRUE or FALSE. Correct only the False sentences (Marque si la oración es verdadera (TRUE) o falsa (FALSE) y corrija la oracion SOLAMENTE si es falsa)

3) Julia has lunch at home. *

○ True

○ False

Correction (opcional)

Tu respuesta

4) First, she has dinner and after she takes a shower *

◯ True

◯ False

Correction (opcional)

Tu respuesta

c) Write the correct answer (escriba la respuesta correcta)

5) What time does the favorite TV program of Julia start? *

Tu respuesta

6) What does Julia do before going to bed? *

Tu respuesta

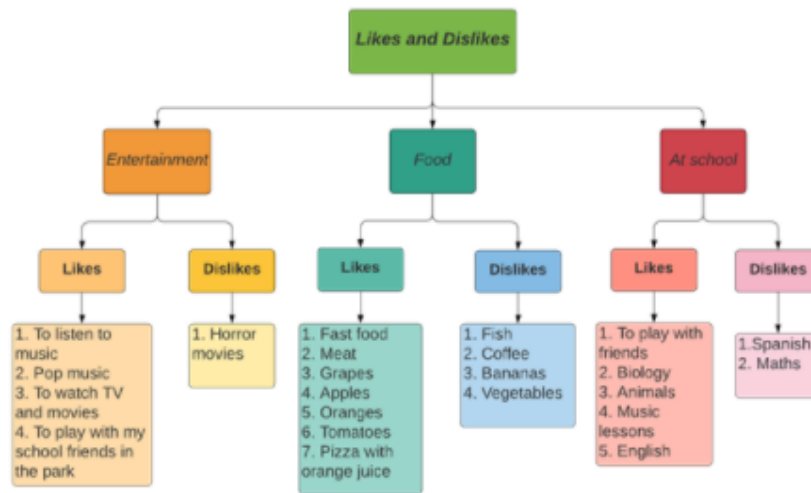Text 1. Read and answer the questions (lea y responda las preguntas)

What I like and don't like

Hello, Friends! I am Luisa and I am 16 years old. I am from Peru. Today I'm writing about the things that I like and things that I don't like.

Entertainment: I like to listen to music. I love pop music. My favorite singers are Shakira and Camilo. I like to watch TV and movies, but I don't like horror movies. I like drama movies and TV series. My favorite TV series are Ben 10 and Phineas and Ferb. I like to play with my school friends in the park.

Food: I don't like fish but I like meat. I love fast food. My favorites are pizza and hamburgers. I like to eat pizza with orange juice but I don't like coffee. I love grapes, but I hate bananas. I like apples and I love oranges! I hate vegetables, but I love tomatoes.

School Subjects: I love to play with my friends at school. I don't like Spanish and I hate Maths lessons! I like Biology because I love animals. I like music lessons. My favorite subject is English.

Likes and Dislikes

Entertainment | Food | At school

Entertainment

Likes
1. To listen to music
2. Pop music
3. To watch TV and movies
4. To play with my school friends in the park

Dislikes
1. Horror movies

Food

Likes
1. Fast food
2. Meat
3. Grapes
4. Apples
5. Oranges
6. Tomatoes
7. Pizza with orange juice

Dislikes
1. Fish
2. Coffee
3. Bananas
4. Vegetables

At school

Likes
1. To play with friends
2. Biology
3. Animals
4. Music lessons
5. English

Dislikes
1. Spanish
2. Maths

a) Select the correct option (seleccione la opción correcta)

7) What is the topic of the text? *

◯ Food and animals

◯ Sports and games

◯ Likes and dislikes

◯ Entertainment and likes

8) Who are Luisa's favourite singers? *

◯ Juanes and Camilo

◯ Shakira and Camilo

◯ Morat and Juanes

◯ Maluma and JBalvin

b) Choose if the sentence is TRUE or FALSE. Correct only the False sentences (Marque si la oración es verdadera (TRUE) o falsa (FALSE) y corrija la oracion SOLAMENTE si es falsa)

9) Luisa loves vegetables but hates tomatoes *

○ True

○ False

Correction (opcional)

Tu respuesta

10) Luisa's favorite subject is English *

○ True

○ False

Correction (opcional)

Tu respuesta

c) Write the correct answer (escriba la respuesta correcta)

11) Who is the main character of the text? How old is she? *

Tu respuesta

12) Why does Luisa like biology? *

Tu respuesta

Enviar

Appendix E: Post- test 2

Write your name, read the text and answer the questions !

(Escriba su nombre, lea el texto y responda las preguntas).

