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# Graphical and Textual Comprehension Among Junior High School Students

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**Abstract:** Graphical representations and short texts are an effective means of communication. However, there seem to be a quandary as to how adept students are in understanding and interpreting them. Thus, this research is conducted among the junior high school students of Maximino Noel Memorial National High School, Graje, Guadalupe, Carcar City, Cebu. This study was conducted from June, 2017 to December, 2017 to 240 JHS students using quantitative-descriptive method. A 50-item comprehension test that consisted of 10 questions each for tables, graphs and charts, instructions and manuals, diagrams, and notices/common signs, short texts was conducted. It was revealed that the respondents found comprehension on maps and diagrams most difficult while found table comprehension as the easiest. The result also showed a significant difference on the students' performance along with age and grade level. However, it did not show any significant difference on their performance along with sex and first language. The overall performance of the students in their comprehension on graphical representations and short texts was not competent. With this, it is recommended that teachers should share the responsibility with other educators in making the students understand informational text by using authentic materials that would depict real-life situations from newspapers, magazines, etc., utilize graphic materials, notices, signages, etc. from various media sources, and provide various activities that would help students learn and practice a skill set that is independent of content.

**Key Words:** graphical representations, textual comprehension, short texts comprehension, quantitative-descriptive method

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# 1. INTRODUCTION

> "Visual Literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a graphically literate person to discriminate and interpret the visible actions, objects, symbols, natural or man-made, that he encounters in his environment. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of graphical communication." – John Debes

In this digital age of learning, reflection on how datagogies can be transformed into concrete learning among digital natives is viewed very vital. Emphasis on how graphs and short lines affect the way the mind process information and make meaning to graphical images should be placed. There is an unprecedented rate of development in technological advancement and thus, educators should keep up and integrate graphical literacy in the learning process. Educators need to unceasingly define and re-define organic concepts as our world metamorphose around us.

Digital technology vis-à-vis graphical literacy created a different learning paradigm for students. While students may have created in themselves graphical literacy instincts, the former can create a formation of new language through their interactions with new technologies. New knowledge about the environment can also be created when students have been exposed enough to real learning resources.

The ability and skill to interpret graphical presentations in texts and produce related graphicals are extremely important to help learners understand and remember what they read. Tables, charts, graphs, short notices, signages, diagrams, maps, and photographs are ubiquitous in content area texts. Graphs provide a wealth of information that both reinforce and supplement text content. They are found in many different materials and the need for instructional activities that help students understand and use them seems vivid.

According to some experts like Levie & Lentz (1982, as cited in Mayer & Anderson, 2008), graphs play an important part in learning. They emphasized that humans are typically very graphically oriented, and the retention of information presented in graph form usually exceeds the retention of information presented verbally. Learners can enhance what they read by reading and interpreting graphs accurately, and by creating their own related graphs. It is believed that when learners learn how to use and construct graphical representations, they are in control of a study strategy that allows them to identify what parts of a text are important, how ideas and concepts are encountered in text are related, and where they can find specific information to support more important ideas. Learners need to see these relationships and learn how to link ideas. When students use graphicals while studying a concept, they build these links.

The difference between learning from text and learning from pictures results from the different types of representations of knowledge: *text* represents information in symbolic structures of a language and is processed sequentially, that is, word by word or sentence by sentence; *pictures*, on the other hand, convey their information by means of a graphical-spatial structure (i.e., the spatial arrangements of the

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components of the picture), and thus represent the subject matter by employing an analogy based on common structural properties and encode information in parallel or simultaneously (Clark & Paivio, 2007).

In Maximino Noel Memorial National High School, a number of learners were having difficulties in comprehending graphical representations and short messages/texts. In this vein, there is a felt need to assess the learners' graphical literacy using graphical materials and short texts comprehension.

This study is geared towards finding ways and means in improving the teaching-learning process that leads to quality instruction.

## 2. RESEARCH QUESTIONS

This study aimed to determine the performance of the Junior High School learners of Maximino Noel Memorial National High School in the various types of graphical materials and short texts in the S.Y. 2017-2018 as basis for intervention.

