

**National Autonomous University of Nicaragua  
UNAN – CURN – Matagalpa.**



**Work to Opt University Graduate Degree With Mention in English**

**Theme: “Methodology in The English teaching Process”**

**Sub Theme: Importance of Visual aids in the English teaching process of fourth and fifth year at national autonomous institute “San Isidro, during II semester 2005.**

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# **I. Theme: “Methodology in The English teaching Process”**

**II. Sub Theme: Importance of Visual aids in the English teaching process of fourth and fifth year at national autonomous institute “San Isidro, during II semester 2005.**

### **III. Dedication**

This research has meant a lot of effort and renounces for us ,therefore we dedicate this work to :

**God :**

Who has given us the wisdom and fortress to continue cultivating our life ,thanks for being light in our difficult moments .

**Our Family :**

Our children who has also while being alone at home, our parents who has given us their support and advice to continue.

## **IV. Grateful Acknowledgement**

This work had not been possible without help and cooperation of students of fourth and fifth year of national autonomous institute San Isidro ,who have been the college of our work ,thanks students ,we hope that this work be of great benefit to everybody .we also gratitude the director's help who permitted us remain in the classroom ,during our period of collection of data .

We gratitude to the English teachers at national autonomous institute San Isidro, who permitted us to be in their classroom and provided necessary data to this work .

We thank to the English teachers **MARISELA CORONADO GONZALEZ** and **JULIO CESAR ROA ROCHA** for being patient and dedicated in helping and advice.

Finally ,thanks to the teachers trainers from UNAN –MATAGALPA for the knowledge and encouragement you have given us.

## **VI. Summary**

### **“An Image Has More Value Than Hundred thousand words “**

This is true, because we can listen something, but we can keep in our mind many things when we see it .Although we talk and talk, is more important when we see it. This work has been made at the national autonomous institute “San Isidro”, in this institute there are 1179 students in the following shifts: morning, afternoon and evening. This research is directed to students and teachers of the morning and afternoon shifts, with the purpose to contribute to English teaching –learning process. Taking the fundamental elements of curriculum for lesson plans and programs implementation like using visual aids to teach .the use of visual aids influence in the better development of English teaching –learning process.

To carry out this work we made consultations in bibliographical resources, we have interviewed to qualify human resources and we also analyzed many materials. We applied instruments like: survey to English teachers and students to compile data, direct and indirect observations in the classrooms to verify what it is expressed in the survey. The use of visual aids have been very unlimited ,the most used are : whiteboard , picture textbooks ,real objects ,photos ,flashcards ,so on, but in this work we verify the misuse of some visual aids that are in this institute like : computers , overhead projector ,that is causing a problem in the student’s learning ,because when they come to the university they don’t know to use the computer and others visual aids.

For next school year and it will also give teachers a new perspective in teaching.

## **VII. Introduction**

We had investigate the importance of visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro, during II semester 2005, this research is for English teachers and students of this center with the purpose of help the English teachers to use good visual aids, because they are the best technique for adding interest, humour and a variety to presentations, training and public speaking, using good and imaginative visual aids brings a talk or presentations to life and injects a lot of irresistible humour, in fact the visual aids in the English teaching process have many importance now that is an attractive, funny and dynamic resource to get our students' attention and understand better the class, and they can reach a meaningful learning. Also because with they to our students is easier to remember the topics. In this research we noted that human being retain best what they see and hear simultaneously, since the image transmitted to the brain is processed and analyzed to them be explained with the own ideas of the receiver to the students( audience), also in this research we used the survey, interview ,observation of a class, with these techniques that we used we verify the use and importance of visual aids in the English teaching process and our universe were a hundred twenty- five students and two English teachers, but we took a sample of sixty s's and they answer our survey and interviews clearly. Furthermore the variables that we measure were the concepts of visual aids, importance of visual aids, how to create visual aids, types of visual aids, reasons that affect the use of visual aids, methodology of visual aids.



## **VIII. Justification**

The visual aids are very important components of the teaching –learning of English because they add interest, humour and motivation to the English class, for our students is easier to remember the topics when the teachers use visual aids in the class .

Visual aids provide a direct mechanism that focuses on the attention .this research will help teachers to recognize the effectiveness of teaching when using visual aids.

## **IX. OBJECTIVES.**

### **General Objective:**

To determine the importance of using visual aids in the English teaching of fourth and fifth year at National Institute Autonomous Institute San Isidro, during II semester 2005.