*Obligatorio

Name *

Tu respuesta

Text 1. Read and answer the questions (lea y responda las preguntas)

Alfredo's daily routine

Alfredo is a Colombian boy. He lives in Barichara, Santander. He lives with his mother, father and sister in a small and beautiful house.

He wakes up at half past seven, he goes to the bathroom, takes a shower, brushes his teeth and gets dressed.

After, he has breakfast and at a quarter to eight he takes the bus to go to school.

He usually has lunch at school at half past twelve. After school, at quarter past five, he goes home.

He does his homework and at half past seven has dinner with his family.

After dinner, he plays with his sister.

About ten o'clock, he brushes his teeth again and goes to bed. Alfredo is a very happy boy!

[Ilustration Daily Routine- Kids]. https://www.google.com/imgres?
imgurl=https://image.shutterstock.com/image-illustration/daily-routine-kids-
making-various-600w-
1535015732.jpg&imgrefurl=https://www.shutterstock.com/ko/image-
illustration/daily-routine-kids-making-various-cases-
1535015732&h=620&w=450&tbnid=e1zRWBNbhF09AM&tbnh=264&tbnw=191&
osm=1&hcb=1&source=lens-native&usg=AI4_-kRWPNX4-
vOHlfTel9jFew_VoBmyRw&ved=0ELLNBQgAKAAwAA&docid=EpsZa8gjafaqJM

a) Select the correct option (seleccione la opción correcta)

1) What time does he wake up? *

○ 7:00

○ 8:30

○ 7:30

○ 9:30

2) Where does he have lunch? *

○ At home

○ At school

○ At a restaurant

○ At the park

b) Choose if the sentence is TRUE or FALSE. Correct only the False sentences
(Marque si la oración es verdadera (TRUE) o falsa (FALSE) y corrija la oración
SOLAMENTE si es falsa)

3) Alfredo plays with his brother. *

○ True

○ False

Correction (opcional)

Tu respuesta

4) At 7:45 he takes the bus to go to school. *

○ True

○ False

Correction (opcional)

Tu respuesta

c) Write the correct answer (escriba la respuesta correcta)

5) Where does Alfredo live? *

Tu respuesta

6) Who are the members of the family of Alfredo? *

Tu respuesta

Text 1. Read and answer the questions (lea y responda las preguntas)

Hobbies

Susana is 10 years old, she lives in Floridablanca, Colombia. She likes sports, at school she plays in the physical education class and in the recess. She likes to play soccer with her friends. After school, she likes to play basketball with her brother in the park. She doesn't like to dance, she doesn't like to play volleyball or to play computer games.

Henry is 11 years old, he lives in Piedecuesta, Colombia. He doesn't like sports, at school he doesn't play soccer in the recess, he prefers to read. He likes to sing and to listen to music. He also likes to read comics in the afternoon. He doesn't like to play computer games or to play basketball.

John is 9 years old, he lives in Bucaramanga, Colombia. John likes to go to school and to study, he loves to read books and comics, but he also likes to play basketball with his best friend. When he is at home, he likes to play computer games and to listen to music. But he doesn't like to play soccer or to play volleyball.

	Play soccer	Play basketball	Play computer games	Listen to music	Read	Dance	Play volleyball
Susana	✔	✔	✖			✖	✖
Henry	✖	✖	✖	✔	✔	✔	
John	✖	✔	✔	✔	✔		✖

a) Select the correct option (seleccione la opción correcta)

7) Who doesn't like to play computer games? *

○ Susana & John

○ Susana & Henry

○ John & Henry

○ Henry & Juliana

8) Who likes to read? *

○ Susana & John

○ Henry & Susana

○ Henry & John

○ Juliana & Henry

b) Choose if the sentence is TRUE or FALSE. Correct only the False sentences (Marque si la oración es verdadera (TRUE) o falsa (FALSE) y corrija la oración SOLAMENTE si es falsa)

9) Susana likes to play soccer with her brother. *

○ True

○ False

Correction (opcional)

Tu respuesta

10) Henry likes to read comics in the afternoon. *

○ True

○ False

Correction (opcional)

Tu respuesta

c) Write the correct answer (escriba la respuesta correcta)

11) What does John like to do when he is at home? *

Tu respuesta

12) In which country do Susana, Henry and John live? *

Tu respuesta

Enviar

Appendix F: Survey

Encuesta

Con esta encuesta queremos conocer tu opinión sobre el uso de ayudas visuales como imágenes, ilustraciones, mapas conceptuales, y cuadros en algunas lecturas durante tus clases de inglés. Por favor responde todas las preguntas de manera honesta, tomate tu tiempo. ¡Muchas gracias por tu participación!