Specifically, this research sought to answer the following:

1. What is the profile of the learners as gauged to:
   a. age;
   b. sex;
   c. year level;
   d. first language?

2. What is the performance of the learners in their comprehension of graphical materials and short texts?

3. Is there a significant difference in the respondents' comprehension of graphical materials and short texts along with (a) age, (b) sex, (c) year level and (d) first language?

## 3. LITERATURE REVIEW

Studies have shown that collaborative effects of processing of verbal and graphical information can enhance learning. Other studies, however, found that there can also be competitive effects of learning from different sources, such as task interference between modes of processing, the directing of attention, and learners' individual differences.

Task interference can occur in complex tasks when the graphical and verbal processes are not automated but require executive resources, and when they have to be executed under time pressure (Kirby, 2007). Similarly, information in different presentation modes that are perceived through the same channel can compete for perceptual resources (Mayer & Anderson, 2008).

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However, Mayer and Anderson (2008) found that when the text information is presented as voice over, using a perceptual modality other than the animation, learning and transfer could be improved. When presented with both graphical and verbal information, the learner may direct his or her attention to the type of information perceived as more important or more interesting, away from the other mode which may in fact contain more important information. This assumption on the part of the learner can for instance be based on interest, on the perceived demand characteristics of a source, or on the learner's perceived self-efficacy in processing material from a particular source, and results in a different amount of invested mental effort (Kirby, 2007).

Schnotz (1993 as cited in Poliden, 2009) argued that the construction of a mental model of subject matter is qualitatively different from learning through text and learning from images. He argued that, "graphics, like mental models, possess also inherent structural properties used for their representational functions, which is not the case with text".

Peters and Schonlau (2012) mentioned that graphs such as pie charts and bar charts often emerge as a method of choice for conveying quantitative policy information. Also, according to the Common Core State Standards (as cited by Zucker, et.al 2015), teaching students to understand informational text requires teachers to teach students how graphs and tables communicate meaning in conjunction with text. Tinker, et.al (2015) considered this as a significant addition to earlier English and Language Arts standards because although graphs are ubiquitous, they are not nearly as easy to read as pictures. Like picture, graph can be worth a thousand words. In this sense, graphical literacy is like learning to read text, which requires repeated practice and focus to maximize full comprehension when analyzing data with greater complexity.

Staudt, et.al (2015) stated that classroom instruction about graphs is designed to (1) help students learn and practice a skill set that is independent of content and (2) to help students learn a particular standards-based topic.

Jolliffe and Wood (1991, as cited in Poliden, 2009) identify three kinds of behaviors that seem to be related to graph comprehension: translation, interpretation and extrapolation/interpolation. They asserted that to translate between graphs and tables, one could describe the contents of a table of data in words or interpret a graph at a descriptive level, commenting on the specific structure of the graph.

Carry (2015) stated that students need graphical images to help them read and understand texts. What is seen with the eye should be seen with the mind.

Craik and Lockhart (2012) agreed that the use of graphicals with text creates both verbal and nonverbal codes as well as connections between the two. Thus, information more deeply processed is likely to have a stronger memory path, and therefore, will be remembered longer.

Ramirez, et.al. (2013) mentioned that the memory for picture-word combination is superior to memory for words alone or pictures alone. They also cited Branch and Boom in their study that memory for pictures is superior to memory for words and this effect has been called the Pictorial Superiority Effect. Vaez, et.al. (2007) further mentioned that effectiveness of the graphicals used in the learning environment can improve learning.

Carney and Levin (as cited in Ramirez et.al. 2013) believed that pictures improve the reading-to-learn process of the students for as long as they are very well selected and well constructed. They identified five

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functions that pictures serve in test processing which are decorational, representational, organizational, interpretational and transformational. Pictorial illustrations can go beyond text content as they complement the text – serving as adjunct aids for reading to learn, i.e. the process that includes perceiving, understanding, and remembering text information.

