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EFFECTIVE METHODS TO USE AUDIO VISUAL AIDS FOR
VOCABULARY LEARNING IN FIRST GRADE STUDENTS
“SALOMON IBARRA” ELEMENTARY SCHOOL DURING THE
FIRST SEMESTER OF 2019.

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ABSTRACT

The objective of this study is to investigate Effective methods to use audio visual aids for vocabulary learning in first grade students “Salomon Ibarra Mayorga” Elementary school during the first semester of 2019.

A qualitative design was selected for this research and two methods of data collection were used: among them is the development of a class using some of the audio visual aids that were found in our research. Class observation and also applied different class plans for evaluation and data collection very useful to complete this study.

Among the main points of this investigation are the visual means that facilitate the learning of grammar, particularly flashcard, a type of source that teachers commonly use. In addition, it is important that teachers use different visual aids during the class and keep the student`s attention.

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1. INTRODUCTION

The present research work was done with the purpose of pointing out the effective methods for using audio Visual aids for vocabulary learning in first grade in EFL students. The use of audio visual aids provides great opportunities for young learners who are learning English as a foreign language. This investigation was done with first-grade student at Salomon Ibarra Mayorga Elementary School in the department of Estelí.

Our main purpose is to determine the effective methods for using Audio visual Aids applied as a didactic tool in teaching English Vocabulary. In order to respond to this purpose, first, we implemented Audio visual aids in teaching English Vocabulary to first-grade students.

Throughout this research, we observed the methodology and techniques that the facilitator uses during the development of the English class are effective for Young learners and allowed them to be engaged, communicate, interact, and share during the English class.

Despite the fact that students at Salomon Ibarra are learning English for the first time they are able to recognize and interpret vocabulary and gestures and different sounds. It is important to mention as well that they have only received four months of learning English. Even though they demonstrated interest for the class and feel quite familiar with the new language.

On the other hand, the teacher counts with different didactic materials provided by the Ministry of Education which are helpful and facilitate the process of learning. Besides, the teacher makes her own material for the class and makes use of Audio Visual Aids in order to present a new topic and to obtain a better comprehension from students.

2. RESEARCH QUESTIONS

1. What are the most effective methods to develop EFL vocabulary along with the use of audio visual aids?
2. How does the use of audio-visual aids benefit first grade students with learning vocabulary?

3. JUSTIFICATION

For years, English has not been included in the curriculum for primary school. However, English as a subject was introduced for kids who are just starting their first grade. The study of the English language continues in the second grade as well. Teaching English in first and second grade, demands a good performance from teachers due to the way kids learn. It can be difficult for them to concentrate on certain classroom activities depending on the amount of time it takes to teach each lesson. However, with the efficiency of audio visual devices, teachers can help students and catch their attention in an engaging way.

Audio visual materials play an important role in students learning, mainly for children who are in elementary school. Teachers can help themselves and their students by effectively making use of audio visual materials the proper way. The use of these tools allows teachers to get students involved in the class, and at the same time makes the class easy and fun.

3. BACKGROUND

The main purpose of this research is to identify some effective methods to develop ESL vocabulary, including the use of audio visual aids. Regarding previous research on visual aids by Cardoza, Matinez, & Martinez (2016, p. 40) researched about the use of visuals is the study called "Influence of picture on the acquisition of English vocabulary in 8Th grade students at high school". This research explains that visual means are useful when teaching vocabulary and discovering how languages work. This talks about the effectiveness of visual methods to develop ESL vocabulary.

Navarrete & Yescas, (2016) argue that the application of visual aids break the wall of fears and shyness in students. They and make learners feel confident and interested in the class they're taking. Additionally, visual aids allow for more participation from students in the classroom.

This investigation relates with our theme as it provides findings on the influence of audio visual aids in the acquisition of vocabulary. In regards to learning the English language, the study demonstrates how children participate and are motivated in the lessons when their teacher made use of audio visual aids. Learning a second language can be difficult, and if teachers only rely on worksheets, it can bore some students. The use of visual materials that are bright and colorful, makes a positive learning experience for students, especially those who are visual learners.

