THE IMPACT OF AUDIO VISUAL AIDS IN THE IMPROVEMENT OF READING COMPREHENSION ON STUDENTS OF 10TH GRADE

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DEDICATORY

First of all, To God.

For having allowed us to reach this point and have given us wisdom to achieve our goals.

To our parents

For being the fundamental support in everything we are, in our personal and professional growth.

To my classmate

She provided useful and valuable tools for the development of this work with her knowledge.

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ABSTRACT

The aim of this project is to know the impact of audio visual aid in the improvement of reading comprehension on students of 10th grade of a public school in Armenia Quindío. This research was based on the use of pre-reading activities with audiovisual tools as helpers to facilitate the reading comprehension in students. It was carried out in 6 weeks; four of them were used to the interventions with the audiovisuals aids. Each week it was implemented different audio visual strategies such as timelines, videos, slides and songs. In those interventions, teachers took 10 minutes to make the pre-activity and the rest of the class for the text reading and answer the test that was composed of the 10 multiple choice questions. Besides, in the first week, students presented the pre-test (PET) in order to measure their reading comprehension level, also, in the final week, they presented the same test as a post-test in order to compare the results and the effectiveness of the intervention. At the end, students outperformed in the post-test which means audiovisual aids had a positive impact on students' reading comprehension.

Key words: audio-visual aids, reading comprehension, pre-reading activity, strategies, intervention.

RESUMEN

El objetivo del presente proyecto es conocer el impacto de las ayudas audio-visuales en el mejoramiento de la comprensión lectora de estudiantes de 10° grado en una institución pública en armenia Quindío. Este estudio se basó en el uso de actividades pre-lectura con material

audiovisual como herramientas que facilitan la comprensión lectora en estudiantes. El proyecto fue realizado en 6 semanas, cuatro en la fase de intervención con las ayudas audiovisuales. Durante este tiempo se emplearon estrategias tales como diagramas cronológicos, videos, diapositivas y canciones. En cada intervención, los docentes empleaban 10 minutos para realizar la actividad pre-lectura y el resto de la clase para la lectura y examen de comprensión lectora de 10 preguntas. Además, en la primera y última semana los estudiantes presentaron un pre y post-test (PET) con el objetivo de comparar los resultados y la efectividad de la intervención. Al final los estudiantes obtuvieron mejores resultados en el post-test , lo que significa que las ayudas audiovisuales tuvieron un impacto positivo en la comprensión lectora de los estudiantes.

Palabras clave: ayudas audiovisuales, comprensión lectora, actividad previa a la lectura, estrategias, intervención.

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Introduction

First of all, second language learning has become an important aspect in our modern society which requires people who can manage more than one language. In this manner, there are several countries that have focused on creating special plans to promote the bilingual education in schools and colleges. One of these countries is Colombia with the program " (Programa Nacional de Bilinguismo Colombia 2004-2019), created by The Ministry of Education whose goal is to develop the four communicative competences in students and to achieve the standards proposed by international and national tests. Thus, those tests are guided to measure the reading skill in students. Therefore Karbalaei (2010) refers to the reading as a dynamic and interactive process by which the learners have to make use of the grammatical and lexical understanding, also, to analyze the structure of the text and trying to relate it with the L1 knowledge. But, it has been found a lack of lexicon that makes difficult the reading comprehension, in this sense, it has been necessary to look for ludic methods to improve the procedure.

In view of the above, the aim of the present project is to determine to what extent the use of audio visual aids help 10th grade students to improve reading comprehension. In order to achieve this goal, the identification of the main difficulties on reading comprehension, the description of activities by using audio visual resources, the evaluation of the impact of the strategy at the pre-reading stage and the analysis of teachers and students' perceptions will be pursued synergistically. In this light, the main contribution of the study is to make valuable contributions that enrich the knowledge produced thus far in the department of Quindío, as well

as propose the implementation of audio-visual aids as strategies that help students to improve the

reading comprehension of English texts and help teachers to perform better at class by fostering a

more didactical education.

1. Statement of the problem

The progress of human society in economic, social and political dimensions is explained by the impact of globalization in modern life (Xue & Zuo, 2013) Such a development involves not only an economic phenomenon by making markets more efficient, but also a cultural process in which communication is the means to have contact with the world. That is how language, as part of culture, becomes a significant element in the shaping of principles and values of a given society (Mezuláník, undated, p. 626). It is through language that cross-cultural interaction is possible and even more so the spreading of ideas transcends borders.

English is commonly referred to as an international or standard language. For that reason, learning English has become a priority for most nations around the world that recognize it as a need to create new trade relations, to face immigration problems, or promote technological trade. For instance, it is important to point out the progress of many governments that have dealt with issues related to second language programs where the first requirement is the promotion of bilingual education. Over the last two decades, several countries of Asia, Africa, Europe and North America like Canada, have created bilingual policies and educational strategies to promote bilingual education, as well as some Latin American countries such as Brazil, Ecuador, Peru and Colombia.

In the case of the Colombian government, many efforts have been made with the purpose to improve the English level proficiency at schools and universities, through the implementation

of the educational policy of quality that relies on the program called "Programa Nacional de Bilingüismo 2004-2019" (Ministry of Education, 2005). Its main goal is to make progress on foreign language proficiency levels and communicative competence of Colombian students and professionals. However, the results of standardized tests such as Pruebas Saber 11 and Saber Pro, which measure language proficiency, have shown the lowest English levels due to the fact that 91% of high school students are enclosed in A1 category (Sanchez-Jabba, 2013).

Although, some statistics taken from National results report Saber Pro 2012- 2015 showed that the number of students located in the upper levels (B1 and B +) remained constant, while the percentage of students in the basic levels (A1 and A2) increased 18%. Though the results have demonstrated a successful advance, the 16% of the students who were evaluated obtained an (A-), indicating that one out of six students about to graduate are not prepared to develop the basic competences, including reading comprehension in a second language (Instituto Colombiano para la Evaluación de la Educación ICFES, 2016).

On the other hand, (Del Toro, 2013) affirms if students do not know to interpret and analyze complex and informative texts in their native language, it will be more difficult to do it in a second language, in this case English. This overwhelming situation has affected the admission and continuity in higher education that require students with good levels and abilities to understand a second language. A clear example of this is the National University of Colombia, in which students who are going to be admitted in one program have to present a placement test in English. Also, students who are going to finish the career have to present an examination, in

order to demonstrate good proficiency in a foreign language, reaching the B1 level to obtain the professional certificate.

According to the *Guia de Orientación* for the English Module of the national test Saber Pro, issued by the ICFES and MEN in (2016), this is composed by thirty-five questions divided into five parts. Sixty percent of the questions are related to short texts in which the student must select the correct word for each gap, by means of multiple-choice questions and matching (Instituto Colombiano para la Evaluación de la Educación ICFES, 2016). Clearly, it is evident that one of the skills this test evaluates in the English module is that of reading comprehension. However, taking into account the importance the Colombian government has given to such skill, much work remains to be done.

In the same vein, the department of Quindío has invested money in educational projects, such as the Spelling Bee Contest to improve the use of English as a second language. However, in accordance with the *Plan sectorial de Educación de Armenia* (Secretaría de Educación Municipal), during the period 2012-2016, students' performance in language was not significant. It also means there is a poor reading comprehension in mother tongue and even in English, mainly in public schools of the department in all school grades. Osorio (2012) indicates that students with a lack of knowledge and vocabulary in a second language will have more difficulties to understand a complete text, making it difficult for them to transfer the reading skills with other languages.

Finally, regarding the Modern Languages Program of the University of Quindío, there are few studies focused on reading comprehension skill. Some of them evaluate the effect of contextualized materials on reading comprehension, such as the use of audio-visual aids in teaching English; children's literature in L2 to solve reading comprehension problems in 10-11 years old; and others that analyze the role of games and visual aids in foreign language acquisition. Nevertheless, most of these works do not consider a particular reading stage. For that reason, there is a need to evaluate the impact of audio-visual aids as pre-reading activities on students' reading comprehension. The assumption of this project is based on the idea that audio-visual aids enhance the ability to understand English texts.

Therefore, this study attempts to answer the following general and specific questions:

1.1 *General question*

To what extent does the use of audio visual aids help 10th grade students improve their reading comprehension?

1.1.1. *Specific questions.*

What are the aspects that obstruct reading comprehension in 10th grade students?

What kind of activities help to facilitate the reading comprehension?

What is the impact of the use of audio visual aids in the preparation stage for reading comprehension?

What are the teachers and students' perceptions regarding the use of audio visual aids in the improvement of reading comprehension?

In order to answers to these questions, the objectives of this research are:

1.2   General objective

To determine to what extent the use of audio visual aids help 10th grade students improve reading comprehension.

1.1.2. Specific objectives.

Identify the difficulties in reading comprehension of English texts in students of 10th grade.

Describe the activities that involve the use of audio visual aids to facilitate reading comprehension.

Evaluate the impact of the use of audio visual aids at the pre-reading stage.

Analyze teachers and students' perceptions regarding the use of audio visual aids as a pre-reading strategy to improve reading comprehension.

2. Rationale

Bearing in mind the demands of a globalized world, policies about bilingualism and second language learning are constantly changing. In order to evaluate the effectiveness of such policies, nations participate in international assessments such as the Programme for International Student Assessment (PISA) to benchmark the performance of their education system and improve their education strategies. For instance, in Latin America countries like Chile, Uruguay, and Mexico outperform countries such as Colombia in reading, science and mathematics in PISA 2006 (Human Development Sector Management Unit Latin America and the Caribbean Regional Office, 2008). The results demonstrate that Colombia has a lower performance than the rest of the participants. That is why the goal of Colombian government is centered on the advance toward the achievement of international standards by adapting policies to the called *Plan Nacional de Educación.*

However, the problematic of the country regarding the state of reading comprehension in second language, has been reported in countries such as Iran, Taiwan, or Germany. Some international studies have tried to explain why reading comprehension is one of the skills in which second learners show more difficulties. According to Majidi & Aydinlu (2016), reading is considered a very common problem in EFL classes. Indeed, among the main conclusions of these studies point to student's low reading level and low reading comprehension. Thereby, some of the suggestions for teaching reading are the use of pre-reading activities, so as to make the learner interested in the reading, and the use of readings related to interesting topics for students.

The importance of studying reading comprehension at a public school lies in the fact that more efforts need to be done in these institutions that, unlike private schools, present the lowest results in English language proficiency (Sanchez-Jabba, 2013). Different strategies at a national level have been adopted such as the increase of English schedule at schools, the English use in class, the bilingual training in reading and writing abilities for teachers and the creation of bilingual communities in classrooms and schools.

In certain Colombian departments such as Antioquia, Caldas, Huila, Cesar and Quindío time and money have been invested elaborating bilingual programs supported by the National government and the departmental education secretariats. For example, in Antioquia the project called SEDUCA is a program addressed to training of teachers in methodological strategies and use of TIC'S to teach in English. In addition, in the department of Cesar there is a project based on a strategy of bilingualism whose purpose is to train competent human talent looking for a competitive tourism. Also, in Caldas the project is called "*Manizales Bilingue, una estrategia para la competitividad*" is trying to implement the English language in 12 public educational establishments in Manizales. Lastly, in Huila, the project called "*Huila habla ingles*" intends to strengthen the communicative competence of English in the Huila population; it is projected over a period of 12 years.

Those departments have a higher priority with the bilingual process in schools which is a plan to enhance the second language learning. Concerning the Secretary of education of Quindío there is a project called *Quindío Bilingüe y Competitivo* (2018), an initiative that intends all public institutions of the department to work hardly in order to implement and strengthen the use of English in the community. Currently, there are two public schools: Policarpa Salavarrieta in Quimbaya and Santa María Goretti in Montenegro which have been implementing a pilot project

to promote bilingualism at pre-school level, first, second and third grades in primary education. The objective is to intensify the class load, mainstreaming English with Math's and Science subjects and train teachers, as well as children to increase the vocabulary and the English proficiency.

Consequently, the intention of this research project is to contribute to the knowledge regarding the reading comprehension in Armenia, by looking for the way by which students improve their reading comprehension ability, that in general terms, it is very regular. Taking into account the results of the international and national tests, the goal is to improve the performance on this skill through the use of visual aids that help students to understand better a text.

3. Theoretical Framework

The purpose of this research is to determine to what extent the use of audio visual aids improves 10th grade students reading comprehension at the pre-reading stage. For that reason, the present study is supported, as many others conducted on reading comprehension, in concepts that enrich and help to understand the primary aim of this study.

3.1. Reading comprehension

First of all, it is important to take into account the meaning of reading comprehension. According to Woolley (2011) reading comprehension is a process by which the reader constructs meaning and gets a general idea about what a text describes. This process involves the readers' background knowledge, feelings, intentions, memories and many other factors that affect the understanding of a text. However, in the process of constructing meaning, it is necessary to link the information presented in the text and the reader's prior knowledge in order to form an elaborate meaning (Tiffin-Richards & Schroeder, 2015).

In the same vein, the authors Tiffin-Richards & Schroeder (2015) describe reading comprehension process by dividing it into three groups of variables: word-level decoding, verbal working memory and higher level processes. The first component has to do with the meaning of words and understanding of unfamiliar vocabulary. Bishop (1997, cited in Woolley 2011) states that the identification of words in a text serves to facilitate comprehension of syntactic and semantic aspects of the text. Verbal working memory refers to the capacity to store information

in a way it is available to be used later. And finally, higher level process refers to the connections between prior knowledge and inferred meaning of the text that constitute the referent in the construction of elaborated meaning through critic analysis.

Also, Balikcioglu & Efe (2016) state that "reading is not a skill which can be acquired naturally or in an automatic way, but it must be learned and practiced through formal instruction and experience". It suggests this ability is crucial to develop in educational settings, from elementary to high school, taking into account that reading comprehension is involved in the generation of inferences that support understanding. For its part, Guajardo & Cartwright (2016) describe the narrative comprehension taking into account two aspects; consciousness and action. The authors state that "For full comprehension, readers must be able to understand the events in the story as well as the characters' thoughts, perceptions, and motives that explain those events" (Emery 1996, cited in Guajardo & Cartwright, 2016, p. 28). In short, the importance of inferring actions, perceptions and character thoughts is useful in improving reading comprehension of stories.

3.2. Reading steps

As Azizifar, et al (2015) suggest, reading is a process that requires the teacher follows "suitable steps of teaching reading". It means that in order to achieve a better comprehension, teacher must implement reading activities at the different stages of the reading process. Vargas & Arcentales (1999)and Wahjudi (2010) recognize three reading steps: pre-reading, reading and post-reading.

3.2.1. Pre-reading.

According to Azizifar, et al (2015), it is necessary to incorporate "a pre-reading step to prepare the reader before they read the whole material". It means, pre-reading is a previous stage to reading designed to introduce the topic by focusing on its general aspects. In that way, teachers assure the activation of prior knowledge, guiding students to arouse interest on the topic. The activities involved at this stage are: title prediction, relevant pictures, pre-reading questions, sharing of similar experiences/situations.

3.2.2. Reading.

During this stage, the reader is able to identify main ideas, important information and guessing meaning. The main characteristic in this process is the promotion of a silent and individual reading without the teacher's help. The most common activities are skimming, scanning, re-reading, reading aloud, the inspection of illustrations, and note taking.

3.2.3. Post-reading.

After or post-reading is a stage that provides students a way to obtain new information, summarize and reflect about the reading. As stated by Wahjudi (2010), after reading it is created connections with new information and prior knowledge that enable students to make judgments and express their point of view. Among the most common activities are, the creation of posters, questionnaires, discussions, etc.

3.3. Reading Strategies

Through the reading process it is necessary to get some strategies which facilitate the reading comprehension. Because of this, Karbalaei (2010) refers to the strategy as an individual's comprehension perspective in which the reader includes his or her thoughts in order to organize the information in an easier way. Therefore, reading strategies will provide certain characteristics in the process of thought and processing the message given by the text. Aguirre & Ramos (2009) state that the reading strategy is a tool which can be selected according to the reader, at the same time, this strategy brings some cognitive and communicative advantages to the reader that improves the motivation in the reading process. They recognize some reading strategies: skimming, scanning, and guessing.