Levin and Mayer (as cited by Garcia et.al. 2015) explained why pictures and graphs facilitate comprehension and learning in their principle called the seven Cs: concentrated (focused with respect to directing a readers' attention), compact/concise ("a picture is worth a thousand words"), coherent (the organization function), comprehensible (the interpretation function), concrete (the representation function), correspondent (relating unfamiliar texts to readers' prior knowledge) and codable (the mnemonic transformation function).

Canning (as cited in Maria et.al. 2015) pointed that graphical images also help students to create relations among words, "bringing out more detailed, knowledgeable, responsive, and awareness to the object, situation or text being communicated.

With the scenario presented, together with the different studies that supported its need, this study is hereby conducted to look into some means in improving the students' graphical literacy and comprehension on short texts.

## 4. RESEARCH METHODOOGY

### Respondents

The study utilized 240 learners in different year levels of Maximino Noel Memorial National High School, in random sampling. This is presented in Table 1.

### Research Locale

This study was conducted from April, 2017 to January, 2018 to junior high school learners of at Maximino Noel Memorial National High School in Guadalupe, Carcar City, Cebu. This school is also one of the chosen institutions that embrace Senior High School Curriculum in Carcar City Division.

### Research Design

This study utilized quantitative-descriptive where it used questionnaire to determine the profile of the respondents. A 50-item test that consisted of 10 items each for the tables; graphs and charts; instructions/ manuals; diagrams, pictorial illustrations, maps and notices/common signs/short messages or texts was administered to the students to determine their comprehension level.

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## Data Collection

Questionnaires were used to determine the learners' age, gender, first language and academic performance. The test was a multiple-choice where every correct answer is given 1 point. A three-point scale was then used to describe the students' comprehension level along with the various graphical information and short texts.

Highly competent (HC) – 8 -10 points
Competent (C) – 5-7 points
Not Yet Competent (NC) – 0-4 points

**Table 1**
**Profile of the Respondents of the Study**

| Selected Variables | | Number | Percent |
|---|---|---|---|
| **Age** | 12 | 24 | 10% |
| | 13 | 56 | 23.3% |
| | 14 | 51 | 21.3% |
| | 15 | 60 | 25% |
| | 16 | 32 | 13.3% |
| | 17 | 13 | 5.4% |
| | 18 | 4 | 1.7% |
| **TOTAL** | | **240** | **100%** |
| **Sex** | Male | 84 | 35% |
| | Female | 156 | 65% |
| **TOTAL** | | **240** | **100%** |
| **Year Level** | Grade 7 | 60 | 25% |
| | Grade 8 | 60 | 25% |
| | Grade 9 | 60 | 25% |
| | Grade 10 | 60 | 25% |
| **TOTAL** | | **240** | **100%** |
| **First Language** | Cebuano | 230 | 95.8% |
| | Filipino | 9 | 3.8% |
| | Ilonggo | 1 | .4% |
| **TOTAL** | | **240** | **100%** |

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## Presentation of Data, Analysis and Interpretation

The following tables showed the performance of the Junior High School students of Maximino Noel Memorial National High School in their comprehension of graphical materials and short texts and the significant difference of their performance to some selected variables.

## Performance of Junior High School Students in the Comprehension of Graphical Materials and Short Texts

The performance of the junior high school students in the comprehension of graphical materials and short texts was measured using the questionnaire. There were 50 items with 10 questions per aspect.

**Table 2**
**Students' Performance based on the Five Aspects of Comprehension**

| Graphical Materials and Short Texts | Not Competent | Competent | Highly Competent | TOTAL |
|---|---|---|---|---|
| A. Tables | 83(35%) | 120(50%) | 37(15%) | 240(100%) |
| B. Graphs and Charts | 117(49%) | 93(39%) | 30(13%) | 240(100%) |
| C. Instructions/Manuals | 156(65%) | 50(21%) | 34(14%) | 240(100%) |
| D. Maps, Diagrams, Pictorials and Illustrations | 157(65%) | 73(30%) | 10(4%) | 240(100%) |
| E. Notices/Common Signs/ Short Messages or Texts | 143(60%) | 95(40%) | 2(1%) | 240(100%) |

Table 2 showed the performance of the Junior High School Students of Maximino Noel Memorial National High School in their comprehension to graphical materials and short texts. Based on the data, half of the respondents (50%) are competent enough in understanding tables but nearly half (49%) of them are not competent in understanding graphs and charts and even 15% more than half of them are not competent in understanding maps, diagrams, pictorials and illustrations and 60% are not competent in understanding notices, common signs, short messages or texts.