**Specific Objectives :**

1. To establish the importance of visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro, during II semester 2005.
2. To describe the use of visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro during II semester 2005.
3. To explain how to create visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro, during II semester 2005.
4. To classify the types of visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro during II semester 2005.
5. To explain the reasons that affect the use of visual aids in the English teaching process of fourth and fifth year at national autonomous institute San Isidro, during II semester 2005.
6. To explain the methodology of visual aids in the English teaching process of fourth and fifth year at national autonomous institute san Isidro, during the II semester 2005.

## **X. Development**

As to the visual aid, their invention is related to the photograph cinema and recordings which can locate among the last decades of the last century and the first part of this century .The overhead projector was invented in1930 and its first use wasn't related with the civil teaching. - Curiously great part of these aids, and the same pedagogy of its use, it has its origins in use of military character and its bond to bellicose conflicts.

During Second World War the army of U.S.A had the necessity to train fastly to grant quantity of people and appealed to the use of visual aids and audio visual aids

Besides acquired them a great quantity of : cinematography engravers filminess, overhead projectors and slides .finished the war ,these equipment were donated by the army to the educative system of U.S.A and the civil teachers will start studies to get the pedagogic use of these techniques means. In the lethargy of 1937 -1979 during the mandate the somocist dynasty is not any evidence inside of Nicaraguan teaching process related to the visual aids.

At the end 1985 the aggression war to our country get levels most refined and deeps of agreement with the strategy of “the low intensity war “of here arise a poor education, with all that this implicates and pass to an education system for surviving.

## **1. Concept Of Visual Aids.**

Visual (Zhyoo or zyoo), a of concerned with, or used in, seeing (visual, nerve, organ) Aids (diagram, etc, as, aid, to learning).

Visual aids are anything the students can see that helps the teacher gets his / her message across the students. This is the best technique that each one teacher has to use for fortify the development in her / his subject.

The visual aids help to visualize the purpose that the teacher wants as to get in each presentation. Visual aids are vehicles for enhancing or facilitating the understanding to student teachers spoken words.

These aids contribute to each student visualizing their own opinions about the topic and of this form to participate with the class, the teacher show visual aids before the development of topic to see if students can identify the message and give theirs own ideas with own words. For us visual aids are the best tool on the teacher's hand only we must know to use.

## **2. Importance of Visual Aids**

Visual aids play an important part in EFL /ESL conversation when they are used as focal point for discussion and to lend variety to conversation .also showing visual focus attention on meaning ,and helps to make the language used in the class more real and alive ,having something to look at keeps the students' attention and makes the class more interesting and amusing ,visual aids can be used at any stage of the lesson to help in presenting new language or introducing a topic ,as part of language practice ,and when reviewing language that has been presented earlier . Good visual aids aren't used once, but again and again, and can be shared by different teachers.

Are very important, because are components of the teaching – learning of English and they add interest, humour and motivation to English class and are a direct mechanism that focus on attention. Its importance is that awake the interest of students and it verifies that our memory engraved better through of sense of vision and it's applying to each level.

The visual means are a set of visual skills that support the education, facilitating one major and more rapid comprehension and interpretation of the ideas. The efficiency of the visual means in the education is based on the perception across the senses.

The means isuales, in accordance with the form that they are used they can be considered to be direct supports of projection.

Although the most traditional means of education as the slate, the plates, the instruments and the models etc. played his role in last

epochs, it does not presuppose that at present they stop fulfilling certain functions that support the teaching educational process, only that the didactic possibilities of any way of education or group of them seen as a system imply: WITH WHAT do I carry out the process of education learning on the base of the targets of the classes. At the beginning of the new millenium constants are the advances in the fields of the technology, telecommunications, , computation, Internet, administration, between other many; which joined the culture of globalization of markets, the global economies and the big diffusion of the multidisciplinary and multiregional knowledge, they help us to glimpse that the end of the distances. it is already a fact. Today the clear thing there is the rapidity of transference of information, the exchange of information, of events, innovations and knowledge of multiple topics, as well as the permanent exhibition of diverse topics; also, today they find an authors' endless number, contribute and collaborators of the same subject-matter. And we find this valuable information in form abundant and renewed in books, magazines, newspapers, congresses, institutions of top and, studies recently, in the Internet network. With the biggest consistent communication and exchange of knowledge, both in exhibitors' variety, and in tendencies and subject-matters. , Referring exclusively to the network of Internet, his use is already common for the exchange of information and today it is the forced reference so that teachers, students, investigators and/or public in general we could reach port, exchange and obtain new experiences of almost any content and of the most varied disciplines; without importing that the information is in the most recondite places of the planet. It has had us to live through a world more and more

communicated in the so-called Global Village and, inside her, we all can have immediate access with persons and very distant cultures to our physical environment, thanks to the visual means that have been invented in the last decades, contributing this way in the development of the process education - learning, in the students' formation. These are the reasons that move us on having studied as we can make use of this technological innovation and make her extensive to our object of study, the world of the education, Although an unpublished field is not the visual means in the process of education - learning, at present it is used as form of the education, for how recent and novel his application is, it is suitable to investigate and to establish those requests theoretically methodological, computer and pedagogic that they allow to analyze and to base the aspects technician - curriculares of the studies.