*Obligatorio

Sexo *

○ Femenino

○ Masculino

Edad *

Tu respuesta

1. Tengo dificultad para comprender una lectura en inglés *

○ Sí

○ No

2. ¿Qué aspectos se me dificultan cuando leo en inglés? *

☐ No entiendo el vocabulario

☐ No me gusta leer

☐ No me gusta el inglés

☐ No entiendo la gramática del inglés

☐ No me concentro a leer

☐ Leo y no entiendo lo que leo

3. ¿Qué ayudas/estrategias me ayudan a comprender una lectura en inglés? *

☐ Busco el vocabulario en un diccionario o en internet

☐ Si el texto tiene una imagen, analizo la imagen para darme una idea de lo que dice el texto

☐ Si el texto tiene un mapa conceptual o cuadro, lo analizo para darme una idea de lo que dice el texto

☐ Leo el texto varias veces

☐ Leo el titulo del texto para darme una idea del tema del texto

4. Pienso que el uso de imágenes o ilustraciones en una lectura en inglés, me ayudan a comprender el texto de una mejor manera. *

○ Sí

○ No

[Ilustration Daily Routine - Girl]. https://www.google.com/url?
sa=i&url=https%3A%2F%2Fwww.teacherspayteachers.com%2FProduct%2FCl
ip-Art-PNGs-Daily-Routine-Girl-2574563&psig=AOvVaw1q-
jIKTtPwOU_nfiyJX7Wq&ust=1631377420114000&source=images&cd=vfe&ved
=0CAsQjRxqFwoTCOjTg9no9PICFQAAAAAdAAAAABAT

5. ¿Por qué pienso que el uso de imágenes o ilustraciones en una lectura en inglés, me ayudan a comprender el texto de una mejor manera? *

Tu respuesta

6. Pienso que el uso de organizadores gráficos como mapas conceptuales, tablas y cuadros en una lectura en inglés, me ayudan a comprender el texto de una mejor manera. *
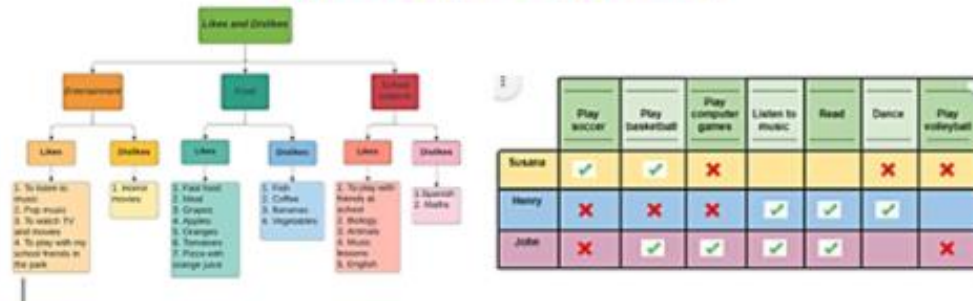
○ Sí

○ No

7. ¿Por qué pienso que el uso de organizadores gráficos como mapas conceptuales, tablas y cuadros en una lectura en inglés, me ayudan a comprender el texto de una mejor manera? *

Tu respuesta

8. ¿Qué ayuda visual entre ilustraciones o imágenes y mapas o cuadros me gustó más y me fue más útil para comprender las lecturas en inglés? *

Imagenes o ilustraciones

Mapas conceptuales y cuadros

○ Ilustraciones o imagenes

○ Mapas o cuadros

[Illustration Daily Routine - Girl]. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.teacherspayteachers.com%2FProduct%2FClip-Art-PNGs-Daily-Routine-Girl-2574563&psig=AOvVaw1q-jlKTtPwOU_nfiyJX7Wq&ust=1631377420114000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCOjTg9no9PICFQAAAAAdAAAAABAT [Ilustration Daily Routine-Kids]. https://www.google.com/imgres?imgurl=https://image.shutterstock.com/image-illustration/daily-routine-kids-making-various-600w-1535015732.jpg&imgrefurl=https://www.shutterstock.com/ko/image-illustration/daily-routine-kids-making-various-cases-1535015732&h=620&w=450&tbnid=e1zRWBNbhF09AM&tbnh=264&tbnw=191&osm=1&hcb=1&source=lens-native&usg=AI4_-kRWPNX4-vOHlfTel9jFew_VoBmyRw&ved=0ELLNBQgAKAAwAA&docid=EpsZa8gjafaqJM

Teniendo en cuenta mi respuesta anterior ¿Por qué me gustó más? ¿Me ayudó a entender mejor las lecturas en Inglés? *

Tu respuesta

Enviar