Table 3 showed that the Junior High School Students of Maximino Noel Memorial National High School are competent only in understanding tables and not competent in understanding graphs and charts,

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instructions/manuals, maps, diagrams, pictorial and illustrations and notices/common signs/short messages or texts.

**Table 3**
**Summary of the Students' Performance based on the Five Kinds of Graphical Materials**

| Graphical Materials and Short Texts | Mean | Interpretation |
|---|---|---|
| A. Tables | 5.3 | Competent |
| B. Graphs and Charts | 4.63 | Not Competent |
| C. Instructions/Manuals | 4.09 | Not Competent |
| D. Maps, Diagrams, Pictorials and Illustrations | 3.81 | Not Competent |
| E. Notices/Common Signs/ Short Messages or Texts | 3.83 | Not Competent |
| **OVERALL** | **4.33** | **Not Competent** |

The result showed that the students found maps, diagrams, pictorial and illustrations comprehension as the most difficult, followed by notices/common signs/short messages or texts, instructions and manuals then graphs and charts.

It is believed that students perform better in table comprehension since this has been incorporated and integrated across the different subject areas. As for the other four aspects, students are believed not to have mastered them for these may have not been applied thoroughly in some subject areas of discipline and exposure to those kinds of learning materials were not enhanced.

Overall, the students are not competent in their comprehension on graphical materials and short texts.

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## Interpretation of the Performance of Students According to Selected Variables

Table 4
Performance of Students According to Age

| Graphical Materials and Short Texts | 12 | 13 | 14 | 15 | 16 | 17 | 18 | Fc | p- value |
|---|---|---|---|---|---|---|---|---|---|
| A. Tables | 3.33 | 4.45 | 5.49 | 5.97 | 6.59 | 5.31 | 6 | 11.83 | 1.4E-11 |
| B. Graphs & Chart | 3.25 | 3.79 | 4.37 | 5.13 | 6.22 | 5.46 | 4.75 | 8.06 | 6.3E-8 |
| C. Instructions/Manuals | 2.71 | 2.91 | 3.71 | 5.05 | 5.53 | 5.62 | 2.75 | 10.42 | 3.1E-10 |
| D. Maps, Diagrams Pictorials/Illustrations | 2.5 | 2.43 | 3.92 | 4.85 | 4.84 | 4.31 | 4 | 13.62 | 0.0000 |
| E. Notices/Common Signs/Short Texts | 2.91 | 3.52 | 4.04 | 4.42 | 4.09 | 4 | 3.5 | 4.58 | 0.0002 |
| *F crit = 2.13763* | | | *p*<α = 0.05 | | | **significant* | | | |
| **OVERALL** | 2.82 | 3.42 | 4.31 | 5.08 | 5.45 | 4.94 | 4.2 | 6.56 | 0.00021 |
| | | | *F crit = 2.44526* | | | *p*<α (= 0.05) | | **significant* | |

Table 4 presented the performance of the JHS students of MNMNHS according to age. The table shows that 16-year old students had the highest performance in both table comprehension and graph and charts comprehension while the 12-year olds got the lowest performance.

For instruction and manuals comprehension, the 17-year old students had the highest performance while the 12 year-olds got the lowest.

For both maps, diagrams, pictorial/illustrations and notices/common signs/short texts, the 15-year old students had the highest performance while the 12-year olds got the lowest again.

It can be observed that the 12-year old students perform the lowest among all age group.