3.3.1. Skimming.

Skimming is one the most common reading strategies used to catch the main idea of a text. For that reason, Calderón et al. (2007) assert that skimming is a reading procedure in which the reader can decrease a certain quantity of words without changing the meaning of the whole text. In that way, this strategy consists of recognizing the general topic of a written work including the ideas, concepts, dates and key words that help to interpret in a faster way. Also, this method allows students to progress in the reading comprehension process by means of mapping even if the students do not know the meaning of the all words of the document.

3.3.2. Scanning.

Second, according to Ríos & Valcárcel (2005) scanning process is "to focus on specific information". It means, readers read the texts in a general way in order to find specific data or facts briefly. On the other hand, Izquierdo & Jiménez (2014) state that by means of scanning, the reading process will be selective and readers will search material in particular sections. In this sense, this method consists of searching for particular key concepts, bold words, the title and subtitles with a view to explore promptly and to extract the common sense of the text.

3.3.3. Guessing.

According to Aguirre & Ramos (2009) guessing is a strategy that "helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning". It means, readers will give an answer without analyze all the complete information that the whole text provide.

On the other hand, there is another common reading comprehension strategy, which is making predictions. Izquierdo & Jiménez (2014) assert that through predictions readers can make assumptions concerning the text, taking into account the title, visual aids such as graphs or images. By means of this activity, people can read in an easy and practical way.

3.4. Pedagogical resources

Besides, there are certain instruments which are a main guide to foster motivation toward academic contents and will help in students' learning. Caro (2015) affirms that pedagogic

strategies are a set of organized pedagogical that help a better teaching- learning process. Also, it is necessary to take into account the kind of population, the academic environment and methods used by the teacher. Thus, the implementation of these resources in class allows teachers to explore the creativity and motivation of students, with the aim of addressing a successful learning process.

3.4.1. Visual Aids.

The use of visual aids is taken as a strategy in the reading comprehension process. Shabiralyani et al. (2015) define visual aids as tools that help to give a lesson in an easier way to understand, also, these one encourage the learning process and allow it to be more dynamic. In this manner, the visual aids as reading strategies enhance and support the learning experience. Also, according to Majidi & Aydinlu, (2016, p. 1830) the use of text and images is an interconnected process which is based on the dual- coding theory by Paivio's dual coding theory. It means, there are two main methods that are related to the nonverbal system and verbal system. The first one refers to the language expressed through gestures or visual contact and the other; it is the communication by the use of signs and words to transmit a clear message in an oral or written way. In consequence, the unification of these two concepts enhance learning process and to keep information.

3.4.2. Pictures.

Pictures are taken as a helpful visual aid in reading process. Thus, Koenke (1980) states that pictures are required to stimulate the language in bilingual children in which this one can be

limited. Additionally, the use of pictures allows identifying keys concepts and contents. On the other hand, Schnotz et al (2017) state that "pictures are depictive representations consisting of icons". It means, icons can be seen as signs which show a relationship between objects and ideas. Also, through pictures, students can create a visual representation in order to classify or distinguish the information in a dynamic way.

3.4.3. Audio visual aid.

Audio visual aids are strategies that involve visual and auditory systems in reading comprehension. For that reason, Raman (2008) cited in Salcedo & Valencia (2012) states that a visual aid is a device which takes into account listening and watching, therefore, students have a close relationship with visual aspects and sounds during the teaching-learning procedure. By this way, this resource helps to improve the motivation in students because of the implementation of technological tools that facilitates the understanding and imagination in class. In brief, audio visual aids bring advantages in the reading process, it allows a connection between image and word, also, it helps to recognize and remember aspects in an easier way.

4. State of the art

4.1 International Studies

A large body of research at an international level supports the use of visual aids and other pre-reading activities on reading comprehension. In a study conducted by Haring & Fry (1979) in fourth and sixth graders, the level of reading comprehension was analyzed under three conditions: pictures depicting the top and lower structures of the text; it is pictures showing the essential and non-essential details; pictures representing the main features of the text, and a treatment with no pictures. For each treatment, children were asked to read the story and after that they were given a worksheet with mathematical problems. Once they solved the problems, they were asked to write what they had remembered about the story. The key findings of this study demonstrated that pictures which portrayed top and lower level structures did not facilitate recall of the ideas, unlike the ones that only depicted the main ideas of the text. It means, the use of pictures allow the reader to remember the top-level structures or main ideas of a text, and to a lesser extent the lower-level structures. Thus, the authors suggest the use of other reading strategies to enhance students' recall of non-essential details, in spite of the fact that the use pictures in both treatments were useful.

Reading is a skill that requires different strategies in order to foster comprehension on students. In a study conducted by Zsigmond (2015) four reading strategies were tested in fourth and seventh grades of elementary education. The aim of the study was to evaluate the level of comprehension of expository texts, based on four strategies: purpose of the reading and introductory questions, information details, subchapters-subtitles and summary of the main ideas of the text. The expository texts used were taken from textbooks of geography and history for 4th

and 7th grade respectively. They were rewritten following the strategies mentioned above and provided to 9 students of each grade, and to the fourth and seven control groups which received the original version of the text. The results showed that the performance of control groups was not significant and that the use of metacognitive strategies improve reading comprehension significantly, especially when texts are written in a specific way that facilitate students' comprehension.

Aiming to observe the performance of second language learners, numerous researches have analyzed the use of visual aids before and after reading. In a study conducted by Azizifar et al (2015) the effect of pre-reading activities on reading comprehension on Iranian high school students was evaluated. The aim was to compare the reading comprehension performance before and after two pre-reading activities; one from vocabulary definition and the other from asking pre-reading questions, in order to guess the content of the text. The research question they tried to solve was to what extent pre-reading activities helped learners to improve their reading ability. Among their findings, they proved that students improved their reading comprehension abilities in the post-test through guessing meaning strategy from pre-reading questions. It demonstrates once more that the use of pre-reading activities are a primary source of knowledge for students. Among the suggestions for teachers are that it is important to take into account the selection of texts in a way they are of interest for students, as well as well as the investment of time in the implementation of the activities.

Similar findings have been reported in EFL learners. In a study conducted by Majidi & Aydinlu in (2016), the effect of contextual visual aids on students' reading comprehension was tested. In this research three experimental conditions were examined: pre-thematic, thematic, and post-thematic compared to one control group. In other words, students were given pictures that

portrayed the beginning, climax, and end of a story as long as the control group did not receive any picture. The duration of the project was of 2 sessions a week of 90 minutes during 8 weeks. The data collected was analyzed taking into account the results of a preliminary test, a treatment test, and post-test. The results showed that in general the use of visual aids have a significant effect on reading comprehension and regarding to the treatments, pre-thematic visual aids showed to be the most effective method on students' reading comprehension than thematic and post-thematic pictures. Also, it is important to know the effect of pictures on reading comprehension of low-proficiency students.

In the same way, Pan & Pan (2009) demonstrated the presence of pictures with readings helped low proficiency students to improve reading comprehension. Among the instruments used were two reading texts, three pictures, a questionnaire and translation task, this last one, in order to measure the understanding of the texts. Both texts were the same, but one presented basic vocabulary, or a low-level structure, and the other an advance vocabulary or high-level structure. In general, students outperformed those who did not receive any picture and students who received the low- level texts outperformed the ones who got high level text. For that reason, researchers conclude that text-picture integration enhanced understanding of the whole text. In the same way, the authors recommended further researches evaluating the effects of other visual forms (e.g., cartoons, photos, tables, and charts).

On the other hand, the analysis of Riska et al, (2014) offers an overlook about the improvement of reading comprehension skill through the use of video movies. This action research involved the use of 4 types of narrative texts (fantasy, fairy tale, fable and legend) and the analysis of the main characters. The reading comprehension tests had questions about setting, plot, resolution, inference and purpose of the readings. This research was carried out in a cyclic

process. Among the main findings are as far as the cycles and reflections tool place, teachers observed students' weaknesses in terms of determining resolution and inference of texts, however, at the end, students outperformed in the cycle 2 and according to the surveys conducted to them, they were interested and attracted towards the use of video movies.

In a research conducted by Saeed & Zyngier (2012) evaluated how motivation influenced student engagement. This study took into consideration the impact of intrinsic and extrinsic motivation on students, through the analysis of The Patterns of Adaptive Learning Scales (PALS) survey. The findings revealed that there is a combination of intrinsic and extrinsic motivation that is influenced by teacher emotional engagement in learning. These results confirm the importance of using both types of motivation because it promotes the academic success.

Finally, Montgomery (2009) examined the use of audio books to improve reading and academic performance. According to the authors, audio books offer a way to gain enthusiasm for reading and they are powerful tools for students who practice an independent reading. The simultaneous use of audio and books allow students associate the word with the sound and enable the ability to differentiate sounds and understand in a deeper way. All in all, the researcher suggest the use of audio books at schools and home in order to engage parents in this process.

4.2 National Studies

Following this line, it is important to know about the national-level academic production in the field of reading comprehension. In a study carried out in the department of Antioquia, Rodríguez-Amaya, Osorno-Bedoya and Tapias-Marquéz (2015) explored the use of two didactic

reading strategies. This research intended to understand the effect of two reading materials (pictures and text-pictures) on children of transition grade, as well as to evidence the learning progress and level of satisfaction of the material used. The population selected corresponded to 18 students of 4 to 6 years old, and the first intervention consisted of a reading comprehension test by means of an album book. After that the authors proved the two reading materials based on seven storybooks. At the end, they evaluated students through a post-test. The aspects taken into consideration in the identification of reading comprehension levels were: reconstruction of general ideas in the text, ideas of the beginning, middle and the end of the text, and fragmented ideas of the beginning, middle and end of the stories. The main findings demonstrated the use of book pictures enhanced children imagination because in that way they created new stories. With respect to the text-picture integration, it generated some confusion regarding the order of the ideas. However, both techniques showed the importance of pictures in improving reading comprehension and reconstruction of fragmented and main ideas of a text.

Besides, there are other researches that support the use of visual aids like a good method in reading comprehension process. By this way, the research conducted by Martínez & Muñoz (2013) sought to reinforce the reading comprehension by means of images in elementary students. In this sense, the principal aim was to improve the reading comprehension in third grade students in Marco Fidel Suárez School through text reading with pictures. The data collection instruments were interviews to teachers, students and parents; workshops according to the reading, dynamics with graphical representations and observation. Because of this, they found that illustrations as didactic strategy promotes a great interpretation and makes possible to obtain significant effects in reading and writing in children, as well, students can know different types of

narrative or literary works which allow to stimulate attention. Finally, they suggested that is necessary to foster ludic and dynamic spaces in whereby learners explore their imagination.

Similarly, the following study guided by Puerto (2015) proved that the use of visual aids improves the reading skill. In that way, this research is based on the implementation of the album book by associating the text with images to facilitate understanding to the reader. In such a way, this study was conducted with fourth grade students (II cycle), 16 boys and 4 girls between the ages of 10 and 13 in a public school in Bogotá D.C. The main aim was to benefit the reading comprehension's processes in pupils. There were four sequences in its development; the first one was the visual arts and album book. Students made use of crayons and colors to create a work of art, after that, teacher showed a book cover and students connected it with the story; in the second stage called what do the images tell us? Students had pictures from magazines and they were asked about similarities, characters, actions and period of time. The third, the cinematic language in the book album, they read the book album Zoom, identifying the elements that are used in this text characteristic of the cinematographic language and drew a series of representations related to the tale; and finally they analyzed a book and the graphics, afterwards they invented a fable. In order to get information, the instruments used were the participant observation, interviews for teachers and students, audiovisual material. Keeping in mind the analysis, it was divided into three categories, the low level called recognition and the child discriminates what he sees; in the intermediate level the child contextualizes the figures with some experiences; and the upper level, the student makes inferences and hypothesis to give an answer. To conclude, their findings were that the album book allows to explore emotions through art, also, students go beyond the picture and can find a real world explanation, and children are able to evoke stories with some memories.

4.3 Local Studies

Although there are few researches related to visual aids in reading comprehension in the local context, it is necessary to mention some of them performed by students from university of Quindío. One of these studies was conducted by Ruge & Garcia (2011) in seventh grade students in which they were focused on the reading skill improvement by means of relevant materials in English class. In that way, the main objective was to enhance reading comprehension using contextualized materials. This study applied questionnaires, interviews, archival data (documents and students work), class observation, feedback cards, lesson plans as instruments. Thereby, the collecting data was made in three stages; the first one was the data interpretation, the second was action stage that was compound by reading activities implemented in the classroom and finally, the evaluating stage or data analysis. They found that through the reading process students can acquire new knowledge and vocabulary; also, reliable instruments help to improve motivation in students and develop critical thinking.

Likewise, there is a project that makes use of visual aids and leisure activities to enhance the second language learning. In this study guided by Quiroga & Marulanda (2012) examined how the games and images encourage elementary students to learn English. As well, they analyzed how students get grammar, vocabulary in easier way and also, to develop the four skills with the use of image and recreational activity in the classroom. In consequence, the main purpose was to know the importance, how productive and useful dynamic strategies are in order to teach English in public schools' classrooms, taking into account that in many of them English is not a central subject. In this manner, two groups were under consideration to develop the project, one control group and one experimental. The experimental group worked with games

and audio visual aids and received 3 hours per week during 4 months while the control group kept normal English schedule without any supporting activity. But both of them had pretest and final test in order to compare the progress. The instruments were tests, interviews, surveys, games (board games, role play games) and visual and audio visual aids. They found both group of students had the same low English level in the pretest. With the final test, the experimental group improved the English level. To sum up, the authors suggested that the use of games, visuals and audio visual aids are very important to motivate and promote participation in students and teachers, also through these techniques, the interaction will improve in English classes.

Lastly. the implementation of didactic resources and the use of new technologies brings advantages in the English teaching process Thus, the research oriented by Salcedo & Valencia (2012) that was carried out with "Acelaración del aprendizaje" students (children and teenagers lagging behind who have not completed primary school) in Eudoro Granada school in Armenia. This study examined how the use of audio visual aids and technology devices play an important role in the acquisition of a second language. In this way, with the use of different technological sorts, it was possible to integrate all the skills in the classroom and students felt more motivated to learn. During this process the activities were songs, videos and flash cards in English class. They found that through the use of images and visual material students feel attracted, also the children were more active and especially interested in class. To conclude, they recommended the use audio visual aids in class because students can contextualize topics through what they see or hear.

5. Methodology

5.1. Approach

The research approach to be used in this project is that of qualitative. According to Creswell (2012), in this type of research the researchers can interpret a central phenomenon by means of data collection using interviews, observations or questionnaires. For that reason, when talking about qualitative research it is important to consider the participants, in a way the researcher selects the sample depending on the characteristics and conditions that help to understand the central phenomenon. Also, in this type of research, the findings are not determined in advance, it means, it evaluates the natural development of events and there is not distortion of reality (Hernández-Sampieri, et al, 2006).

5.1.1. Research Design.

On the other hand, the research design taken into account to develop this project is micro ethnographic. Cerda (2007) states that "it centers its attention to particular and specific aspects about communities and groups, particularly focused on educational institutions and the interaction between teacher- student". It means this tool helps to identify precise features in the class. In that way, observation becomes an important component in order to get detailed information about concrete elements such as difficulties in teaching learning process, school culture and social items that make part of a reality in the classroom.

5.1.2. Type of research.

The methods to be used in the present project involve an action methodology. According to Creswell (2012) action research "explores a practical problem with an aim toward developing a solution to a problem", which means this methodology has the potential to address school concerns and offer explanations about common problems in a classroom (Ferrance, 2000). In this particular case, the research involves an analysis related to the learning of a second language, specifically in the field of reading comprehension, whenever there is much evidence that indicates the level of comprehension on high school students is low. For that reason, action research will bring the opportunity to discover how visual aids will help to improve reading comprehension on high school students.