Traditionally the education is given inside a physical temporary space (the classrooms), by means of the process of education - learning that happens between a teacher who gives a matter (using his voice, corporal expression and means attend them) to the pupils that in the same space and time (duration of the class) they receive the knowledge that transmit theirs (education of a topic), by means of the verbal communication, corporal expression, the visual means and those didactic means of support that favour this guy of education.



### **3. The Art of Visual Aids**

It's not indispensable that the projects of exhibition that students make: mural newspaper, titles of movies or lesson for TV, material of bottom of demonstration like work of arts to have effectiveness, but it must be attraction and picturesque and it must communicate well its message .the final success comes after of essay test of results and new essay when it makes the first intent in this field, it discover the necessity of acquire some basic aptitudes.

Students and teachers that used techniques of exhibition they don't need to be big artists ,but they must develop some abilities to manage basic begins ,contrast ,harmony and colour and pleasant stimuli to environment of classroom .to teacher is suitable to develop abilities of visual presentation and ability of consider the effectiveness of commercial material or produce for students .is necessary to promote in the students the techniques of visual communication so that students make their own visual exhibition and presentations.

#### **3.1 Creating Visual Aids.**

There is no secret to developing an effective presentation. Establishing your objectives, planning and organizing your material, and using appropriate visual aids are the essential ingredients. The recipe for effective presentations calls for all three ingredients, and you must use them in the order in which they are presented here. By establishing your objectives. First you can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasizing your ideas more effectively than words alone. Let's begin, then at the beginning: As you start to design your

presentation, you must ask yourself, “¿What do I want to accomplish by making this presentation?”

Move the audience to your end goals. Your end goals may be that the attendees take a particular action, adopt a new perspective, or respond to facts and information. Establishing these goals requires careful planning. The key to designing your presentation is determining the objectives. After all, they become the foundation upon which your content, organization, and visual aids are built.

Establishing the objectives for your presentation requires an analysis of your own goals, as well as your audience’s needs and expectations. By considering the nature of your audience, you can more easily determine what you will present and how you will present it. An audience analysis will enable you to.

- a. Select appropriate points of emphasis in your presentation.
- b. Develop a useful level of detail.
- c. Choose and prepare appropriate visual aids.
- d. Create a tone that is sensitive to your audience’s circumstance.

Your presentation will ideally form a bridge between something you have and your audience wants. Let the audience analysis influence the form of information presented so you can create this bridge.

### **Planning and organizing Your Material.**

When you have determined the characteristics of your audience, then you are ready to plan and organize your material. The tips listed below will

assist your in tailoring your approach accordingly. Keep in mind that the use of visual aids will help to produce effective one – way or two – way communication. Many factors are involved in choosing these visual aids, and the type of interaction you want to develop with the audience will influence your choice.

### Planning Your Material.

1. Do not wait to prepare your presentation. While on you way to the training session. You cannot do your best of presenting or persuading by “winging it”.
2. At a minimum, prepare an outline of goals, major issues to be discussed, and information to be presented to support main themes.
3. Limit content to your major point and no more than five key supporting points.
4. Analyze your audience. Prepare your content considering such things as whether they want only to listen or to respond and contribute.
5. Select appropriate visual aids aids and a presentation style that will be effective in the physical setting for your training session.

### Organizing Your Material.

When organizing your material, consider an “old chestnut” of public speaking – “Tell em what you’re going to tell em; tell em; and tell, em what you told em”. Theses recommendations.

1. Recognizes the importance of reinforcement in adult learning
2. completes the communications for the listener

3. Informs people who arrive late of what they missed.
4. Recognizes the importance of organization, highlighting, and summarizing main points for the audience
5. Serves to clarify main themes for the audience at the end of the presentation.

We have discussed the use of visual aids and importance of these. Good message creation is also important. Over the years, educators have found several design principles we can use to enhance visual aids, these major principles are:

### **Simplicity:**

You should ask yourself this question: Are there any unnecessary words, symbols or ideas? The number of points to be made should be limited; key words should be shown instead of complete sentences. As a general rule, a visual aid should have ; one idea :

- ❖ Mixed upper and lower case letters.
- ❖ No more than eight items; about six words per lines.
- ❖ Simple ,clean typefaces ;and
- ❖ Large enough type to be read easily.