In this manner, statistically, there is a significant difference in the performance of the JHS students of MNMNHS in their comprehension of graphical materials and short messages or text according to age. The hypothesis that there is not significant difference on the performance of students on the basis of age is denied.

The performance of the students according to age could be associated to the issue that age could be a determining factor in one's learning and exposure to different learning continuum. As they grow older, their schema to interpret graphical materials has been enhanced.

Table 5 showed the performance of the JHS students in MNMNHS in their comprehension on graphical materials and short messages or texts according to sex.

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Table 5
Performance of Students According to Sex

| Graphical Materials and Short Texts | Male $\overline{X}$ | DE | Female $\overline{X}$ | DE | tc | p- value |
|---|---|---|---|---|---|---|
| A. Tables | 4.89 | C | 5.51 | C | 2.34147 | 0.02003 |
| B. Graphs and Charts | 4.26 | NC | 4.82 | C | 1.91026 | 0.05730 |
| C. Instructions/Manuals | 3.67 | NC | 4.31 | NC | 2.0089 | 0.04572 |
| D. Maps, Diagrams/ Pictorials/Illustrations | 3.33 | NC | 4.06 | NC | 2.71993 | 0.00701 |
| E. Notices/Common Signs/Short Texts | 3.40 | NC | 4.06 | NC | 2.63830 | 0.00888 |
| OVERALL | 3.91 | NC | 4.55 | C | 1.58790 | 0.15097 |
| | t crit = 2.30600 | | p>α (=0.05) | | * not significant | |

It showed that female students perform better in all areas than males by a minimal point. Both male and female were competent in table comprehension but they differ in graph and chart comprehension. They were both not competent in instructions/manuals, maps/diagrams/pictorials/illustrations and notices/common signs/short texts.

Statistically, the study showed no significance in the performance of the JHS students in MNMNHS in their comprehension of graphical materials and short messages or texts on the basis of sex. Hence, the hypothesis that there is no significant difference in the performance of JHS students in MNMNHS in their comprehension to graphical materials and short texts on the basis of sex is accepted.

On a study sponsored by the UK Essays on Gender Differences on Reading Ability, a meta-analysis provided strong evidence that the significance of the gender difference in verbal ability is currently so small that it can effectively be considered zero. This similar study provided no substantial evidence of a substantial difference in sex in comprehension just as how the data above supported it.

Table 6 presented the performance of the JHS students in MNMNHS in their comprehension to graphical materials and short messages or texts according to year level. The table showed that the Grade 10 got the highest performance while the Grade 7 got the lowest performance.

Statistically, there is a significant difference in the performance of the JHS students in MNMNHS in their comprehension on graphical materials and short messages or texts according to grade level. The hypothesis that there is no significant difference on their performance on the basis of grade level is denied.

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Table 6
Performance of Students According to Grade Level

| Graphical Materials and Short Texts | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Over-all | DE | Fc | p-value |
|---|---|---|---|---|---|---|---|---|
| A. Tables | 3.58 | 5.13 | 6.15 | 3.64 | 5.296 | C | 34.45 | 0.0000 |
| B. Graphs & Charts | 3.52 | 3.78 | 5.13 | 6.07 | 4.625 | C | 23.14 | 0.0000 |
| C. Instructions/Manuals | 2.78 | 2.97 | 4.87 | 5.73 | 4.088 | NC | 29.70 | 0.0000 |
| D. Maps, Diagrams/ Pictorials/Illustrations | 2.65 | 2.97 | 4.62 | 5 | 3.808 | NC | 27.04 | 0.0000 |
| E. Notices/Common Signs/Short Texts | 2.87 | 3.57 | 4.72 | 4.18 | 3.833 | NC | 12.496 | 1.3E-7 |
| **OVERALL** | 3.08 | 3.68 | 5.098 | 5.46 | 4.330 | NC | 12.123 | 0.00022 |
| | *f crit = 3.23887* | | | *p*<α (=0.05) | | ** significant* | | |

The performance of the students according to year level can be associated to the issue on reading prediction that as students move to a higher level, their ability to interpret texts and literal-graphical associations/connections would be meaningfully enhanced.