According to James (1959), audio visual material must be seen in their relationship to teaching and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process. James also mentions that audio visual materials are produced, distributed and used as planned components of educational programs. He emphasizes that the learning process comes from motivation, classification and stimulation. Audio visual aids are multisensory materials which, motivate and stimulate the individual. It makes a dynamic learning experience more concrete and realistic while adding more clarification.

Taking into account other research, audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding. (Dale, 2010, p 34.)

5. THEORETICAL FRAMEWORK

5.1 Audio visual aids in foreign language learning

Visuals learners prefer to learn a new language when it is contextualized in pictures graphs, diagrams, and charts. In order to remember vocabulary, students should have access to word maps rather than lists. Students can receive extra help if the teacher uses expressive gestures in class. While in the classroom, students enjoy acting when learning a language, as that allows them to use their imagination to create scenes in their minds. It also allows them to practice speaking in a new language, which will hopefully make them more comfortable with pronunciations.

Visual aids, such as posters or presentations, are resources that a teacher shows in their lesson plan to help students learn and process new information. (Oxford, 2012) They are sources of data or information in the form of visual representations. According to this author, visual means have the potential to make the act of teaching and learning of English an active process from the students' perspective. With this, they can grasp new information and knowledge in the forms of images rather than plain text. (Ortega, Ruiz & Hernandez,2016).

Audio visuals is as old as education itself. From the beginning, eminent educators have sought to reduce over verbalization by introducing less formal methods of teaching. Teaching is essentially making the student understand the subjects that are taught. Visuals bring about meeting of minds. That will lead to a maximum mental intake of the information presented. It is important that the direct line does not become discontinued. Poor connections never result in efficient learning. Visuals can help to maintain, clear, static-free lines of communication. Visual interpretation of the spoken word in learning processes is important to the teacher and the student. (Harry, 1955)

5.2. How visual aids not projected would help in the learning process (Non-Projected).

According to Burton: audio visual aids are those objects or images which initiate or stimulate and reinforce learning sensor. Visual aids are powerful tools for learning English and they contribute in great order to motivate students.

The brain processes verbal and visual information separately. By helping the audience build visual and verbal memories, they are more likely to be able to remember the information at a later time. (Malamed, 2009, pp.9-18)

5.3 Picture for learning vocabulary and practice.

Pictures are different type of images, drawings, paintings, or photographs Oxford, (2012, p.288). As Aristotle said: “the soul never thinks without a picture”. The picture should illustrate important points that are otherwise hard to understand. (Ortega, Ruiz & Hernandez, 2016)

5.4 How Flash Cards helps when trying to learn vocabulary

A flashcard is essentially a note card with a question on one side and the corresponding answer on the other side. Students can learn and repeat pieces of information by reading the questions and trying to recall the answer. You can then check if your answer was correct by flipping the card Syndeon and Soft, (2016).

Flash cards are versatile teaching resources, especially for ESL (English as second language) teaching. They can be used visually in any lesson and at every level of teaching ESL. In fact, flashcards are indispensable for beginner and elementary levels, as at these stages the learners are engaged and are just beginning to develop their vocabulary. Ortega, Ruiz & Hernandez (2016).

5.5 Using Real Objects for improving pronunciation and vocabulary.

Real objects are material things capable of appealing to the senses. There is no substitute for real objects and it should be used wherever feasible.

Real objects are one the best visual aids as the learners recognize them. Relatively real objects are easy to obtain and use. The learners can see them, handle them taste, smell and even hear them. This provide them with a good overall learning experience.