5.2. Contextual aspects

The contextual aspects perform great importance to identify requirements to bearing in mind in the application of the methodology of the research project. In that way, the context allows knowing the place in which the study will be developed; also, the population and selection criteria help to identify the kind of people that will make part of the study. Thus, those aspects will be mentioned below:

5.2.1 Context.

Besides, this research will be implemented with a view to analyze the impact of audio visual aids in the reading comprehension process. For that reason, this study will take place in a

public school from Armenia Quindío. Also, it will be developed simultaneously with the professional practices II.

5.2.2 Population.

On the other hand, the population is an important aspect in order to know the kind of public that will make part of the study. First of all, the study will be implemented with 10° grade students, the group will be mixed, men and women between 14 and 16 years. Besides, the socioeconomic status of students from public school is medium-low. In that way, according to the Municipal Secretary of Education and the social-situational diagnosis by the Sectorial Plan of Education of Armenia, students who study in those institutions make part of the low and medium socio economic status in the city.

5.2.3 Selection criteria.

The criteria of selection are considered to know if the type of population is viable for the development of the project. For that reason, 10° grade students are most adapted to work with expository texts, as well; they have knowledge of certain grammatical structures and vocabulary. Also, 10th grade students are suitable in this study because as far as 9th and 11th grade students are not involved in other educational affairs.

5.3 Data collection techniques and instruments

5.3.1. Pre-test and post-test experimental designs.

In many experimental designs, it is important to evaluate the efficacy of treatments or interventions. That is why pretest and posttest are the most widely methods used to measure the degree of change after an intervention. According to Sheeber et al. (1996) "in such designs, subjects are randomly assigned to one or two control conditions, in a way each subject is assessed at two or more points in time, most typically before and after an intervention". For that reason, in this project a Preliminary English Test will be implemented as pre and post-test of reading comprehension, in order to gather information about the participants' reading comprehension performance before and after the intervention. The test consists of 30 questions related to the parts 4, 5, 7 and 8 of the test (Annex N°1).

5.3.2. Questionnaires.

Creswell (2012, p. 382) states that questionnaires are research instruments in which participants "complete and return" the survey to the researcher. This method allows participants to select answers to questions or provide extra information about them. Among the advantages of using this type of survey are the varied forms of data collection and type of questions. Regarding the data collection, participants can receive a mail or electronic questionnaire. With regard to the type of questions, they can be personal, sensitive or closed- and open-ended questions (p. 386). Therefore, the questions to be used in the present research encompass closed-ended questions by means of multiple choice questions but also open-ended questions. Also, it is important to

consider students' point of view at the end of the whole process. For that reason, this technique

will be used with students, in order to know the level of satisfaction with the methodology. The

questions were taken from the research conducted by Ruge & Garcia (2011) with some

modifications (Annex N°2).

5.3.3. Interviews.

Another technique that will be implemented in the development of the project is that of

interviews. In that way, Creswell (2012) states that researchers by means of interview ask open-

ended questions to one or more people and record their answers with the aim of analyzing the

data. In the same way, this type of questions allows the interviewee create a response without the

obligation to follow a specific format or options given by the interviewer. In this manner, this

procedure will be used for the purpose of getting information about the second language teaching

specifically the reading comprehension process and how students react to reading comprehension

texts in English class. For that reason, the interview will be conducted to the head English teacher

in tenth grade (Annex N°3).

5.3.4 Pedagogical intervention.

On the other hand, it is very important to have a structured class and to know the aspects

that will be employed during the intervention. Thus, Casas et al. (2011) claim that a lesson plan is

seen as a dynamic process in which the objectives, the contents, teaching-learning methods and

the assessment work in a connected way to achieve good academic advances in students.

Therefore, the main objective of this instrument is to plan the activities, materials and strategies

that are going to be used to carry out the pedagogical intervention. This educational tool will be of exclusive use of the teachers to have clear the tasks and resources must use for every session (Annex N°4). It is important to note that all the instruments were revised and therefore the pedagogical intervention will be carried out in 6 weeks and the learners attended classes once a week each session lasting for 50 minutes. Each intervention started with a pre-reading activity by the use of audio-visual aids which lasted approximately 10 minutes. After, students were asked to read a text and answer a reading comprehension test.

5.1.1.1.   Audio-Visual aid: Chronological diagram (Timeline)

Figure 1. implementation of audiovisual aids of chronological diagram (timeline)

In the intervention, a chronological diagram or timeline was used as pre-reading activity, in order to activate prior knowledge and to set the context of the reading. It consisted of about 12 pictures that depicted the evolution of telephone since its creation up to present days. It was followed by the explanation of the pictures by the teachers, through the use of key words and word-picture association when required. Most of students paid attention to the explanation and

very few questions were answered (Fig. 1). Subsequently, participants were given a reading comprehension test called "telephones, past and present". During that phase, students asked lots of questions regarding unknown words; some of them mentioned previously during the pre-reading activity, and some others related to common verbs and past participle forms.

5.1.1.2.   Audio-visual aid: video
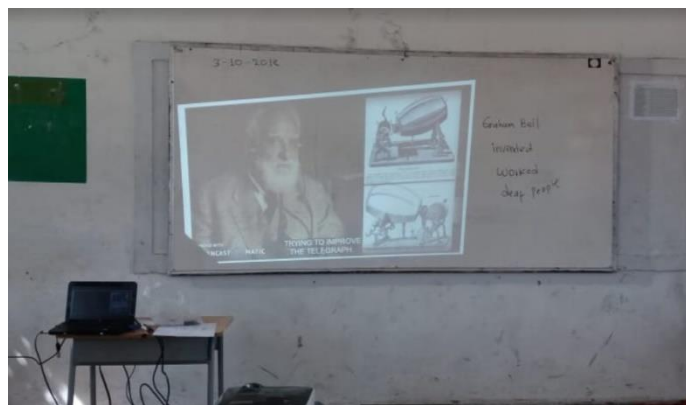
Figure 2. Implementation of audiovisual aid of video

The second audio-visual aid was that of video. During this phase it was used a 3 minutes video called "Alexander Graham Bell Scientist, Inventor, and Teacher Video" that depicted the life and work of the inventor of the telephone. This video was a complementary topic about what they had learnt the previous session. The video was played twice, the first time they listened and watched the whole video with subtitles, and after that, teachers highlighted some of the most relevant aspects of the video by asking questions at random (Fig 2); With regard to students' attitude, some of them felt confused and some others paid careful attention. Next, teachers handed out a reading comprehension test called "Who invented the telephone?" and, as usual at the reading task, students asked questions related vocabulary, common and irregular verbs.

5.1.1.3.   Audio-visual aid: Slides

Figure 3. Implementation of slides at the pre-reading stage

In the third intervention, slides were used to make the introduction of the reading. A presentation with 8 slides that includes a short chronological view of the evolution of fashion between women and men. It took into account some periods since 1800s until 2015s (fig 3). The teacher explains the topic through the description of the pictures, analyzing different kinds of clothes, colors and textures by means of questions and active participation pf students. Later, students got a reading comprehension test called "fashion- over the world". During this stage, students showed certain difficulty with unknown words that were explained through the use of slides and colorful images, also, basic verbs in present tense.

5.1.1.4.   Audio visual aid: Songs

Figure 4. Implementation of audiovisual aid of songs

In the last intervention, there were used different kind of music such as rock, pop, tango, popular music, and others. Teachers gave them a photocopy with six charts in each one of them, students drew what they imagined with every song they listened (fig 4) when the song stopped they drew y changed the chart with their partners who was next to them and he drew in the other chart. Later, teachers started to present the topic by means of socializing their drawings and opinions. It was in order to introduce the final reading topic. During this activity, students were concentrated on what they heard and what they had to draw. After, they try to use short words or phrases to share their drawings.

5.4. Ethical issues

Taking into account the nature of the present project, which involves the participation of students and teachers, it is worth to consider some important ethical aspects. Creswell (2012, p. 23) stablishes that "individuals who participate in a study have certain rights". For that reason,

before conducting a study, researchers must protect the well-being of participants and give them a significant position in the study. To accomplish this, the author asserts "individuals need to know the purpose and aims of the study, how the results will be used, and the likely social consequences the study will have on their lives". On the other hand, participants have the right to decide whether or not to participate in the study and withdraw of the study at any stage of it.

Therefore, an authorization letter will be sent to the school in order to get the permission of intervention and to support the issues mentioned above. Annex 5 is the format of the informed consent based on the research conducted by Pino (2013)

5.5 Budget

Category	amount
Photocopies	**12,000**
transportation	**60,000**
markers	**15,000**
cardboad	**5,000**
printings	**10,000**
total	**102,000**

5.6 Timetable

Activities	August Week		September Week				October Week				November Week			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Consentimiento y asentimiento informado	✔													
Pilotaje	✔													
Planeación de la implementación		✔	✔	✔										
Observación de clase			✔											
Pre-test					✔									
Reading 1 (telephone history)						✔								
Reading 2 (who invented the telephone)							✔							
Reading 3 (fashion)								✔						
Reading 4 (jazz music)									✔					
Post- test										✔				
Análisis de datos											✔	✔	✔	
Entrevista docente													✔	

6. Analysis of results

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. In order to accomplish the above and considering the grounded theory methods proposed by Corbin & Strauss (1990) a qualitative coding was undertaken based on the information obtained from interviews (Annex N[o]3), surveys (annex N[o]2) and intervention phase, through the grouping of relevant information into categories. In the same way, it was also considered the dimensions related these categories through a process of axial coding, in which subcategories were defined.

Therefore, the information collected was coded into three major categories: Outlook of difficulties and needs regarding reading comprehension; Resources and strategies that empower students to face reading; and Impact of using audio visual strategies in the students' Reading skill (Fig 5). Also, emergent subcategories are shown in the figure 6.
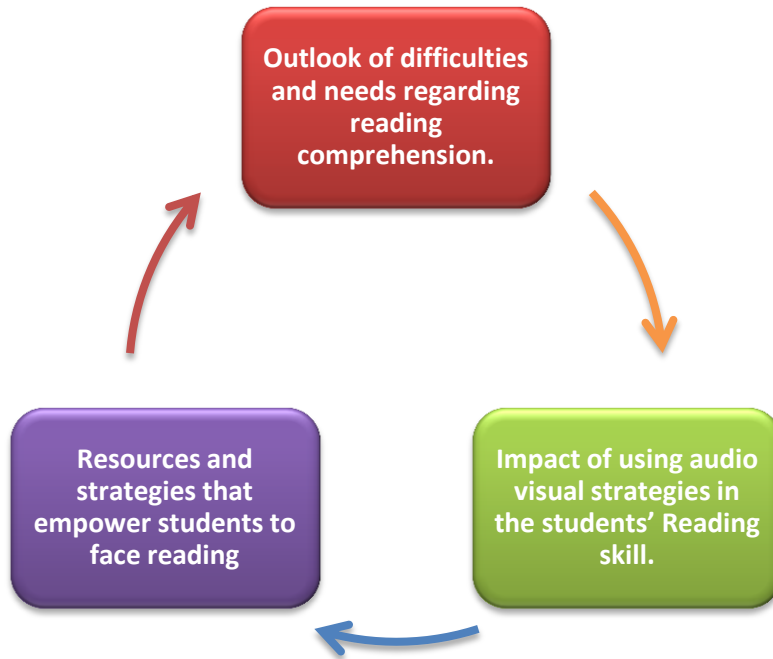
Figure 5. Diagram of resulting categories after following a process of open-coding

CATEGORIES	SUB-CATEGORIES
1. Outlook of difficulties and needs regarding reading comprehension.	a) Factors that influence the learning process: plan vs reality b) Students' difficulties and needs.
2. Resources and strategies that empower students to face reading	a) The benefits of using Audio-visual materials to prepare students for reading. b) Role of teacher in the pre-reading stage.
3. Impact of using audio visual strategies in the students' Reading skill.	

Figure 6. Diagram of resulting sub-categories after following a process of axial coding

The description of categories and subcategories are outlined below, taking into account the theoretical framework as well as other researches.

6.1 Outlook of difficulties and needs regarding reading comprehension

In this category, the researchers considered important to present an overview about the difficulties and needs regarding the reading comprehension process, through the analysis of two subcategories:

a) Factors that influence the learning process: plan vs reality

b) Students' difficulties and needs.

In order to support the above mentioned issues, it is important to consider the interview with English teacher, as well as the students' survey.

6.1.1 Factors that influence the learning process: plan vs reality.

One of the fundamental aspects to analyze in this category is the factors that influence the learning process. In order to know the perception about the importance to promote the use of audiovisuals aids, strategies employed by the teachers in their classes and difficulties on reading comprehension process, the interview addressed to the head teacher was considered (Annexed N° 3) In general terms, when asked about the strategies he employs to overcome reading comprehension difficulties, teacher claimed the most important are translation of unknown words

and the use of dictionary. However, Gomez et al, (2011) state that the whole meaning of a reading comprehension text is not based on the sum of the meanings of the words that composed a text. In that way, it is necessary to apply different strategies to develop a significant learning process. For example, the curricular project called "Proyecto Curricular Humanidades Inglés Guia Docente" realizado por la Alcaldia de Armenia (2012) there are some specifications to help students the improvement of their reading and writing abilities. One of them is the development of meaningful tasks that allow the progress of communicative, linguistic functions and the structure of sentences in an oral or written way. Also, they suggest the use of the use of visual materials and the elaboration of text in which they can include central themes.

Besides, it is worth mentioning another part of the interview conducted to the teacher. In the question ¿A qué habilidad o competencia le dedica más tiempo en su clase de inglés? The teacher explained that he focused the majority of his classes on promoting the reading and writing ability; however, it was not seen during the class observation. Thus, it is important to think about the teacher´s role and his pedagogic chores and instruments in the classroom. According to secretary of education of Armenia (2012) Teachers should use different type of material and methodological tools to enrich vocabulary in students and to face difficulties with didactic materials in order to make possible the reading and writing methods in high school students.

Considering the theory with the reality, there must be a great change in the teachers' pedagogical practice. Teachers should leave behind the traditional teaching method and researching and implementing new strategies like the use of new technologies, materials and methods to explain a topic in a ludic way. It is because, teachers must adapt their way to teach to the sociocultural requirements that they are in the school setting at the moment. Finally, there is a difference between teachers and private schools regarding their evaluation in pedagogical

practices. In the first one, teachers are in a continuous assessment of their teaching practice that allow to improve their teaching methods, while the second, teachers are less critical with their work that does not permit teaching- learning advance.

6.1.2 Students' difficulties and needs.

This section addresses the difficulties and needs of students identified during the intervention phase. The importance of this analysis lies on the fact that students, as protagonists in the learning process, are the ones in charge of building-up of knowledge. For that reason, students' surveys and teacher observations constitute a valuable tool to get an idea about objective and subjective characteristics and attitudes of the group.

As a result, it was possible to trace some difficulties with respect the whole reading process. It was observed during the reading phase students had problems when confronted with the reading text and 10-multiple choice test provided at the end of each intervention. Most of them asked lots of questions regarding unknown words, some of them previously mentioned during the pre-reading activity, and some other questions related to meaning of common verbs and past participle forms.

Majidi & Aydinlu (2016) assert reading comprehension is one of the major problems on ELF learners. In this particular case, it was noted students did not have the ability to understand texts due to the fact that they were not trained to address a text through the use of reading strategies. That explains why they were not able to identify the main idea of a paragraph and to make inferences to achieve a depth understanding; characteristics that, as far as Karami (2008)

distinguish poor readers. However, the use of audiovisual aids as pre-reading activities allowed readers to decipher the thematic beforehand and get an idea of what a text was about.

In order to support the above mentioned, it is important to have a look to the students' survey with a view to analyze the arguments students gave in terms of teachers' explanation, material used, and importance of activities in order to get an overall picture of their perceptions. With regards to the question N° 4; was the teachers' explanation clear? It is observed of about 33,3 % of the answers reflected difficulties such as: "no *me quedaron claras algunas cosas*", "más *o menos*" (fig. 7). Turning to the question N° 2 Did you like the material? It was also noticeable that 33, 3% of students answered "*casi no entendia nada*" and "*es poco didáctico*" (fig 8).