Table 7 presented the performance of the JHS students in MNMHS in their comprehension on graphical materials and short messages or texts according to first language. The table showed competent performance in both tables and graphs and charts comprehension but without much mean difference. The table also revealed that Cebuano speaking students got the highest overall performance followed by the Filipino speaking students and finally the Ilonggo student.

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Table 7
Performance of Students According to First Language

| Graphical Materials and Short Texts | Cebu-ano | Fili-pino | Ilon-ggo | Over-all | DE | Fc | p- value |
|---|---|---|---|---|---|---|---|
| A. Tables | 5.3 | 5.33 | 4 | 5.296 | C | 0.21601 | 0.80588 |
| B. Graphs and Charts | 4.66 | 4.22 | 1 | 4.625 | C | 1.57826 | 0.20850 |
| C. Instructions/Manuals | 4.10 | 3.89 | 2 | 4.088 | NC | 0.41376 | 0.66163 |
| D. Maps, Diagrams/ Pictorials/Illustrations | 3.82 | 3.44 | 4 | 3.808 | NC | 0.15578 | 0.85583 |
| E. Notices/Common Signs/Short Texts | 3.86 | 3.33 | 3 | 3.833 | NC | 0.43685 | 0.64659 |
| **OVERALL** | **4.35** | **4.04** | **2.8** | **3.73** | **NC** | **3.67756** | **0.05680** |
| | *f crit = 3.67756* | | | *p>α (= 0.05)* | ** not significant* | | |

The statistical analysis reveals that there is no significant difference in the overall performance of the JHS students in MNMNHS in their comprehension on graphical materials and short messages or short texts. Therefore, the first language of the learner does not affect his/her comprehension. The hypothesis that there is no significant difference on the students' performance on the basis of first language is accepted.

On a journal written by Brisbois (2010) on Connections Between First-and-Second Language Reading, it is revealed that literacy skills or comprehension skills can transfer given sufficient motivation and exposure to the second language. This study supports the idea presented on the data above that first language does not give substantial evidence to substantiate its effect on learning a second language.

## 5. SUMMARY OF FINDINGS

The salient findings were:

- The Junior High School students of Maximino Noel Memorial National High School only found interpretation of tables easy. The level of the students for table comprehension was competent (5.3); interpretation of graphs and charts was not competent (4.63); interpretation of instructions and manuals was not competent (4.09); interpretation of maps, diagrams, pictorials and illustrations was not competent (3.81); and interpretation of notices, common signs, short messages or texts was not competent (3.83). The overall level of performance of the students was not competent (4.33).
- Statistically, there is a significant difference in the performance of the JHS students of MNMNHS in their comprehension of graphical materials and short messages or text according to age. The hypothesis that there is no significant difference on the performance of students on the basis of age is denied.

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- The study also showed no significance in the performance of the JHS students in MNMNHS in their comprehension of graphical materials and short messages or texts on the basis of sex. Hence, the hypothesis that there is no significant difference in the performance of JHS students in MNMNHS in their comprehension to graphical materials and short messages or texts on the basis of sex is accepted.
- There is a significant difference in the performance of the JHS students in MNMNHS in their comprehension on graphical materials and short messages or texts according to grade level. The hypothesis that there is no significant difference on their performance on the basis of grade level is denied.
- Finally, the statistical analysis reveals that there is no significant difference in the overall performance of the JHS students in MNMNHS in their comprehension on graphical materials and short messages or short texts on the basis of first language. Therefore, the first language of the learner does not affect his/her comprehension. The hypothesis that there is no significant difference on the students' performance on the basis of first language is accepted.

## 6. CONCLUSIONS

From the findings of the study, the following conclusions are generated:

1. The Junior High School students of Maximino Noel Memorial National High School are not competent in their comprehension on graphical materials and short messages or texts.
2. Age and grade level affect the students comprehension of graphical materials and short messages or texts while sex and first language do not affect the interpretation of comprehension among them.