Collect the real objects from the field and use them in teaching. The real everyday objects offer a better scope for study as they are in their natural surroundings. They appeal to taste, touch, smell and sight. There is no chance to build generalization as the objects are real. Harry (1955)

5.6 Pictionary and Drawings

When drawing a picture, one normally uses a pencil or a pen. It is not common to use paint. Pictionary is a game where one person draws something and

another person has to guess what they have drawn this game works great with large groups as an icebreaker, it is simply a fun game to play and motivate children. This game also promotes oral communication and other form of expression. Pictionary is a fun activity that can be played with both children and adults to review the vocabulary they have learned. Ortega, Ruiz & Hernandez (2016).

5.2.1 How to take advantage of Visual Aids (Projected).

According to Hammer (2007), the advantages of visual means are: The use of realia in the classroom is helpful for teaching the meaning of words and motivating students. Besides that, the learning process is more interesting for the learners when realia is applied, as it can provide a good starting point for a variety of language work and communication activities.

Hammer also states that pictures can be helpful to stimulate questions. They can be used for creative language use, to write descriptions, to invent conversations, and to make predictions about what is coming. For this researcher, visuals are crucial to generate different aspects of language acquisition for the students.

McKean and Roberts (2010) say visual aids helps in effective perceptual and conceptual learning, helping in capturing and sustaining attention of students while also arousing interest, and motivating students to learn new information in a different way.

5.2.2 How use visual Aids in learning process.

Ur (1991) explains that it is easier to concentrate on thinking about something if you can see that something, or at least see some depiction or symbolic representation of it. For Ur, the learning process is more accessible to the learner when the facilitators provide the information using visual instruments. In other words, as the saying goes, "a picture is worth a thousand words," comprehension of vocabulary and concepts is more accessible if the children are able to have a visual representation of something that is taught by the teacher. That is when the learning process becomes more productive and efficient.

5.2. 3 Using television in EFL.

With all the mass media available in our country, T.V. occupies a special status because of its profound influence on the audience. Live transmissions of an event

is possible only through this medium with its unique potential to communicate to the two most important sense organs, the eyes and ears. Simultaneously, to an exceedingly large number of audiences, T.V. can hopefully meet the new challenge of quick transfer of the rapidly changing farm technology. Harry, (1995)

5.2.4 How use video technology in EFL.

In order to actively engage students, teachers can show a video or a picture to only half of their class. That half of the class is instructed to tell the other half of the class what they can see. This second group will have to try to report what the other students have seen, as accurately as they can. Everyone will see something slightly different from the others, and the activity will strengthen their relationship. Ortega, Ruiz & Hernandez (2016).

5.3.1 How audio aids can help in learning process.

Audio visual aids are an excellent didactic tool to promote not just grammar comprehension but also to develop others skills in the target language. Therefore, it is recommendable to use visual resources to get better results in the classroom. These visual resources somehow encourage students to participate and pay more attention when they are learning new vocabulary. At the same time, they allow the class to be more attentive and improve the quality of the interactions between one another.

Consequently, students assume to new leaning environments and understand grammatical structure effortlessly. Ortega, Ruiz & Hernandez (2016).

5.3.2 How the radio can help in EFL.

Radio is a very fast, popular, pleasing, and even exciting medium. However, it cannot be used to convey heavy detailed information. It can be used for: announcements - meetings, demonstrations, etc. indication or information regarding availability of materials, prices, etc. Warning - relating to weather, outbreaks of diseases pests. Yella, (2009) p.99)

5.4 Effective methods to develop EFL vocabulary through audio visual aids in first grade.

In addition, it is easier to understand what it is talked about when there is a physical images of the words present. In regards to the effect that visual aids have in the class as a pedagogical tool, it is possible to express that they help

students to interact with each other, facilitates comprehension of vocabulary, helps clarify concepts and stimulate students to participate more actively in the different stages of the learning process and in the different moments of the class development as well. Ortega, Ruiz & Hernandez (2016)

According to Ur affirms that it is easier to think about something if there is a physical or symbolic of it. In this case, words are better understood if they are introduced through pictures. We could notice that the vocabulary was more accessible to the learners and could be remembered more easily when they watched pictures representing these words. When we have presentation of an object in our minds and we know how to write it and say it, the learning process becomes more relevant due to the natural associations that are created. It is true what Ur's theory affirms and the analysis of the results also lead us to consider that in the classroom the information is better perceived when there is an association between pictures and text.

