



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA

UNAN - MANAGUA

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

Cruz Raudez Amy Del Rosario

(acruzraudez@gmail.com)

Jirón Jacqueling Del Carmen

jacquelingjiron@gmail.com

Lagos López Melida Alicia

(alicialagos235@gmail.com)

ABSTRACT

The following research describe the 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.

Key words:

- ✓ Effective
- ✓ Methods
- ✓ Audio visual aids
- ✓ Vocabulary

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.

Theoretical framework

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).

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)

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).

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.

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.

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).

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)

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.

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.

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.

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.

Results

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, the classroom is more satisfactory 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 depending on the size it gets difficult to manage the students' discipline and behavior because of the 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.

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.

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"

CONCLUSION

According to this research, we conclude with the following information.

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.

For that reason, the effective methods for using audio visual aids for vocabulary learning, it is merely helpful in the interaction with the students in the classroom, another point to say is the comprehension in the meaning of the vocabulary supported by dynamic, flash card 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.

BIBLIOGRAPHY

Creswell, J. (2014). Designing Research: Qualitative Methods. En J. Creswell, Educational Research: Qualitative, Quantitative, and Mixed Methods Approaches (págs. 234- 235). Los Angeles: Sage Publications, Inc.

Cardoza, A., Martínez, G., & Martínez, E. (2016, November 4). Repositorio Institucional Universidad Nacional Autónoma de Nicaragua. Retrieved from Repositorio Institucional Universidad Nacional Autónoma de Nicaragua: <http://repositorio.unan.edu.ni/1858/1/16381.pdf>

Creswell, J. (2014). Designing Research: Qualitative Methods. In J. W. Creswell, Educational Research: Qualitative, Quantitative, and Mixed Methods Approaches (pp. 239-240). Los Angeles: Sage Publications, Inc.

Harmer, J. (2007). Educational Technology and other Teaching Equipment. In J. Harmer, The Practice of English Language (p. 134). Cambridge: Pearson/Logman.

Harmer, J. (2007). Educational Technology and other Teaching Equipment . En J. Harmer, The Practice of English Language teaching (pág. 136). Cambridge: Longman.

Willingham, D. (2009). Why Do Students remember everything that is on television and forget everything I say? In D. Willingham, Why Don't Students Like School: A cognitive scientist answers questions about how the mind works and what it means for the classroom (p. 41). San Francisco: Jossey-Bass.