## 7. RECOMMENDATIONS

Graphical materials are very effective tool in teaching almost all subjects especially English, Math, and Science. With this, it is recommended that teachers should share the responsibility with other educators in making the students understand informational text by (1) using authentic materials that would depict real-life situations from newspapers, magazines, etc., (2) utilize graphic materials, notices, signages, etc. from various media sources, and (3) provide various activities that would help students learn and practice a skill set that is independent of content.

A proposed development plan for learners may be adopted.

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# 9. APPENDICES

## Development Plan

## Rationale

Developing the learners' competence and boosting their confidence in the comprehension of graphs and short texts has become part and parcel in the aim of every school for all its learners. However, everything may become invalid and impaired if learners hardly and unintentionally fail to comply and portray their roles in the school as students. The complete package of molding holistically the young's mind is anchored on John Dewey's theory on Hands-on-Learning.

In the study conducted about the comprehension of graphical materials and short texts of the junior high school learners of Maximino Noel MNHS, students only found interpretation of tables easy. The level of the students for table comprehension was competent; interpretation of graphs and charts; interpretation of instructions and manuals; interpretation of maps, diagrams, pictorials and illustrations; and interpretation of notices, common signs, short messages or texts were not competent. The overall level of performance of the students was not competent. The areas of concerns detected in the study have much to do with how learners learn, what they learn, and on what will they learn.

It is with this time that the creation of this proposed development plan becomes a need. The plan is suited to the learners' level of learning backing up future opportunities that they may meet along the way. The activities provided in this plan are set to address learners' deficiencies or weaknesses in the comprehension of graphical materials and short texts/messages which may be adopted or adapted by the teachers for their learners to practice and enhance their innate skills. In as much as the activities are merely suggestive, modification may be made to fit to the different classroom situations and learners' learning style.

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Development Plan

| Areas of Concerns | Objectives | Strategies | Persons Involved | Budget | Source of Budget | Time Frame | Expected Outcome | Actual Outcome | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| Educational Attainment | -upgrade and tool teachers with the latest updates and trends in education | -encourage or require teachers to enroll masters or doctor's degree | Teachers, Principal | 25, 000.00 | salary | 4-5years | Masteral/Doctoral graduate teachers | | |
| Teaching Experience | -tool teachers with enough styles and techniques in understanding learners | -require teachers to attend trainings/seminars to tool themselves | Teachers, principal | 1000.00 | MOOE | 1 week | Teachers may become resourceful and flexible | | |
| Relevant trainings/seminars attended | -equip teachers with 21st century skills | -require teachers to attend seminars/trainings related to their field | Teachers, principal | 1000.00 | MOOE | 1 week | Teachers may get equipped with latest trends in education | | |
| Teaching strategies | Upgrade teachers with the latest approaches in dealing 21st century learners | -send teachers to trainings or seminars | Teachers, principal | 1000.00 | MOOE | 1 week | Teachers may acquire new knowledge/strategies in dealing with the learners | | |
| Exposure to media | Expose students to media where English is used as medium of communication or interaction | -allow or encourage students to watch English movies<br>-read English texts | Teachers, students, parents | | | Year round | Improved communication skills | | |
| Dialect Spoken at home | -practice using English in communicati | -require students to use English in their day to day | Students, parents, teachers | | | Year round | Improved communication skills | | |

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|---|---|---|---|---|---|---|---|---|---|
| | ng with others daily if possible | communication | | | | | | | |
| Graphical analysis and comprehension | -Acquaint students the techniques in comprehending graphical representations<br>-develop critical thinking skills | -provide students with activity sheets for them to practice answering | Teachers, students | 300.00 | Solicit from stakeholders | 2 months | Improved students' skills in understanding the literal and figurative meaning of words | | |
| Short texts | -develop students' ability in comprehending an English reading text | -bombard students activities on grammar | Teachers, students | 300.00 | Solicit from stakeholders | 2 months | Improved students' skills in grammar | | |