5.5 The importance of audio visual aids (non- projected) for teacher and students.

Conforming Young and Travis (2018, p .184) mention that learners become more interested in a class, clarify doubts and are able to express their thoughts, in a more confident form. For these researchers, visual aids can make the learning process more relevant when the educators implement visual aids to explain grammatical structures and apply these didactic resources to awaken the pupils' interest in the way to improve how they acquire the knowledge the learning works.

This point has been clearly stated by Young and Travis (2008). Visual means help sparkle interest among the students, are crucial instrument to clarify words, and when the facilitator applies these resources, the students are able to express their ideas and clearly understand the concepts presented better and faster.

5.6 The aims research and the benefits for EFL student.

Certainly one of the main purpose in the present investigation is to project and estimate how useful and the adequate the use of audio visual Aids are and how they can benefit students and teachers.

On the other hand audio visual aids facilitate the learning process and allow students to have meaningful education. As well to appropriate into the class and manage the vocabulary, topic that they are learning.

Willingham's concept (2009, p 41) claims that students tend to remember what they see and forget what teachers lecture. For him, the learning process is eventually more significant when the facilitator makes use of the visual aids to introduce a topic during the development of the class.

Hammer (1999) states in his theory that images let the educators teach grammatical structures. When the scholars observed pictures, they have the motivation to describe them.

5.7 The characteristics and classification of audio visual aids for vocabulary learning.

According to James (1959). Here are some of the most important characteristics related to this research which enhance the use of audio aids non projected for vocabulary learning.

Characteristics of good teaching aids:

Teaching aids should be

- ❖ Meaningful and purposeful
- ❖ Motivates the learners
- ❖ Accurate in every aspect
- ❖ Simple and cheap
- ❖ Improvised
- ❖ Large in size
- ❖ Up-to-date
- ❖ Easily portable

6. METHODOLOGY

This chapter introduces the methodology followed in this study. Here we present the research questions, the research design that was chosen, information on the participants of the study and the data collection instruments. Moreover, we describe the data analysis procedure followed for the purpose of this study.

6.1 Research questions

The objectives of this research is to answer the following questions:

1. What are some of the most effective methods to develop ESL vocabulary along with the use audio visual aids?
2. How does the use of audio-visual aids benefits first grade students with how learn vocabulary?

6.1.1 Subject selection

The universe of this research corresponds to six hundred and sixty in all the school.

The population corresponds to 85 students of first grade who attend the school in the morning shift.

The sample correspond to 45 students. The first grade class is composed of 45 students from the morning shift in the elementary school Salomon Ibarra Mayorga. It was intentional, taking in to account students' characteristics such as: group age, their ages go in a range between in six and seven years, boys and girls, and other factor that was considered to choose our example in our previous knowledge in the language. All of them in this particular group come from first grade where they are leaning English. The students have two months of taking the English subject and they receive the class three days a week.

For this research we selected to apply the focus group. Due to the ranges of the ages that student have and the way they interact and learn.

6.1.2 Characteristics of sampling

The sample for this research is formed by 45 first grade students from the morning shift at Salomon Ibarra Elementary school. They are between the ages of 7 and

8 years they have important characteristics such as responsibilities and get along very well with the other classmates and besides teachers.

It is very important to point out that the students in this classroom come from different neighborhoods and they take English as a regular subject.

6.2 Research Design

This research is based on a qualitative design. Qualitative research is widely applied by researchers and experts for studying special areas in society and provide answers to many hypotheses.

The qualitative research design is a research method used extensively by researchers who study the behaviors also the habits of the human being.