4. Was the teachers' explanation clear?

33.3%

66.7%

■ yes
■ no

Yes because

- *is good*
- *the teacher was good and they were interesant*
- *si porque nos tenía paciencia y tenían varios modos de como explicarnos*
- *a veces me explicaba algunas cosas que yo no sabía*

no because

- *no me quedaron claras algunas cosas*
- *masomenos*
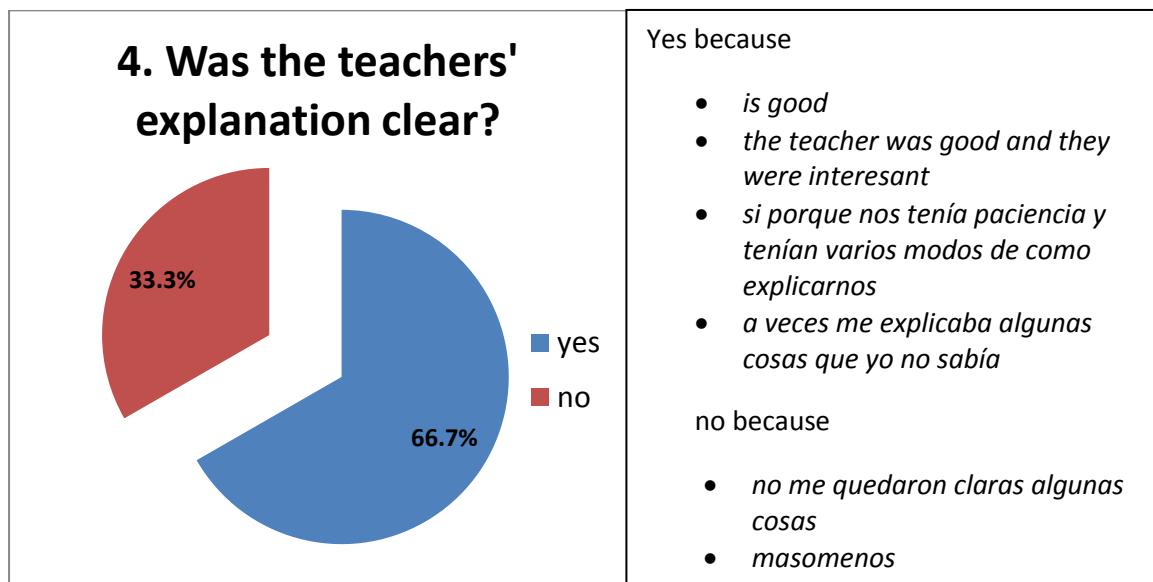
Figure 7. Student survey conducted at the end of the intervention. Question N°4

2. Did you like the material?

- 33.3%
- 66.7%
- ■ yes
- ■ no

Yes because

- *Es bueno, is good*
- *Interesantes*
- *Con esos materiales aprendí cosas*

No because

- *casi no entendía nada*
- *es poco didáctico*
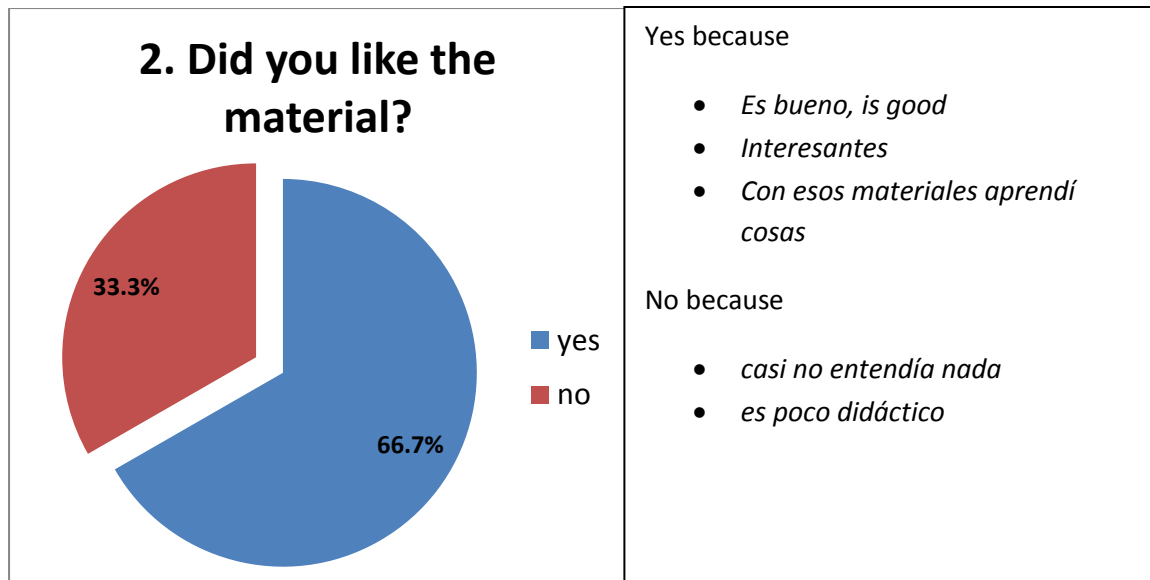
Figure 8. Student survey conducted at the end of the intervention. Question N°2

Considering the difficulties students had in terms of vocabulary and grammar, it was expected that some of them have not understood certain explanations during the pre-reading activities. It can explain why some of the material was not appealing for them, as occurred in the third intervention in which the material used was a video. Due to the location of the projector and the acoustic conditions of the room, it was kind of difficult for students to listen and watch clearly; though English subtitles were available. Therefore, this led to some of students felt confused and some others tried to pay close attention, after the video ended up.
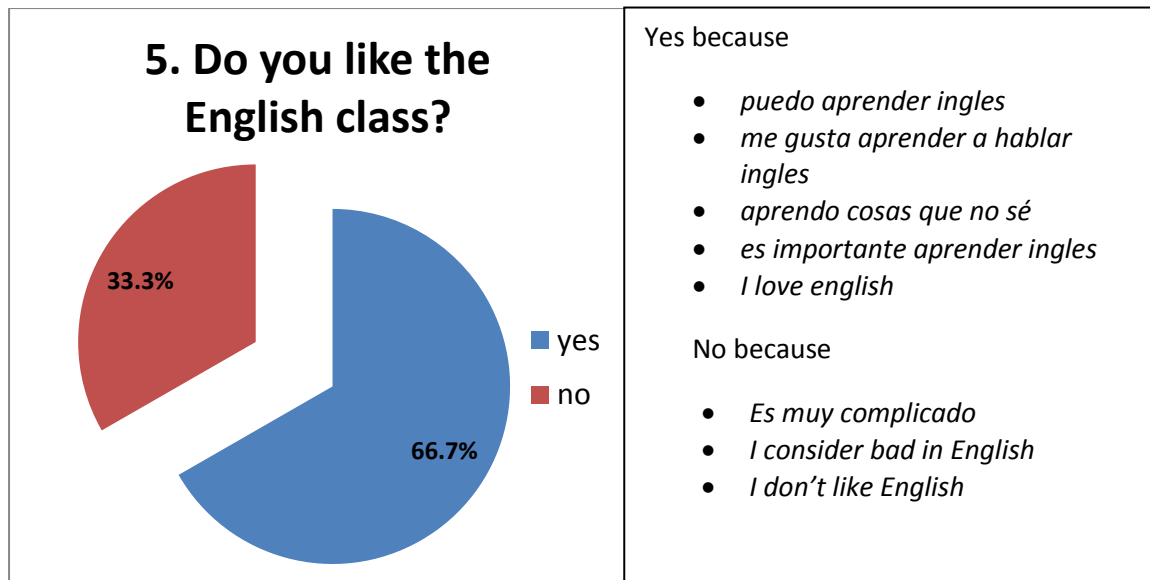
5. Do you like the English class?

33.3%

66.7%

■ yes
■ no

Yes because

- *puedo aprender ingles*
- *me gusta aprender a hablar ingles*
- *aprendo cosas que no sé*
- *es importante aprender ingles*
- *I love english*

No because

- *Es muy complicado*
- *I consider bad in English*
- *I don't like English*

Figure 9. Student survey conducted at the end of the intervention. Question N°5

In the same way, the analysis of the question N° 5 Do you like English class? Provides more information about the aspects they like and dislike of English as a subject. 66.7 % of respondents affirmed their appeal to English with answers like: "*me gusta el ingles", "me gusta aprenderlo"*, "*I love English"*and "e*s importante aprender ingles*" (fig 9). These previous answers reflected the level of interest of students, however, 33.3% of students said they do not like English class because as they noticed "*es muy complicado", "I consider bad in English", "I don't like English*".

This last percentage reveals a lack of interest towards English class, also reflected on their attitude inside the classroom and with the teacher. It was also evident that many of students attended classes as out of obligation (imposition) and not by choice. But this is a common perception among students of public institutions, specifically on secondary students in which the level of motivation decreases as compared to primary students. Therefore, the difficulties found in this study resemble to the findings of Buitrago & Ayala (2008) in which they implemented

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some strategies in order to overcome speaking fears and anxiety and found out that in spite of the teachers' efforts to create a working atmosphere; it is not possible to have perfect classrooms for everybody. Some of the aspects they highlighted were related to the fear and embarrassment students feel at the moment of speaking English in public. These last aspects were also common in the classroom setting observed. Finally, taking into account this project was focused on pre-reading stage, it was noticed that many students had difficulties in the reading act, thus as an immediate need it is important to give explicit training on reading strategies in order to guarantee and efficient and effective learning.

6.2 Resources and strategies that empower students to face reading

In this category it will be analyzed the more relevant aspects occurred during the implementation stage, in terms of the audiovisual aids employed in the four interventions, follow up reading comprehension tests, as well as the role of teachers on the implementation of pre-reading activities.

6.2.1 The benefits of using Audio-visual materials to prepare students for reading.

One of the aspects that allowed the implementation of the activities was the use of audiovisual materials. It is through them that it was possible to perform the 4 pre-reading activities. Set out below are the results of the interventions carried out.

6.2.1.1 Audio-Visual aid: Chronological diagram (Timeline).

Figure 10 depicts the individual results of a 10-question test applied after using a timeline as a pre-reading activity. The bar chart shows the total number of students who presented the test was of 16 females and males. The maximum number of correct answers was of 8 out of 10 questions, achieved by 1 student. The remaining ones got the results as follows: 2 students with 7 correct answers, 2 students with 6 right answers, 4 students with 5 correct answers, 5 students with 4 right answers, 1 student with 3 and 1 student with 2 correct answers.
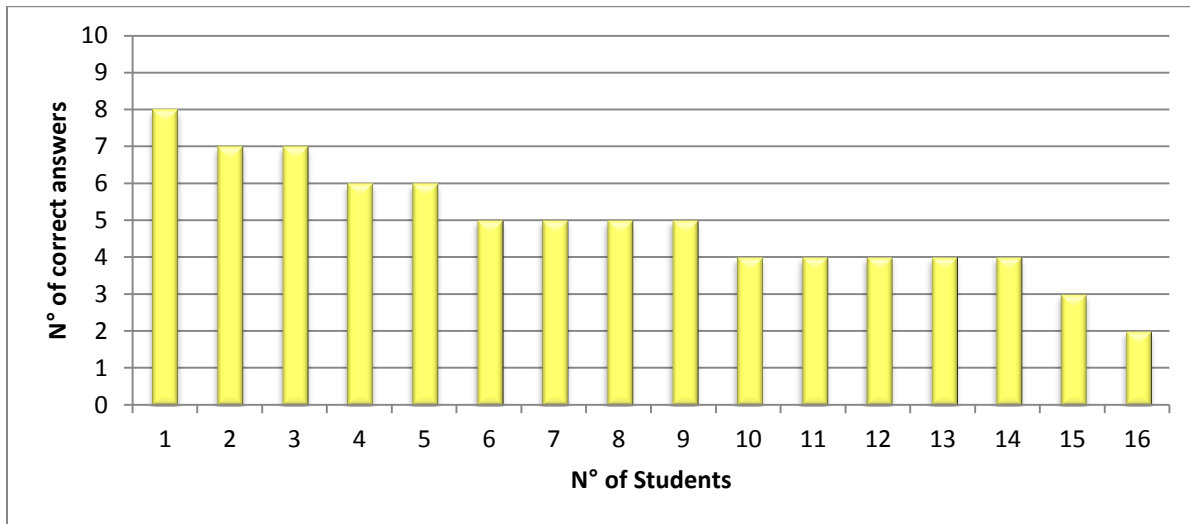
Figure 10. Individual results 10 question test N°1 after using a timeline as audiovisual aid

On the other hand, figure 11 shows the percentage of students regarding the number of correct answers. Overall, the number of students who got between 2 to 5 correct answers corresponded to 68, 6 % distributed in 6, 3%, 6, 3%, 31% and 25%. The remaining percentage (31, 3 %) corresponded to students that got from 6 to 8 right answers with 12, 5%, 12, 5% and 6, 3%, respectively.
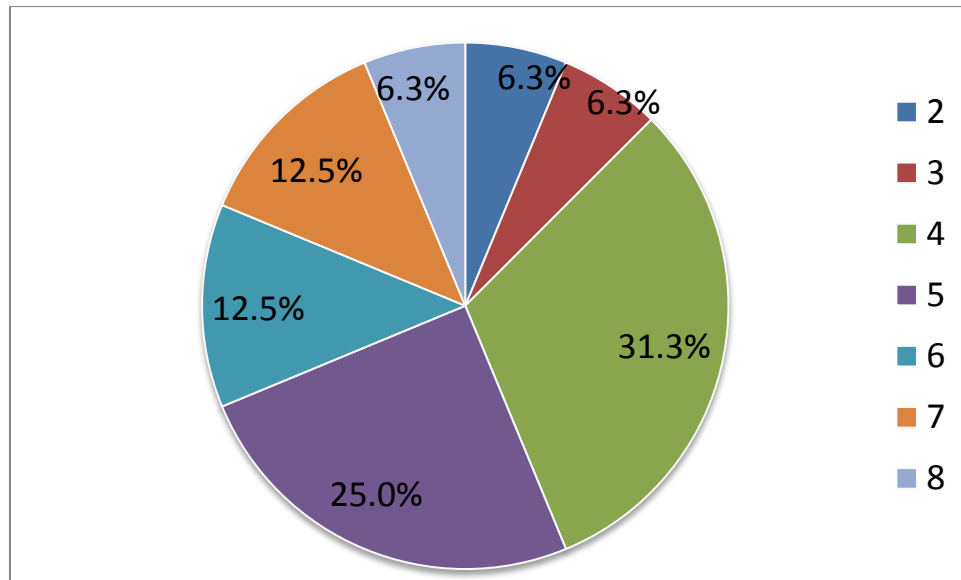
Figure 11. percentage of students who obtained between 2 and 8 right answers on a 10 question test N°1 after using the timeline as audiovisual aid.

As shown above, the results indicate that only 31, 3 % of students got between 6, 7, and 8 correct answers in the reading comprehension test, and in spite the majority of students paid attention to the activity, many of them asked lots of questions related to the meaning of words and most common verbs in English during the reading task.

In this regard, it is possible to say that students' low performance was not due to lack of motivation but knowledge. In a study conducted by Pan Y., & Pan Y. (2009) it was demonstrated that lower proficiency students improved reading comprehension skills when they first watched pictures related to the text, before reading the text. Also, it is also important to analyze the interview conducted to the teacher. In the question "Did you do activities related to pictures before reading?" the teacher made the point that he did not employ any visuals as pre-reading activities.

However, it is also convenient to notice the survey conducted at the end of the whole intervention, in which most participants expressed their overall satisfaction regarding the English activities implemented in the question N° 1 (figure 12). Open answers like "the activities were more interactive", "una buena manera de aprender", inter alia, were prominent among the "yes" answers (88.9%) while a low percentage of students who answered "no" (11.1%) did not provide any comment that justified the answer.