The type of research was empirical because it was based mainly on the teacher's participation with the first grade students in the English class. Also due to the type of research we relied on focus groups since they are children of eight years old and therefore the observations were indispensable. According to Creswell (2014), this design is a research approach in which the researcher explores a central phenomenon.

As mentioned earlier, it is also qualitative based on an interpretation approach. This means that qualitative researchers study things that try to make sense of them and interpret a phenomenon in terms of the meaning that people give them. In summary, this qualitative research focuses merely on obtaining information from the point of view of those involved.

6.3 Data collection

6.3.1 Instruments

Focus group

The present group is lead to students of first grade Salomon Ibarra Mayorga elementary school, during the first semester 2019.

1. What are the most effective methods to develop ESL vocabulary with the use of audio visual aids?

2. How Does the use of audio-visual aids benefit first grade students with learning vocabulary?

Steps and important points to take into account in order to develop the following activities.

- ✓ Divide the classroom in, two groups: girls vs. boys.
- ✓ Provide a short explanation of the dynamics that are pretending to be develop in forty - five minutes.
- ✓ The presentation of the English class by a warm up called walking, walking song.
- ✓ To take attendance
- ✓ Initial activity to review the previous class by short dynamic by using some objects.
- ✓ Develop activities with the use of flashcards and relate with classroom objects and make competence girls vs. boys.
- ✓ Final activity happy song.

6.4 Data Site

The elementary school Salomon Ibarra Mayorga was founded in 1993, which was functioning in a particular house. The house was owned by Ms. Beatriz Catillo Figueroa in the neighborhood Leonel Rugama. During that period, she was working as a teacher. The founder and the teachers Maria Elena Sevilla, Marina Montenegro Tercero taught seventy students in first grade and the second grade combines. The school is located in the periphery city of Estelí, adjacent at the same way, the exactly direction is the centre of the INTAE Esteli three blocks to the south.

6.5 Limitation

During the present research at Solomon Ibarra Elementary school we obtained better results and as well some limitations, that we are going to mention and the following statement.

1. The vulnerability of the school due to it is locate in a neighborhood with a lot of groups of delinquents. Owing to this the attendance of students is affective and causes them to lose the lessons they are learning.

2. The integration of the teacher's guide was not visualized at all, as a result of this students' behavior was affected during the development of class.
3. The short amount of time for developing the lesson plan sometimes is not enough.

8. ANALYSIS AND RESULTS DISCUSSION

In this section, we will analyze the results obtained from the application of our data collection techniques, mainly the focus group applied to the students, the observation of the class in the theory consulted. It focuses on two main questions comparing the answers from the sources highlighted above. It is fundamental to mention that in this research we wanted to get information about the students' performance and their experience by using visual aids.

Most first grade students in our research are learning English for the first time. First of all, the number of students is way above the normal number of students a classroom should have, which makes it complicated for the teacher to assess them in class. For this reason, the teacher uses flashcards in order to make it easier for them to remember and understand new lessons.

In addition, the teacher often brings real objects to the classroom in order to provide meanings of words and to introduce new vocabulary. Students feel motivated and they want to participate during the class when the teacher makes use of toys and flashcards. As a result, a better learning environment is created for both the students and the teachers. One of the advantages of first grade students at Salomon Ibarra Elementary school, is the facilities that they have access to technology which allows them to access to a wide number of audio visual aids that can be projected in one special classroom.

Nevertheless, we observed through our research that in some cases it is difficult for the teacher to develop some dynamic activities and to integrate all the students as it gets difficult to manage the students' discipline and behavior because of the large number of students in the class. For this reason, the teacher commented that she uses the application of commands in order to get students integration and catch their attention.

The teacher said that all the students recognize the commands and they know what comes after she mentions one in the classroom. That allows the teacher to explain any new lesson and help the students when needed. When students listen to the commands, they understand what the teacher has said and they

perform the action. Another strategy the teacher applies is the implementation of games, which allow students to interact and participate more in the classroom.

We observed that through games students communicate with their classmate and they want to get involved and enact any action that the teacher makes. They also feel motivated and energetic when the teacher suggests playing the word game.

One of the games that the teacher uses is the bridge. This game has as objective to help besides, introduce new vocabulary and practice it by using some concrete materials. This confirmed the point of view of Tack (2008) introducing a new word showing objects often helps learners to memorize the word through verbalization.

In the focus group, the teacher commented that the strategies that she applied were effective, because students were always willing to play and practiced the vocabulary that she taught them. However, after the observation we can tell that the teacher must recognize that in some cases during the activities, it was complicated for her to integrate all the students as result of the discipline that they have.

What are the most effective methods to develop EFL vocabulary along with the use of audio visual aids?

One of the most effective methods that have been very helpful during the learning process in children of first grade is **flashcards**, since it is very practical for children and is very easy to use. When the teacher make use of these sources with children, make the class very interesting and catch the attention of the children and also they can use it, thus they can learn easier, with the flashcard students have a significant learning because they recognize the images, that is, they learn in a meaningful manner. And also the students like to imitate or draw the colorful picture and it is a great way to learn.

During the process of teaching, children were able to say and produce the vocabulary just seeing the picture, and then they remember the word, and they repeat and they love do this. For students, pictures are the best way to learn the vocabulary, taking into account that first grade children learn only in a visual

manner since it is in the first grade that they are being taught this new subject that is EFL.

As a second method we have **audios**, this method is merely listening, through different songs, and audios the children learn only by listening and repeating that is why the children listen to reproduce it and that is how they are able to learn easier. By listening many times one song or any audio children learn and like to sing and enjoy the music.

The third is watching videos. Students learn vocabulary with this strategy because in this way they see a set of images in movements and for students it is a very interesting and fun way to learn English. The advantage of watching the videos is that the students focus on watching and ending videos because for them it's like watching a short film, and catch the attention for them and the students want to imitate.

How does the use of audio-visual aids benefit first grade students with learning vocabulary?

The use of audio visual aids makes the learning process easier for first grade students, for children the way to learn is in a visual way, since at this stage students draw attention to colorful things or just seeing images, and it is fun to learn in this way, when seeing colorful images children memorize faster and have fun seeing different objects of different colors, and students feel more interested when they are taught through songs or audios, since they like to imitate and repeat different sounds if they are fun and noisy.

By leveraging these resources teachers can obtain very satisfactory results, which is why it benefits both the student and the teacher and above all makes a very enjoyable and easy practical class.

Brinton (2001) observes that visual means can help English educators to motivate students by bringing a slice of life into the classroom. He remarks that when the students have a representation of real context creating and using realia in the classroom, led by the teacher, there is a motivation to comment about it and share ideas by communicating with others.

Activities by using real object in the classroom help to the students demonstrate their creativity, and imagination and make easy the learning process.

In the observation made on March 13, is one of our sample of data, we use flash card, music, audios which were part of the different types of visual aids used in the class.

First, the flashcards were used to learn vocabulary, the students were able to repeat them and then the teacher played a song to clarify and reinforce the topic also to make it more fun the students got involved dancing and singing the song. The different images were pasted on the board and then the students went to the board to say it one by one to learn the different vocabulary.

On this day of observation we had many difficulties, one of them was the number of students and another important point is the behavior of the students that in this case made the development of the class a little difficult.

The uses of TPR (Total Physical Response)

This strategy allowed students to understand the teacher's explanation as well to identify what the teacher is referring to; as well students they can memorize vocabulary and reinforce it. As teller states the mimics allow students to keep the attention in class, because they have to make an effort to remember the meaning of target language based on mimics.