1. Were the English activities interesting?

11.1%

88.9%

■ yes
■ no

Yes because

- *They were more interactive*
- *Very good, buen material, me gusta*
- *Una buena manera de aprender*
- *Fue divertido Interactuamos entre todos*

No because
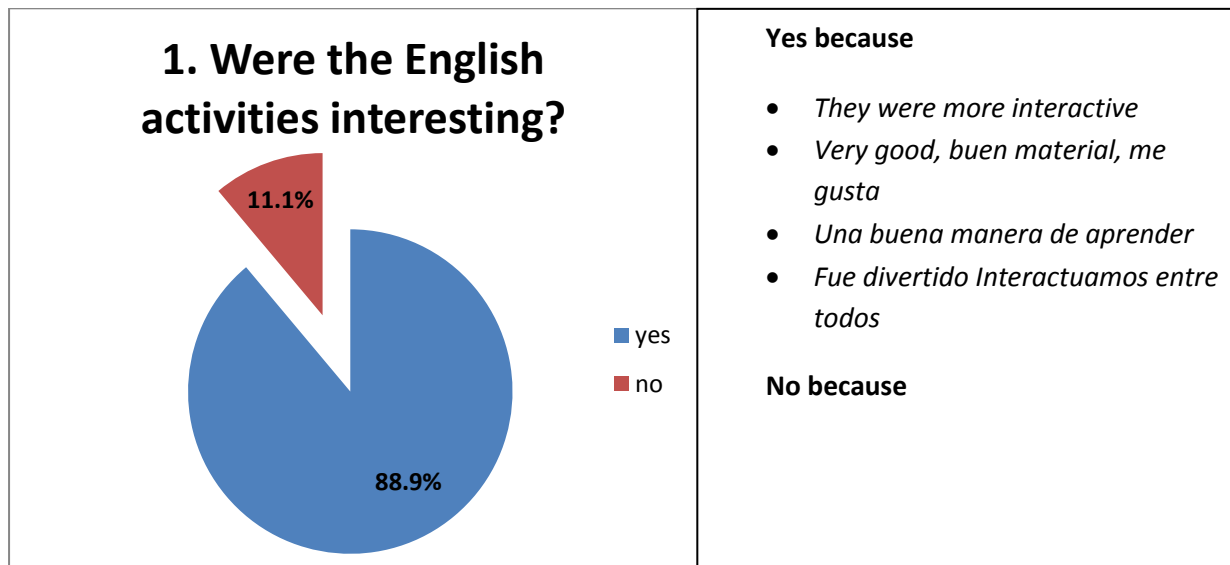
Figure 12. Student survey conducted at the end of the intervention. Question N°1

The fact it was the first time students came into contact with this type of resources before reading, and also with new topics and concepts explains why they needed a lot of guidance and instruction. Different studies support the advantages of using graphic strategies on reading comprehension. According to Yussof et al. (2012) graphic organizers (eg. concept maps, Venn diagrams, and series of events charts) are representations of the conceptual organization of a text that includes key concept relations that go unnoticed in a linear text and help students to understand a text compared to groups that did not received any visual aid.

6.2.1.2 Audio-visual aid: video.

Figure 13 shows the individual results of the 10-question test applied after showing the video. The total number of students that presented the test was of 18. The highest number of correct answers was of 8 out of 10 questions, achieved by 1 student, followed by 7 achievements also attained by 1 student. The rest of them got between 6, 5 and 4 right answers.
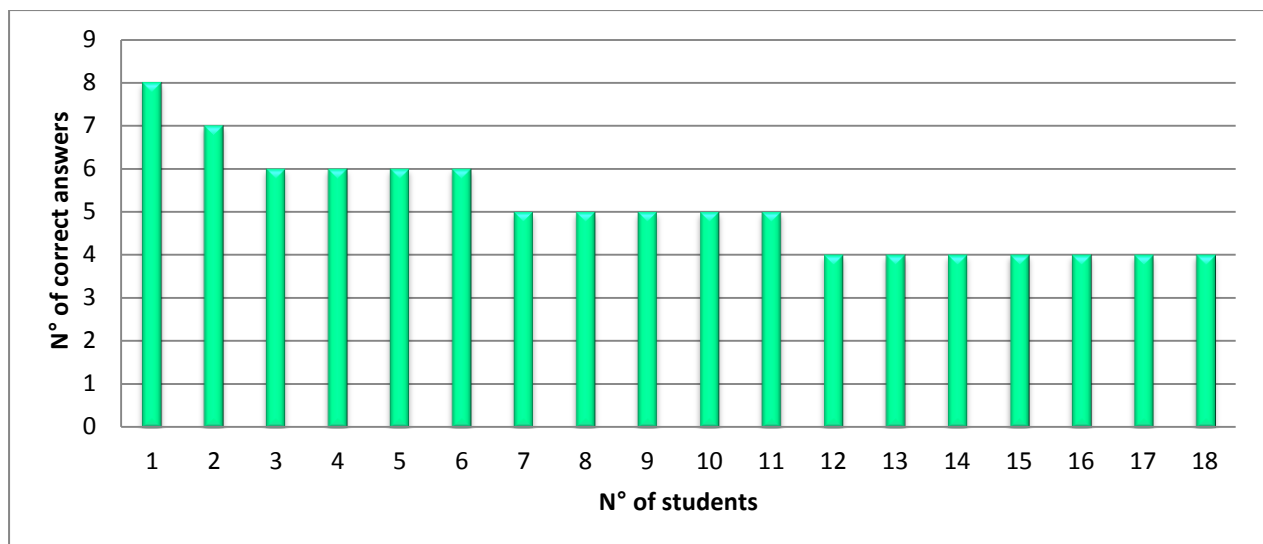
Figure 13. Individual results question test N°2 after using the video as audiovisual aid

Also, the percentage of students in regard to the number of right answers is presented in figure 14. The results show that the highest percentage, that is, 39% of students corresponded to the ones who got 4 right answers. In addition, 28% and 22% of students got 5 and 6 correct questions, respectively. On the other hand, the students who got 6, 7 and 8 correct answers out of 10 questions accounted for 22%, 6% and 6% of students. It means that 33, 4% of students got

between 6, 7 and 8 correct answers while 66.6% stands for the ones who got 4 and 5 right answers.
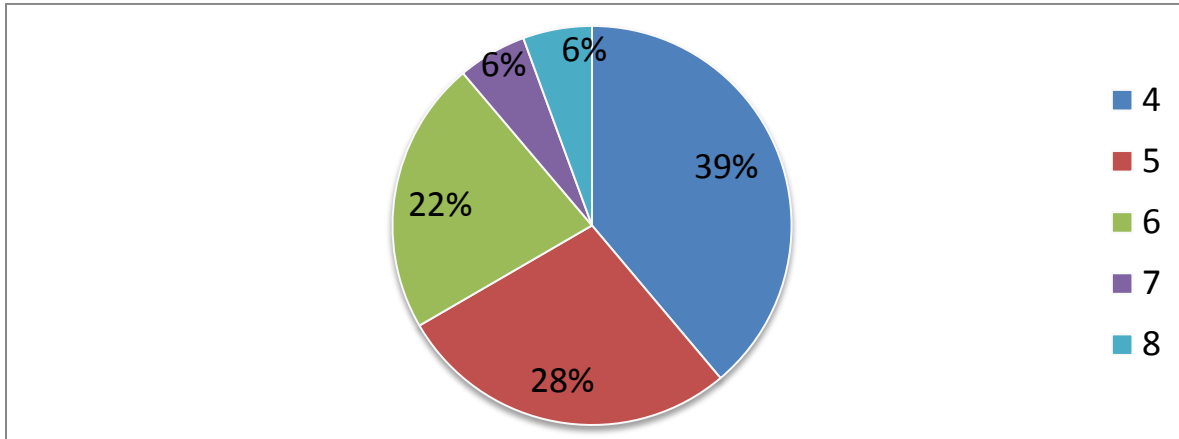
Figure 14. Percentage of students who got between 4 and 8 right answers on a 10-question test N° 2 after using the video as audiovisual aid.

As far as the statistical analysis of the second intervention it showed there was an increasing in the number of students who got more than 6 correct answers, represented in 33,4%; in comparison to the previous intervention (31,3 %). Furthermore, the survey results provided complementary information, particularly the question N°3 (fig 15).
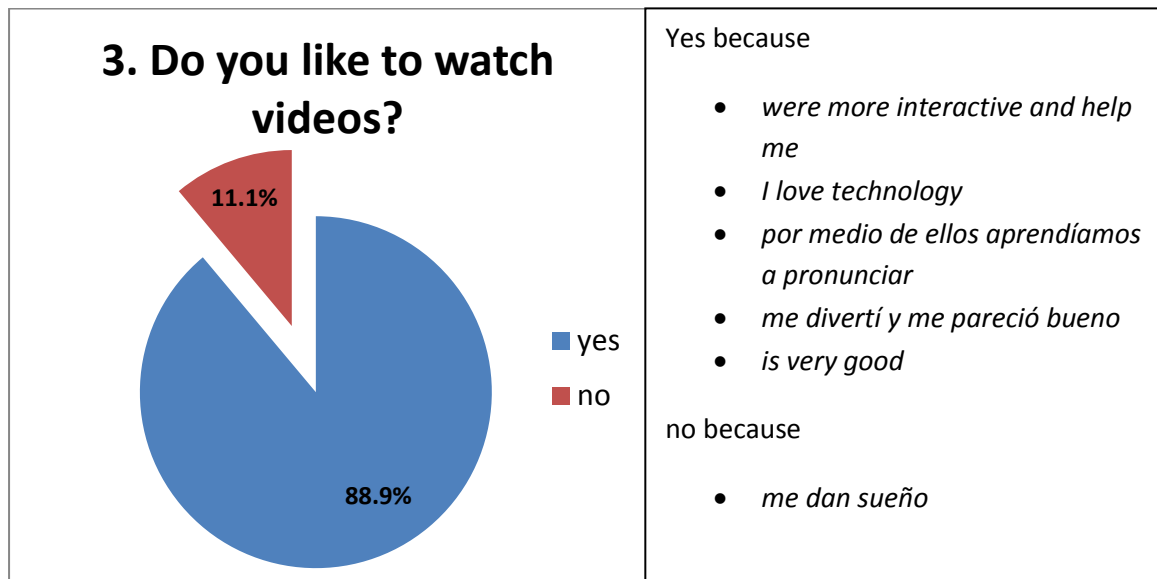
Figure 15. Student survey conducted at the end of the intervention. Question N° 3.

As it is shown, the 88.9% of students like to watch videos and among the answers are "me divertí y me pareció bueno", "is very good", "they were more interactive and help me", "I love technology", among others. These results are consistent with the ones obtained by Salcedo & Valencia (2012) when evaluated the use of audio-visual aids in the teaching-learning of a second language. According to their findings, 67% of students answered that they were interested on learning English through the use of audio-visual aids because it is a more appealing methodology.

Also, in a research conducted by Riska, Mukhaiyar, & Radjab (2014) it was demonstrated the use of videos and movies help to build the context of a story and also understand narrative texts. Among their results, the authors found out the use of videos and movies improved student performance on reading comprehension of narrative texts, in which students got an average score of 62.8% before using the video, and 78.1% after having used the video.

In spite of the fact the current project did not have any comparison group; there was an improvement because none of the students obtained less than 5 correct answers. Finally, considering the information provided by the teacher, it was evident that the teacher did not make use of pedagogical strategies like videos but focused on readings and audios; however, many studies reveal the importance of the implementation of technology on educational settings but there are many reasons teachers do not implement, and do not take advantage that teenagers' interest towards technology.

6.2.1.3 Audio-visual aid: Slides.

Figure 16 shows the individual results after using slides as pre-reading activity. It consisted of 10 multiple choice questions and it was answered by 16 students (male and female). According to the results, five students obtained the highest results, it means 7 good answers, three students accomplished 6, four achieved 5 correct answers and just four students got four right answers.
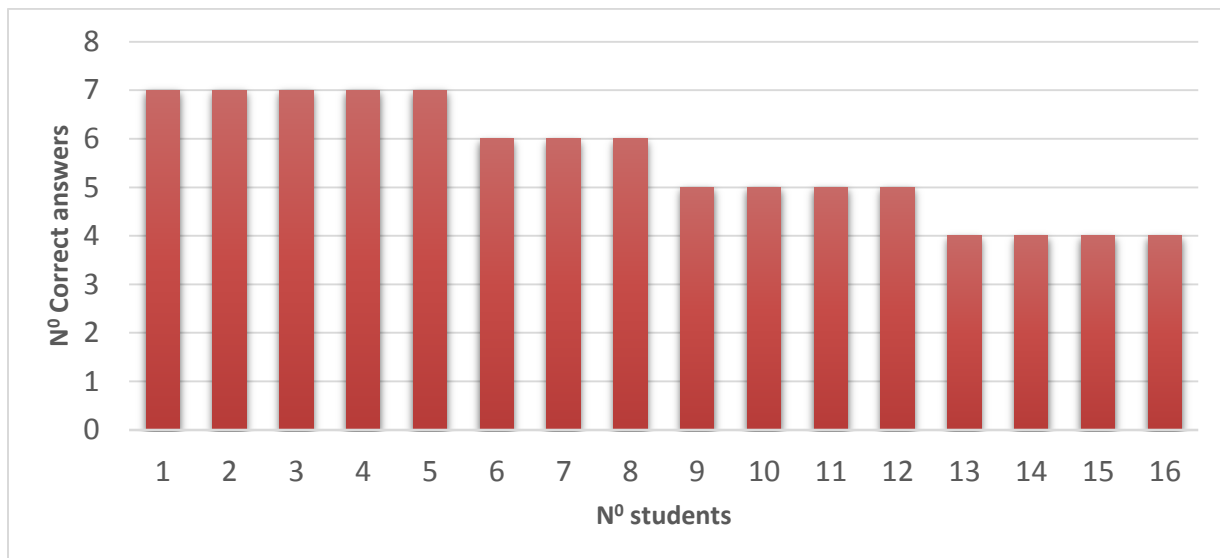
Figure 16. Individual results 10-question test N° 3 after using slides as audiovisual aids.

Concerning figure 17, it is seen that the 31% of students obtained a great result with the reading, there were 7 achievements, 19% achieved the more than half of good answers. It means, 50% of students answered in a correct way the reading. However, both groups of 25% failed the reading with the half and least of right answers, the other 50% of students did not pass the test.
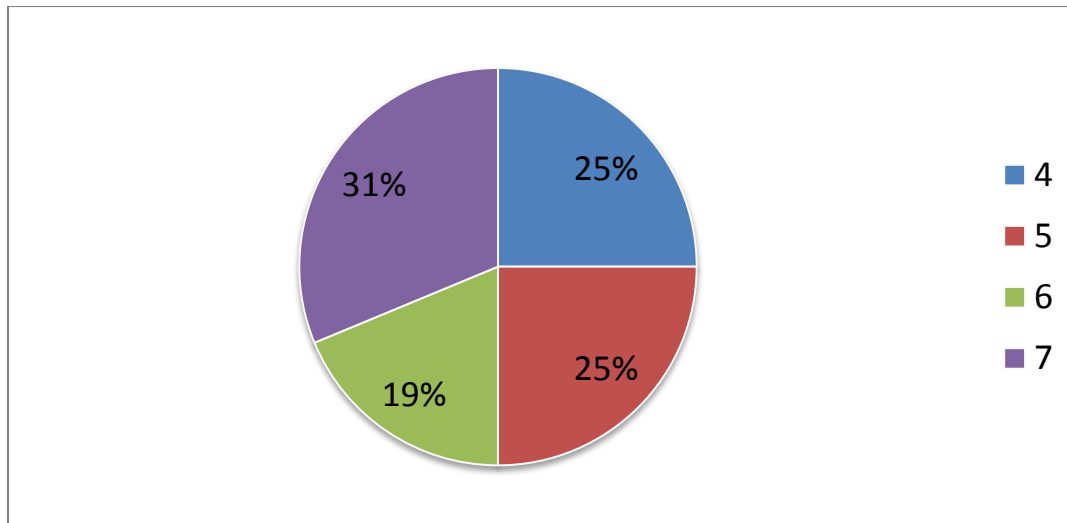
Figure 17. Percentage of students who got 4, 5, 6, 7 correct answers on a 10-question test N° 3 after using the slides as audiovisual aid.