The teacher concluded that teaching, vocabulary through gestures, flashcards and games works as good methods for teaching and introducing new vocabulary. As state Neuman and Dwyer (2009) "vocabulary is essential because if students acquire the vocabulary needed in each lesson they will be able to recognize and apply it when they speak"

Conclusively we agreed with the teacher referring to the use of strategies and methods. However the use of audio visual aids needs to be implemented in the classroom involving all students and as well helping them. We believe that if the teacher continues implementing the use of audio visuals aids, her students will have a good performance in near future.

9. CONCLUSION

First of all, audio visual aids help in a meaningful way with the learning process of vocabulary for students in elementary school, starting in first grade. One of the most important part of this research is based on engaging the students in the classroom in order to learn English. Also, the use of audio visual aids allows the teacher to develop the subject, and improve the environment of the classroom,

For that reason, the effective methods for using audio visual aids for vocabulary learning are the ones that generate interaction with the students in the classroom, another point to say is the comprehension in the meaning of the vocabulary supported by dynamic, flash cards and also the songs but is important to mention that student learn quickly by taking advantage of audio visual aids projected, and it is videos, because they can imitate and produce what they are watching.

In addition, we found out the most effective audio visual aids for teaching English in first grade are: flascards, real object, songs and videos.

Therefore, audio visual aids, help students to memorize the vocabulary developed, thus students feel interested in the class when the teacher uses different dynamic to catch their attention.

In conclusion the uses of all this material can help in a meaningful way in the teaching and learning processes of the students and teachers. It is easy to develop the subject and motivate the participation in most of the students, and make the students feel confident when the teacher applied any kind of audio visual aids.

10. RECOMMENDATIONS

This research has been very helpful to know more about the use of visual aids and how they facilitate the learning process of a foreign language especially for first grade in the elementary school. From what we know, can state some recommendations:

- First of all, teachers can create their own materials in a creative way such as flash cards and drawings, instead of copy from a book. To catch student's attention teachers can also bring real object (REALIA) to the classroom related to the topic that teachers are teaching.
- Consequently in order to implement the use of audio visual aids MINED has to contextualize the Macmillan's book in order that student know their surroundings.
- Additionally, with the use of audio visual aids, teachers can obtain a better result in the development of the class and see positive results, for that reason UNAN Managua has to train teachers who are teaching practices in that way they can help students to know about the MINED'S Curriculum.
- As recommendation it is important that UNAN Managua implement not only the secondary's curriculum to the new teachers, as well elementary curriculum.

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12. ANEXOS

Lesson plan 1

Date : 13/03/19

Grade : 1^{ro}

School : Salomon Ibarra Mayorga

Lesson : Classroom's object (colors)

Objective: To review the objects of the classroom using the color.

Contents						
Performance indicator	Conceptual	Procedual	Attitudinal	Time	Support	Observations
Students will be able to comprehend teachers instructions and commands.	Red, green, blue, yellow Colors pencil notebook ruler backpack scissors	Initial activity : God's prayer. Warm up : School supplies song. Take the attendance Developing activities Introduce the class by showing some drawings. To play the colors song let's draw Final activity : To play ., flash, flash by using the drawing.	Showing respect as they greet each other Promoting good habits.	4 min 7 min 5min 9min 5min 5min 10min	Drawing flashcards speakers cellphone	