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As mentioned above, the results showed that the 50% of students reached 6 and 7 good answers in the third reading comprehension test "Fashion over the world". When comparing the results of the first and second intervention in which and 31, 3% and 33, 4% of students got among 6 and 8 right answers, respectively, there was a progress of approximately 16,6 %. On the other hand, it is important to consider the teacher's position regarding the use of visuals in teaching. When asked if the readings he provided to students had any visual content, he said they usually contained images related to the readings.

Different studies described the effectiveness in the use of visual aids in the improvement of reading comprehension. In the study conducted by Haring & Fry (1979) it was demonstrated that text picture integration allows the recalling of the main ideas of the text or super-structure. However, the fact students had many difficulties identifying the main ideas of the text, makes us think about the type of pictures teacher presents on the readings. As far as Koenke (1980), and

Haring & Fry (1979: 189), the importance to take into account the content of pictures as well as the analysis of the pictures with students is crucial in facilitating recall of ideas.

Regarding the answers of the students in the final survey, it is worth highlighting the question N° 4 (fig 7) was the teachers' explanation clear? In which 66.7% of students answered "yes" while 33.3% of them said "no". Some of the most outstanding responses were "*si porque las profesoras nos tenían paciencia y tenían varios modos de cómo explicarnos*" and "*a veces me explicaba algunas cosas que yo no sabía*". These previous answers reveal the role of feedback made during the interventions, specifically in the pre-reading activities in which teachers gave feedback during the oral work and it was positively received by students.

6.2.1.4 Audio visual aids: songs.

Figure 18 presented the individual results of the test, after using songs as pre-reading activity. It consisted of 10 multiple choice questions that were answered by 16 students (male and female). Considering the chart, one student achieved the highest quantity of right answers, it means 8 responses, the following student obtained 7 correct answers. Besides, five of them passed the reading with 6 good answers. Nine of them failed the test with a percentage of less than 5 responses.
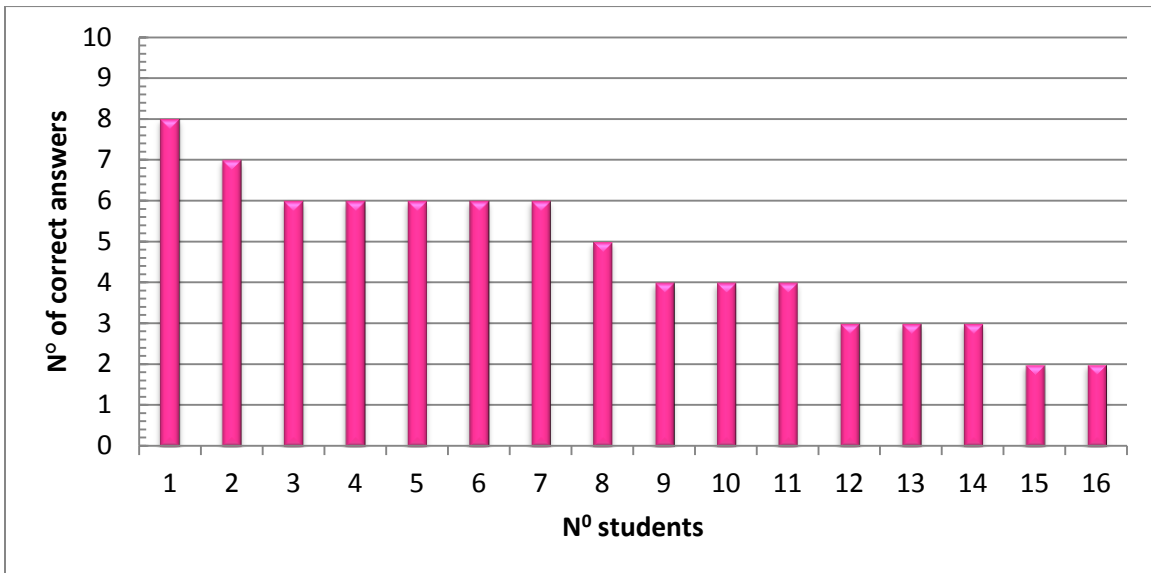
Figure 18. Individual results 10-question test N° 4 after using songs as audiovisual aids

Regarding to figure 19, just two parts of 6.3% of students got the highest amount of right answers, with 7 and 8 right answers, and 31.3% obtained more than half of the responses, it means 6 good answers. By this way, 43.9% of the group answered in a correct manner the test. On the other hand, 6.3 % reached 5 questions, both groups of 18,8% of students attained 3 and 4 responses and 12.5% achieved 2 best answers. 56.4% failed the test.
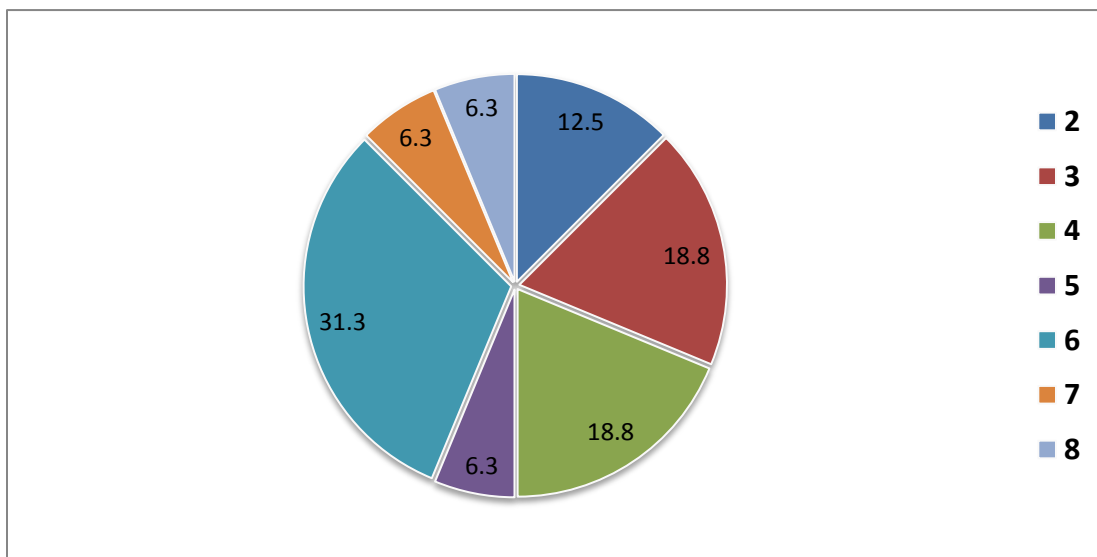
Figure 19. Percentage of students who got 2, 3, 4, 5, 6, 7, 8 correct answers on a 10-question test N° 4 after using the songs as audiovisual aid.

Considering the results above it is seen that 43, 7 % of students passed the test, however there has been a decline with regards the previous intervention in which the 50% of students got among 6 and 8 right answers. However, based on the observations made during the implementation of the activity, it was noticed that all students enjoyed listening different music and they were in expectant mood about the following song or drawing. When teachers socialized the activity, they began to speak even more than in other classes; they used basic words and phrases to describe their images.

Also, there is a relevant aspect; this activity took more time because of students asked for extra time to draw. For that reason, the reading comprehension test was postponed for the next session. This was an aspect that made us think about the results obtained during this intervention, because it broke with the established plan in which the pre-reading activity is carried out and begins with the reading. These results are in accordance with the findings of Azizifar et al. (2015) in stating that pre-reading activities should not take too much time because reading and post reading stages need to have a larger portion of time.

In this sense, the survey gave information that is synchronized with the topic. Thus, the question N°2 (fig 8) showed that the 66.7% of students liked the material employed in the classes. Some examples of their answers are: "con esos materiales aprendí cosas", "es Bueno, is good" and the 33.3% was in disagreement, there were few answers like "casi no entendia nada". Besides, it is associated with the question number 1 where the English activities interesting? In which 88.9% answered "yes" with some answers like: fue divertido; interactuamos entre todos. In this manner, socialize and the collective group bring different advantage in learning process.

According to Muñoz et al, (2015) teamwork in class allows to join opinions and also to promote an enthusiastic environment that facility the learning process.

In this manner, the use of didactic materials and different resources like audio or visual tools will provide a better performance in the reading comprehension process of the students. According to Quiroga & Marulanda (2012) the audio visual aids are helpful because readers can associate sounds with contexts, socio cultural situations. In addition, the teacher's interview showed that he used some audios related to the readings in order to improve the pronunciation and fluency in students. Montgomery (2009) the audiobooks are a special tool that helps to develop the fluency and comprehension and also, to promote an interesting way to read even more. However, the implementation of audios was not seen during the class observation. For that reason, the head teacher has to change the strategies in class.

6.2.2 Role of teacher in the pre-reading stage.

Another key aspect on the analysis of resources and strategies that empower students to face reading is centered on the practice of continuous monitoring in the classroom context. As it was noted during the fourth interventions, researchers perceived the necessity of a continuous monitoring of students, not only in the pre-reading stage, but also in the reading and post reading phases. Some of the strategies employed by researchers were circulation around the classroom checking students' progress during the reading phase, and questioning students during pre-reading activities. These are monitoring strategies that as far as Cotton (1988) help teachers to keep track of student learning by offering an insight about the progress of lower average students.

Also, it is important mentioning that researchers, as far as Harmer (2007) played different roles. Hence, it is possible to say that we acted as a teaching aid, by using mime and gesture to convey meaning; as a resource, when students required information in the middle of an activity; as controllers, when teachers were in charge of the activities; and as tutors, when teachers provided advice and guidance and helped students clarify ideas.

6.3 Impact of using audio visual strategies on students' Reading skill

In this category will be addressed the final results after conducting the intervention and the impact it had on students' reading comprehension and motivation. For that reason, the present category will be supported through the analysis of students' performance on the pre- and post-test.

Pre-test

Taking into account the importance of measuring the initial English level of students, the researchers gave to the students a 30-question test (PET) as the Pre-test. The individual results are shown in the figure 20. At this stage, the total number of students that presented the test was of 14, and the maximum number of correct answers was of 10 out of 30 questions.
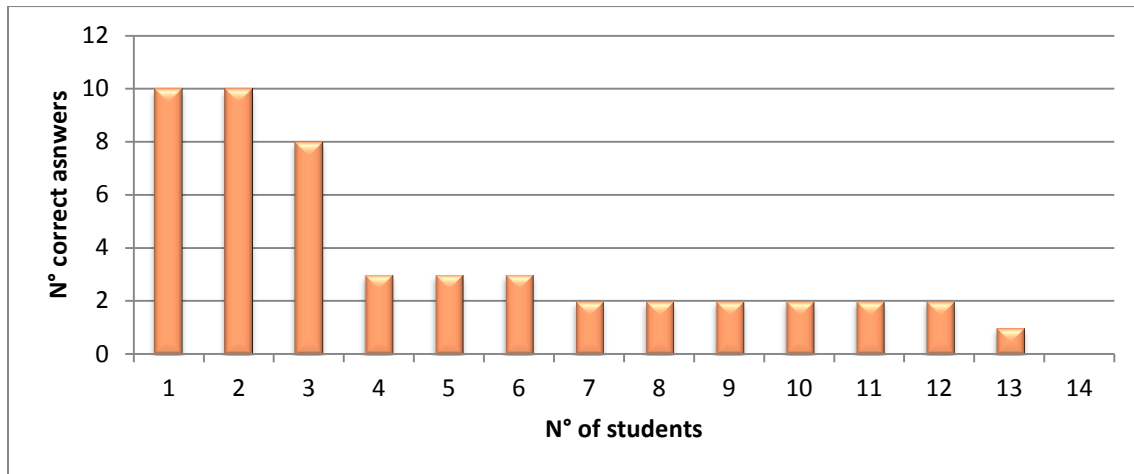
Figure 20. Individual results pre-test (PET).

Figure 21 shows the percentage of students with regard the number of right answers. As it is shown in the bar chart, 43% of students got 2 out of 30 right answers, 22% got 3 out of 30, and insofar 14% of students obtained 10 correct answers. In the same way, 7% of the students answered 8 questions correctly, whereas the ones who got between 1 and any correct answer correspond to the remaining percentages, that is, 7%.
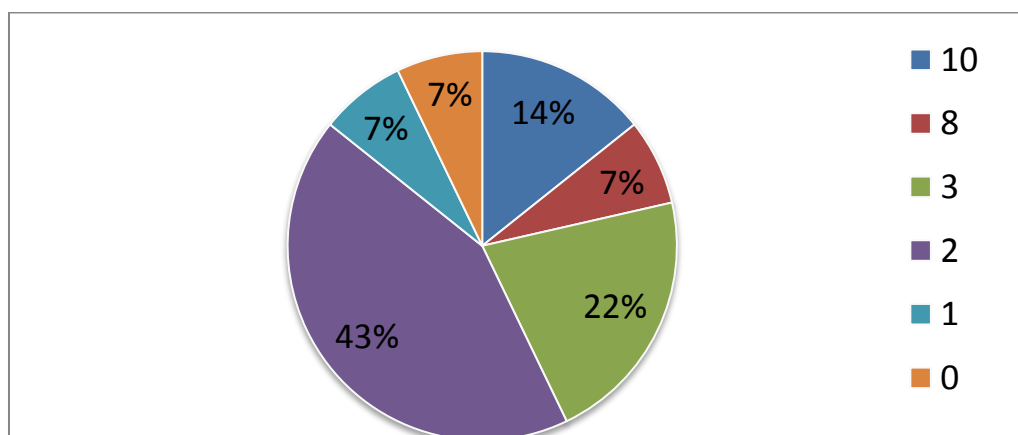
Figure 21. Percentage of students who got between 10, 8,3,2,1 and any right answers on Pre-test.

Post-test.

In light of the relevance of the present project and looking for improvement through the development of the reading activities during the intervention, it was necessary to apply a post test. The test was (PET) with the same amount of questions as the pretest (30 questions). Besides, 15 students presented the text in this final stage. The individual results are seen in figure 22 in which the highest results were a student with 13 good answers and 4 students with 10 right answers.
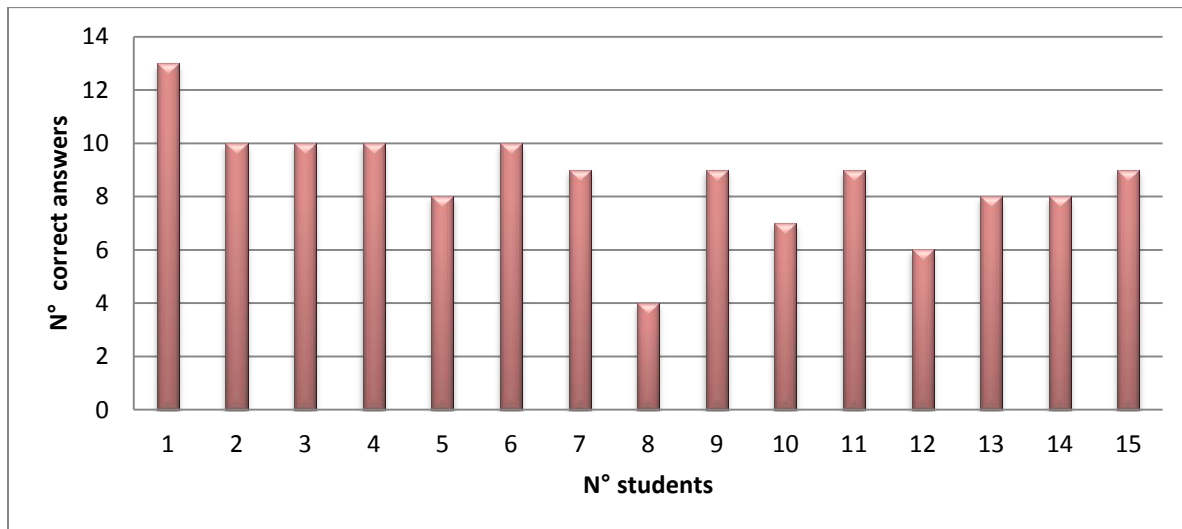
Figure 22. Individual results Post-test (PET).

Keeping in mind figure 23, the percentage of students that got 13 correct answers was 7%; 29% obtained 10 right responses, 21% reached 9 questions, other 21% replied 8, the following three percentages of 7% of students attained 7, 6 and 4 questions. Considering the graphic, although five students achieved to obtain more than 10 good answers, 10 of them got less than 9 correct answers, none of them reached the half of good answers.
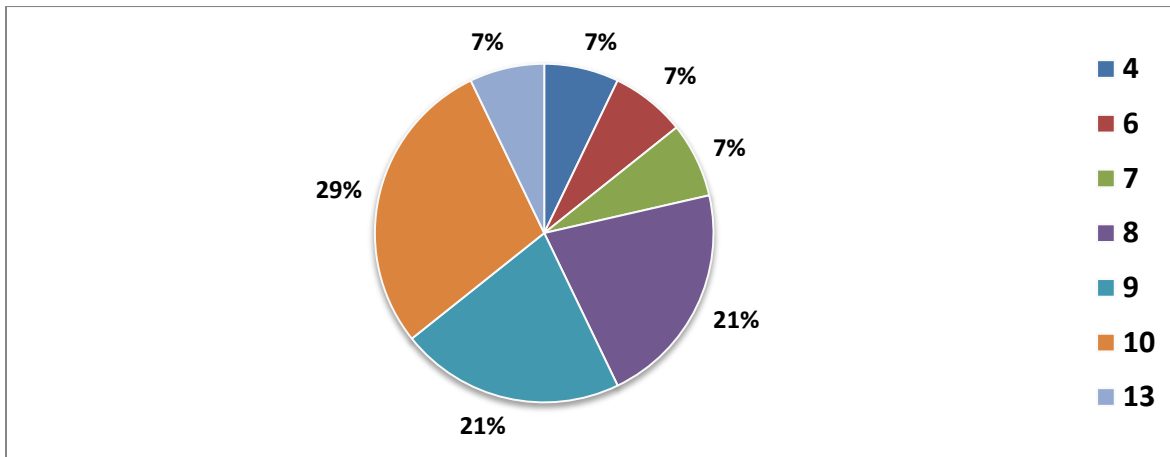
Figure 23. percentage of students who got 4, 6, 7, 8, 9, 10, 13 correct answers in the Post test

Pre and post-test analysis.

The comparison between the pre- and post-test is summarized in figure 24. At a first glance, it is shown a clear improvement in the results of the 30-question test applied at the beginning and the end of the intervention. With regards to pre-test, the highest percentages of students who got between zero and three (0 -3) correct answers, corresponded to 78.5 % of students while students who got 8 and 10 correct answers corresponded to 24, 4%. On the contrary, the results of the post-test showed that three parts of 7,1 % of students got between 4,6, and 7 correct answers; 21,4% with 8 and 9 right answers; 28, 6% with 10 correct answers and finally, 7,1% of students got 13 right answers.
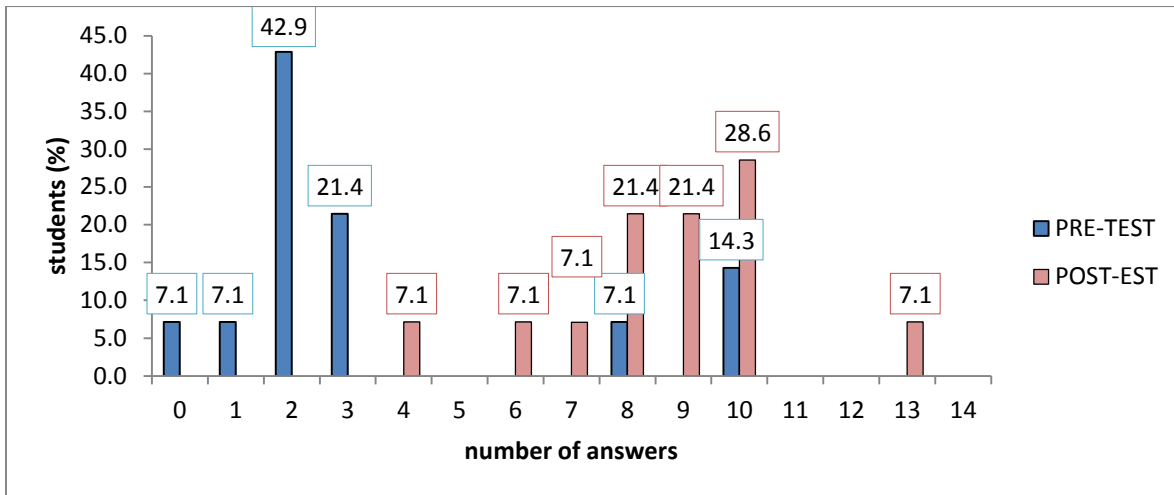
Figure 24. Percentage of students vs number of correct answers on 30-question pre and post-test

Also, the graphic shows a low performance on pre-test results in comparison to post-test. As it is evident, lower scores corresponded to 0 correct answers on pre-test and 4 on post-test, as well as the highest scores of 10 right answers achieved on the pre-test and 13 accomplished on the post test. It is important to mention that despite the fact that all of them failed both pre and post-test, there was a little improvement at the end of the whole process.

There is another aspect to consider and it is that of students' opinion. When asked about the importance of doing activities related to reading comprehension (fig 25), 88.9% of students affirmed that the use of such activities help them to improve their English level, but also to be prepared for national test Saber 11°. n regards to the question N° 5 (Fig 9): Do you like English class? 66.7 % of respondents affirmed that "*me gusta el ingles", "me gusta aprenderlo", "I love English", "es importante aprender ingles".*

6. Do you consider that doing activities about reading comprehension is important?

11.1%

88.9%

■ yes
■ no

Yes because

- *It help to complement my English*
- *Nos ayuda a practicar para las pruebas saber*
- *Aprendemos a leer las palabras en inglis y me parecía buena*
- *Ayuda a entender el ingles*

No because

-
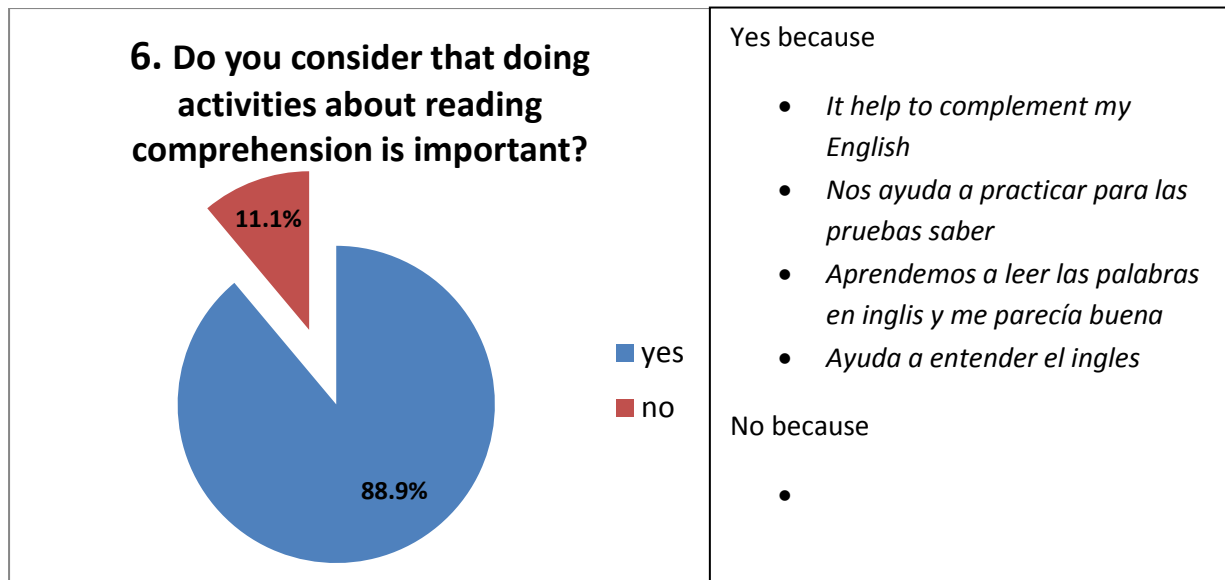
*Figure 25.*Student survey conducted at the end of the intervention. Question N° 6

Therefore, during the analysis it was possible to notice the consistency of the present results with the findings of Azizifar et al (2015) in which they evaluated the impact of two pre-reading activities through the use of pre and post-tests. In that study, researchers found significant differences among pre and post test results, because students outperformed in the post-test at a significant level of 0.5. Likewise, it is clear that the continuing use of activities in class improve reading performance on students. According to Ruge & Garcia (2011) the use of reading steps allows students achieve competences that enrich their reading process. In their study, they found the use of readings related to real situations promote the acquisition of new vocabulary, cultural knowledge, and critical thinking.

On the other hand, students' perceptions about the importance of promoting that kind of reading activities lie in the fact there is a widely shared concern about the national test saber 11 and the requirements to get into university, given that a national level, the standards of performance has been low. Also, the students' perceptions reflected the level of interest of

students. When the students feel motivated with the class or topic, they have the desire to participate in every activity, also to do with responsibility every task proposed. Thus, Saeed & Zyngier (2012) suggest there must be a pedagogical balance between the intrinsic and extrinsic motivation in students. By this way, teachers should use different activities and strategies that promote the learners' attitude and participation such as praises, free time, good words expressions for them and others. These two kinds of motivation will work if the teachers know in which context, moment or time have to apply it.

7. Conclusions

- The main difficulties on reading comprehension of English texts are related to the methodology and teaching strategies implemented by the teacher, as they affect motivation and interest of students. Regarding students, there is a lack of training on reading strategies in the reading process in general.

- The implementation of audio visual aids in the pre-reading stage takes an important role as long as there is a constant monitoring by the teacher.

- Students showed certain positive attitudes reflected on the interest, attention and participation of the pre-reading activities.

- One of the most remarkable pre-reading activities was that of slides, whose impact was reflected on the reading comprehension results; however, the most appealing activity was the use of songs which was intended to generate motivation.

8. Limitations

- One limitation was the classroom setting, because it was noisy and there was plenty of light that caused difficulties in the presentation of slides and videos.

- Students' Lack of knowledge of the basic structures of simple present, past simple and vocabulary such as verbs in present tense.

9. Projections

- Creation of material and activities adapted to the context and population.

- Standardization of material by grade.

- Further researches considering the other reading stages (reading act and post-reading)

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ANNEXES

Annex 1. Pet English test PET

Reading • Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

> Vicki! Mum says we can have a sleepover at my house tonight. Come straight from school. I'm cooking dinner for us - how cool is that? See you,
> Petra

Why has Petra sent this text?

A She's inviting Vicki to stay with her.
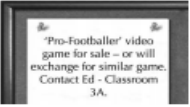
B She wants to meet Vicki at school.

C She's hoping Vicki will cook dinner.

Answer: 0 A B C

1

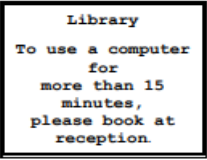> 'Pro-Footballer' video game for sale – or will exchange for similar game. Contact Ed - Classroom 3A.

A You can offer Ed a lower price for his video game.

B Ed would like to find a good value game to buy.

C If you give Ed a game you may get his one free.

2

> **Library**
> To use a computer for more than 15 minutes, please book at reception.

A You can use a computer for up to quarter of an hour without booking.

B You must book a session 15 minutes before using a computer.

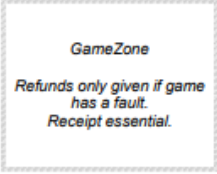C You can only use the computer at reception for a limited time.

3

> Pete – can I get a lift to the party tomorrow? Our car's at the garage. Could your mum pick me up at my place? My brother'll collect us afterwards,
> Joe

A Joe's mum can no longer take Pete to the party.

B Joe will wait for his lift at the garage tomorrow.

C Joe's brother will bring both boys home later on.

4

> *GameZone*
> *Refunds only given if game has a fault.*
> *Receipt essential.*

A You will get your money back from Gamezone if your game gets broken.

B If there's a problem with a game, you must prove it's from Gamezone.

C Refunds are available at Gamezone even if your receipt is lost.

5

> New Message
> To: Maria
> From: Ms Smith
> If you enter the story competition in Now magazine, you could win a laptop, or have your story published. The school library could get free books too.

If Maria wins the competition,

A a magazine will write a story about her.

B both she and her school will benefit.

C the school library will give her some books.

Questions 6 – 10

The young people below are all interested in science.
On the opposite page there are descriptions of eight events at science museums.
Decide which event would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter (**A – H**) on your answer sheet.

6 William would love to work with scientists doing research. He's concerned about problems in today's world and wants to get involved in scientific studies at a local and global level.

7 Penny prefers to explore an event at her own speed. She enjoys watching live performances that make science exciting, and would like to eat somewhere interesting while she's there.

8 Zack likes to explore what goes on in machines and learn about how technology changes the way people live, and how computers might change in the future. He also has an interest in stars and planets.

9 Ella wants to see scientists doing live experiments, and find out the results of the work later on. She's interested in discovering what goes into the preparation for a scientific trip.

Science events

A Sci-City
Discover the world of science through special viewing windows, and learn about modern scientific techniques and technology by watching what goes on in real laboratories. Register online to ask scientists questions about the information collected from their experiments. And try our video game to select the right equipment for different research expeditions.

B Discovery-Zone
Read about science on giant computer screens, and find answers to questions like why you only see stars at night or why the sky is blue. There's information on everything from global warming to space exploration! You can also learn about the great scientific explorers, and the results of their expeditions.

C GoScience!
All the displays are labelled so you can choose your own route round and learn about a range of scientific topics without hurrying. Afterwards, find out what's in your meal in our specially-designed science café, or watch a show with our scientists bringing ideas to life in an entertaining way!

D Alive
Make your experience come alive by listening to a recorded guide as you walk around the exhibits in your own time. Hear voices from the first moon landing, or listen to information telling you about famous scientists through history. Share your thoughts on our online noticeboard.

E Explore
Help scientists with real projects at this event, and hear all about their experiences! Stay involved afterwards; join people over the world in completing online climate questionnaires, collecting figures for temperature or rainfall. Find out about where you live by taking part in experiments checking pollution levels in the air and in river water.

F Universe
See inside a spaceship that went to the Moon, and find out what effect space trips have had on the world today. You'll learn about the advanced technology involved and some possible developments. And if you come to a late session, you can hear about what's happening above your head in the night skies!

G Science-in-Action
At our site, you can discover scientific technology with our up-to-date video guides. We have a huge selection on scientists who have travelled the world collecting information, and you can read their reports online as well, or why not buy one of the videos to watch again at home?

H Newman's
Learn about the greatest scientists in the Modern World exhibition of objects and inventions which changed our world. There are experiments for you to try in the physics and chemistry zone. Discover how aeroplanes fly or why oil floats on water! Our café sells snacks or bring your own to eat here in our beautiful gardens.

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a young guitarist.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

11   Anna was encouraged to play guitar as a way of keeping busy in her free time.

12   Her father was confident that she would become a good player quickly.

13   Her father was expecting to provide financial support for Anna's lessons for a long time.

14   Anna's tutor let her perform at the Bandschool concert as she had done all the levels.

15   Despite studying all the levels, many students at Bandschool worry about appearing in the concert.

16   Anna found playing well at the concert hard because she was so young at the time.

17   During the concert, musicians are expected to play something that they have created themselves.

18   Students choose their favourite songs to perform for a competition judged by the audience.

19   Anna's recordings of herself playing guitar on the internet have become popular.

20   Anna plans to get closer to her dream of playing in her own band soon.

Young Guitarist

11-year-old Anna Peak's ambition to become a top guitarist is looking very likely to come true! Talented Anna only took up the instrument two years ago when she started playing her dad's guitar as something to do at home. Proud father Matt said: 'I love the guitar so I suggested it as a hobby for her. We did a few short sessions together and she got on really well, practising every day. We were all surprised at how she improved.' She's further developed her skills by attending weekly lessons at Bandschool, a school which aims to train the musicians of the future. Matt says, 'I say if you start something you should keep it up, but I thought I'd have to pay for lessons for years, so I'm very pleased that she's making such fast progress!'