Lesson plan 2

Date : 26/03/19

Grade : 1^{ro}

School : Salomon Ibarra Mayorga

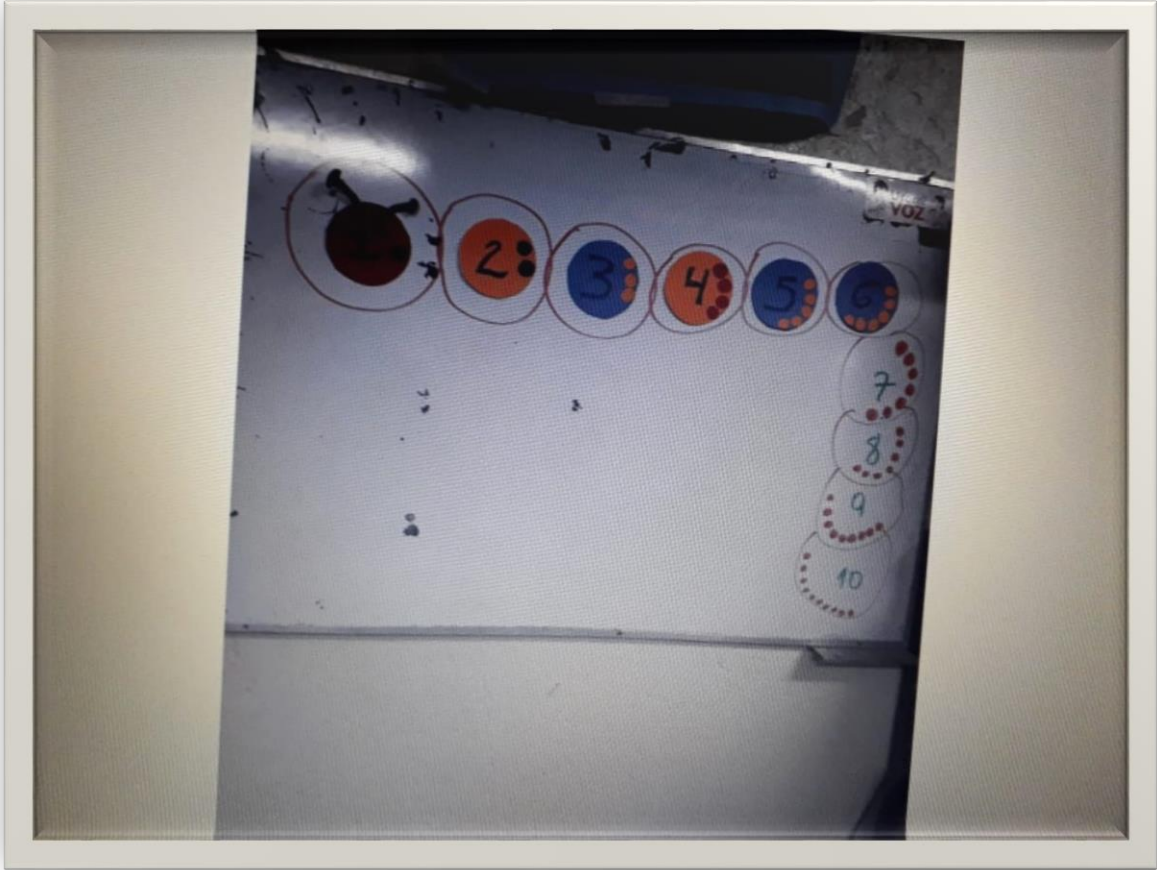
Lesson : Craft activity

Objective: Learn the numbers from 1 to 6

Performance indicator	Conceptual	Procedual	Attitudinal	Time	Support	Observations
Students will be able to use the numbers from 1 to 10 to participate in the different oral activities.	Numbers : one, two, three, four five, six, seven, eight nine, ten.	<p>Inicial activity : God's prayer, Warm up : number's song. To take the attendance.</p> <p>Developing activities to..... Review introduce the class by showing a drawing Let's count. To ask some students (10) to some front of the whiteboard How many boys and girls do we have ? To pick some boys and girls and ask them to count the numbers using the track.</p> <p>Final activity : Let's draw the little worm</p>	<p>Is respectful with hers/his classmates and teachers.</p> <p>-Works in organize manner</p> <p>-</p> <p>Completes were on time.</p> <p>Participates actively in the classroom</p>	<p>4min 8min 5min 7min 9min 6min 6min</p>	<p>Speaker Cellphone Drawing Video</p>	

Students using the technology room.





Teacher using flash card



Teacher using TPR (total physical respond)



Teacher using aids projected (television)



Using Flashcard



Using Realia during the class