According to her guitar tutor at Bandschool, it wasn't long before Anna was playing tunes accurately, and asking to take part in the school's annual concert for staff, parents and, most importantly, professionals in the music industry. Her tutor agreed to let Anna play as she had few problems with the music involved. Normally only students who have completed all the levels at the school take part. Performing live makes most students, no matter how talented, feel nervous. Anna though, despite her age, gave a brilliant performance and now seems ready for a future in rock and roll.

The event is an opportunity for musicians to show their skills in various ways, including playing a piece of music using advanced techniques and showing an ability to play different styles. Musicians are also asked to write an original tune, which of course they practise a lot before performing at the concert. There's also a competition at the end, when everyone who has taken part tries to play popular songs suggested by the audience – who also get to vote on whose performance they liked the best!

The young player is already becoming internationally well-known after posting videos online of her performances, which have attracted lots of viewers. She said: 'Very few girls take up the guitar - it's so often chosen by boys. I hope what I've done has proved that girls can play too.' As a reward for her incredible achievement, Anna's dad has bought her a new guitar and she intends to start a group herself later this year.

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

Example:

0   **A** around   **B** on   **C** inside   **D** over

Answer: | 0 | **A** ▭ | **B** ▭ | **C** ▭ | **D** ▭ |

Street surfing

Street-surfing is a popular sport **(0)** .... the world. If you haven't experienced it, let me **(26)** .... it to you.

It's similar to skateboarding, but also surfing and snowboarding too. You ride a board with a set of wheels at each end **(27)** .... move in all directions, so the board turns easily. Riders use their weight to move the board **(28)** .... the ground. This gives them great control as well as the **(29)** .... to do amazing turns!

Although the sport's quite new, there are lots of internet video clips of people **(30)** .... amazing tricks while street-surfing. In **(31)** ...., when people are street-surfing it almost seems like they're riding on snow rather **(32)** .... a street! It's easy to learn, and can **(33)** .... you an experience you've never **(34)** .... before, so why not take it up? You won't **(35)** .... it!

26 **A** inform   **B** advise   **C** tell   **D** describe

27 **A** where   **B** whose   **C** which   **D** when

28 **A** along   **B** past   **C** among   **D** between

29 **A** access   **B** ability   **C** appearance   **D** activity

30 **A** performing   **B** making   **C** attracting   **D** entertaining

31 **A** advance   **B** detail   **C** case   **D** fact

32 **A** of   **B** as   **C** than   **D** to

33 **A** offer   **B** take   **C** arrange   **D** serve

34 **A** seemed   **B** had   **C** involved   **D** gained

35 **A** blame   **B** complain   **C** disappoint   **D** regret

Annex 2. Questionnaire for students

Answer the following questions:

---

1. Were the English activities interesting?

Yes__   no__ why?_____

2. Did you like the material?

Yes__   no__ why?_____

3. Do you like to watch videos?

Yes__   no__ why?_____

4. Was the teacher's explanation clear?

Yes__   no__ why?_____

5. Do you like the English class?

Yes__   no__ why?_____

6. Do you consider that doing activities about reading comprehension is important?

Yes__   no__ why?_____

Annex 3. Interview addressed to the homeroom teacher.

INTERVIEW

1. ¿A qué habilidad o competencia le dedica más tiempo en su clase de inglés? ¿por qué?

2. ¿Qué tipo de material utiliza para su clase?

3. ¿Qué tipo de textos les da a sus estudiantes a la hora de desarrollar la competencia en lecto-escritura?

4. ¿Ha observado dificultades en la comprensión de los textos?

5. ¿Cómo actúa ante las dificultades en la compresión lectora? ¿Qué estrategias usa?

6. ¿Hace actividades relacionadas con el tema previo a la lectura?

7. ¿Las lecturas que le entrega a sus estudiantes tienen ayudas visuales? ¿Cómo cuáles?

8. ¿Cree que el uso de material audio visual facilitaría la compresión lectora en los estudiantes?

Annex 4. Lesson plan intervention N°1

TEACHER'S NAME:	Olga Escobar/ Karen Barreto
GRADE:	10th grade
NUMBER OF STUDENTS:	18
STUDENTS' AVERAGE AGE:	15-17
UNIT / TOPIC:	Telephones, past and present
TIME:	1 hour class (45 min)
GENERAL OBJECTIVE:	Explain how phones have changed over time.

PERFORMANCE INDICATORS		
KNOW	DO	BE
Distinguishes vocabulary and expressions related to globalization. Identifies basic structures of present, past and future tense.	Formulates questions about globalization and its effects on the community using expressions defined.	Values and respects the opinion of others.

SUGGESTED CONTENTS
Globalization Evolution of phones Present perfect tense Past perfect tense

POSSIBLE PROBLEMS	ANTICIPATED SOLUTIONS
Unknown words	List of words

LESSON SEQUENCE			
FASE/STAGE	PROCEDURE	TIME/INTERACTION	MATERIALS
BEGINNING	Presentation of a timeline about history of and evolution of phones	15 min	Pictures Timeline.
MIDDLE	Reading of the text entitled "telephones, past and present"	20 min	photocopies
END	Reading comprehension test	10 min	Photocopies

RESOURCES
Pictures Photocopies markers

Annex 5. Lesson plan intervention N°2

TEACHER'S NAME:	Olga Escobar/ Karen Barreto
GRADE:	**10th**
NUMBER OF STUDENTS:	**18**
STUDENTS' AVERAGE AGE:	**15-17**
UNIT / TOPIC:	**Invention of telephone (biographical information)**
TIME:	**1 hour class (45 min)**
GENERAL OBJECTIVE:	**Identify who invented the telephone and say why that invention is Important.**

PERFORMANCE INDICATORS		
KNOW	**DO**	**BE**
Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.	Shares a position about subjects of Interest orally.	Values and respects the opinion of others.

SUGGESTED CONTENTS
Globalization **History of phone** **Inventions** **dates** **communication**

POSSIBLE PROBLEMS	ANTICIPATED SOLUTIONS
Unknown vocabulary	List of words

LESSON SEQUENCE			
FASE/STAGE	**PROCEDURE**	**TIME/INTERACTION**	**MATERIALS**
BEGINNING	**Presentation of a video entitled "Alexander Graham Bell | Scientist, Inventor, and Teacher Video"**	**15 min**	**Computer speakers Different songs**
MIDDLE	**Reading of the text entitled "Who invented the telephone?**	**20 min**	**photocopies**
END	**Reading comprehension test**	**10 min**	**Photocopies**

RESOURCES
Speakers **Video retrieved from: https://www.pbslearningmedia.org/resource/americon-vid-alexander-graham-**

bell/video/ Photocopies Markers

Annex 6. Lesson plan intervention N°3

TEACHER'S NAME:	Olga Escobar/ Karen Barreto
GRADE:	10th
NUMBER OF STUDENTS:	18
STUDENTS' AVERAGE AGE:	15-17
UNIT / TOPIC:	fashion the world over
TIME:	1 hour class (45 min)
GENERAL OBJECTIVE:	Analyze the Fast Fashion phenomenon

PERFORMANCE INDICATORS		
KNOW	**DO**	**BE**
Summarizes relevant information in texts related to the fashion phenomenon, using strategies to prepare summaries.	Supports in writing a position about the subject of interest using structured reasons following a defined sample	Values and respects the opinion of others.

SUGGESTED CONTENTS
Fashion **History of fashion** **Different type of tenses**

POSSIBLE PROBLEMS	ANTICIPATED SOLUTIONS
Unknown vocabulary	List of words

LESSON SEQUENCE			
FASE/STAGE	**PROCEDURE**	**TIME/INTERACTION**	**MATERIALS**
BEGINNING	**Short presentation about history of fashion since 1900 until 2015**	**15 min**	**Video beam Slides**
MIDDLE	**Reading of the text entitled "fashion the world over"**	**20 min**	**photocopies**
END	**Reading comprehension test**	**10 min**	**Photocopies**

RESOURCES
Video beam computer Slides Photocopies

Annex 7. Lesson plan intervention N°4

TEACHER'S NAME:	Olga Escobar/ Karen Barreto
GRADE:	10th
NUMBER OF STUDENTS:	18
STUDENTS' AVERAGE AGE:	15-17
UNIT / TOPIC:	Jazz Musician and Historian
TIME:	1 hour class (45 min)
GENERAL OBJECTIVE:	Recognize the evolution of music

PERFORMANCE INDICATORS		
KNOW	DO	BE
Summarizes relevant information in texts related to the fashion phenomenon, using strategies to prepare summaries.	Supports in writing a position about the subject of interest using structured reasons following a defined sample	Values and respects the opinion of others.

SUGGESTED CONTENTS
Different kind of music Jazz music instruments

POSSIBLE PROBLEMS	ANTICIPATED SOLUTIONS
Unknown vocabulary	List of words

LESSON SEQUENCE			
FASE/STAGE	PROCEDURE	TIME/INTERACTION	MATERIALS
BEGINNING	Teacher play a mix of music of different genres to enable students to draw what they feel about the music.	15 min	Computer speakers Different songs
MIDDLE	Reading of the text entitled "Jazz Musician and Historian"	20 min	photocopies

| END	Reading comprehension test	10 min	Photocopies
RESOURCES			
Speakers computer songs Photocopies			

Annex 8. Informed consent

Consentimiento informado para participar en la investigación

Información sobre el proyecto de investigación

Título del proyecto: Efecto de Ayudas Audio-Visuales en El Mejoramiento de La Comprensión Lectora en Estudiantes de Noveno Grado.

Objetivo del estudio: Determinar en qué grado el uso de ayudas audio-visuales ayudan a mejorar la comprensión lectora de textos narrativos en estudiantes de noveno grado.

Procedimiento: Se aplicará un examen KET de inglés, para medir la comprensión lectora a un grupo de 9° grado de secundaria, en un pre-test y un post-test. Asimismo, se realizarán exámenes de comprensión lectora durante la ejecución del proyecto.

Confidencialidad: Se mantendrá el anonimato de los participantes, los datos obtenidos en el presente estudio serán confidenciales y con fines de investigación.

Beneficios: Conseguir información importante que ayude a concientizar y sensibilizar sobre la adquisición de la comprensión lectora, lo que permita a futuros bachilleres enfrentar de mejor manera el siguiente nivel de educación.

Investigadores: Karen Barreto Muñoz y Olga Yineth Escobar Urrego
Contacto: oyescobaru@uqvirtual.edu.co; kjbarretom@uqvirtual.edu.co

ANNEX 9. Intervention pictures

Figure 1 implementation of audiovisual aids of chronological diagram (timeline)
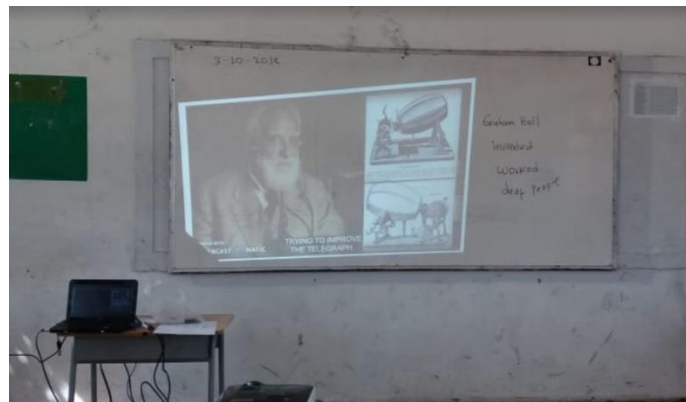
Figure 2. Implementation of audiovisual aid of video
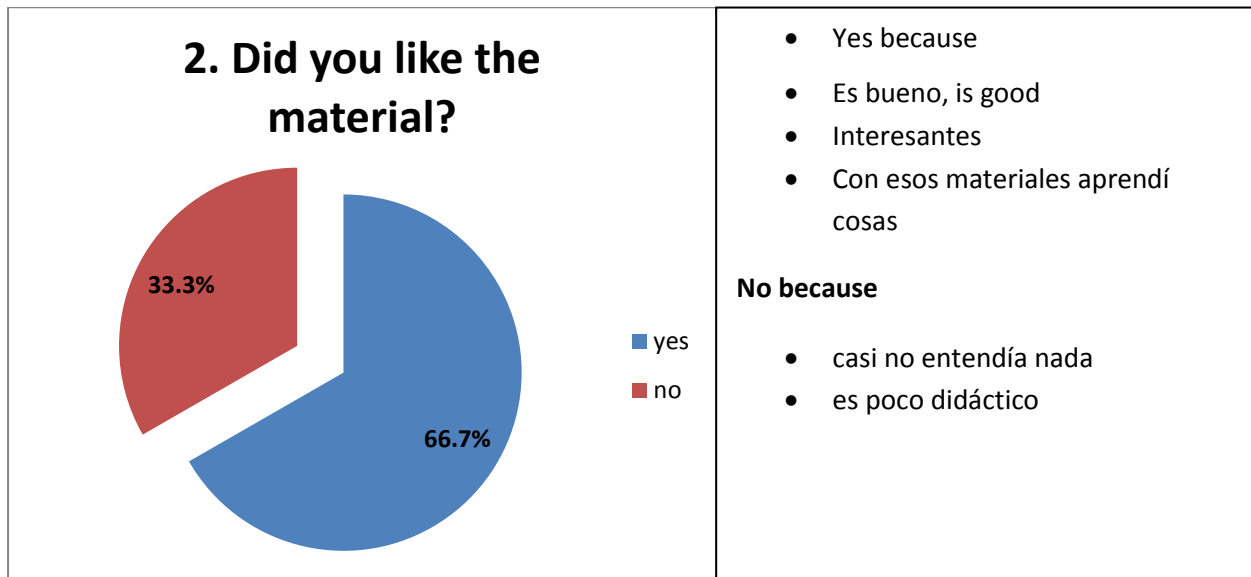
Figure 3. Implementation of slides at the pre-reading stage.

Figure 4. Implementation of audiovisual aid of songs

ANNEX 10. Students' Survey Results

1. Were the English activities interesting?

11.1%

88.9%

- yes
- no

Yes because

- They were more interactive
- Very good, buen material, me gusta
- Una buena manera de aprender
- Fue divertido Interactuamos entre todos

No because

2. Did you like the material?

33.3%

66.7%

- yes
- no

- Yes because
- Es bueno, is good
- Interesantes
- Con esos materiales aprendí cosas

No because

- casi no entendía nada
- es poco didáctico

3. Do you like to watch videos?

11.1%

88.9%

- yes
- no

Yes because

- were more interactive and help me
- I love technology
- por medio de ellos aprendíamos a pronunciar
- me divertí y me pareció bueno
- is very good

no because

- me dan sueño

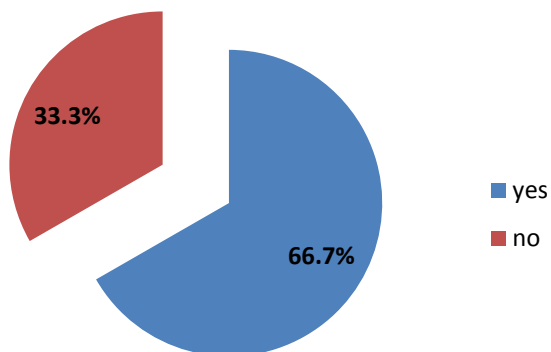## 4. Was the teacher's explanation clear?

33.3%

66.7%

- yes
- no

Yes because

- is good
- the teacher was good and they were interesant
- si porque nos tenía paciencia y tenían varios modos de como explicarnos
- aveces me explicaba algunas cosas que yo no sabía

no because

- no me quedaron claras algunas cosas
- masomenos

5. Do you like the English class?

33.3%

66.7%

- yes
- no

Yes because

- puedo aprender ingles
- me gusta aprender a hablar ingles
- aprendo cosas que no sé
- es importante aprender ingles
- I love english

No because

- Es muy complicado
- I consider bad in English
- I don't like English ´

6. Do you consider that doing activities about reading comprehension is important?

11.1%

88.9%

- yes
- no

Yes because

- It help to complement my English
- Nos ayuda a practicar para las pruebas saber
- Aprendemos a leer las palabras en inglis y me parecía buena
- Ayuda a entender el ingles

No because

-