Be sure to avoid useless decoration. Eliminate fancy borders and backgrounds, and use artwork selectively. Also, leave a lot of white space.

### **Harmony:**

The elements of visual aids should fit together in a harmonious relationship. Distracting visual elements might include colour, layout, type, style, visual symbols or background. Associating pictures with names

sometimes help relationship become more concrete. Only one or two type styles should be used during a presentation unless they are used for special effects. Simple lettering styles should be used.

### **Emphasis:**

The use of colour, arrows, underlining, and holding are ways to emphasize the major elements in visual aids. To attract attention, extreme colours of red and blue may be used. Visual that varies in size, colouring brightness, and shape attract more interest than visual that remain the same for an entire presentation. Novel visual also help gain audience attention.

### **Readability:**

The lettering on the visual must be legible. When the content suggest a list, use number or bullets. The visual list is better retained than the same information presented as part sentence legibility can also be improved by mixing upper and lower –case letters.

### **Organization:**

The visual aids should be arranged in pattern that easy for the viewer to comprehend. Visual aids should use arrows, numbers, underlining and other visual cues to organize how the audience will perceive the content.

### **Balance:**

The elements of the visual aids should be arranged in a manner which is interesting but not distracting.

**Unity:**

Are the elements of the visual arranged so they form a single unit?

**Clarity:**

Is the purpose of visual aids obvious to the audience for whom the message is intended? You should logically organize the visual aids; divide complex information into smaller units, and present important information more than once.

**3.2 The Main Purpose In The Developing Of Visual Aids**

The main purpose in the developing your visual aids are that they help you teach your training objective, so develop them around your main teaching points. The teacher must be careful not to go overboard in the designing her /his visual aids the word “overboard” could mean here “overload” instead . All too often ,to save time or money on putting together our visual aids ,and we end-up get carried away and overloading them with just too much information for our viewing students to process visually . Realizing this only after that fact that it cause our viewing students to immediately go into some form of visual “overloading condition occurs when your viewers are presented with just too much information at anyone time. What actually happens in many situations like this is it causes your viewers to become confused. Your students are now forced to focus their attention to the visual aid while trying deciphering or speculating on what you are trying to show them and that can take away from your English class effectiveness, of course the opposite is true also, by using too little information to make your point try not to overload visual, find a balance and don't overcrowd them. We must remember to keep the

way people prefer to receive their information in mind when you are creating or developing the visual aid, it is an important consideration because our visual aids can make or break your training or presentation which can result into a complete failure of the overall effectiveness of your class.

### **3.3 Types of Visual Aids**

There are two categories of visual aids:

- ❖ Standard visual aids
- ❖ Electronically enhanced visual aids

#### **1. STANDAR VISUAL AIDS**

##### **❖ The human body:**

This probably represents the most important and frequently used visual aids of all, though many fail to consider it when visual aids are discussed. During your presentation (class) you will see gestures, facial expressions and other body movements which are affective in helping you get your message across to your audience. If you demonstrate how to use the simple present progressive, you can use your body as a visual aid in the English teaching, also is very important because when teacher uses her /his body to teach contents the students pay attention to each movement that teacher make and students feel the class more interesting, funny and they can participate without fear.

##### **❖ Real objects** sometimes called “realia “ :

The teacher can use things in the classroom and brings into the class – food, clothes, containers, household, objects, etc.

The students enjoy talking about the objects, especially because the teacher brings different ones to each session. Realia is not only good for stimulating conversation; it lends to make the session especially memorable. Every time that teachers show an object in the class motivate at students to make a pre conversation or a pre - reading, but the most important in this case is the participation

That they can give to the class.

### **Structures that we can use with real objects**

1. Preposition of place: In, on, beside, between, etc.
2. Present perfect tense: have just ... - Ed.
3. Is there? Are there? .
4. X is made of ...
5. Expressions of colour, shape, size.

### **And real objects can be used too:**

- To teach vocabulary (e.g. . . a bag of sugar, a packet of tea.)
- To practise a structure ( e.g. I am going to make some tea )
- To develop a description or a story ( e.g. giving instructions for making tea)
- To develop a dialogue ( e.g. how much is a packet of tea ? “ 50 pence”

Real objects are in many ways the easiest kind of visual aid to use in class, as they no special preparation or materials. Simple objects can be used not only for teaching vocabulary, but also as prompts to practise structures and develop situations. To make this clear give a few examples of how the packet of tea shown in the activity might be used:



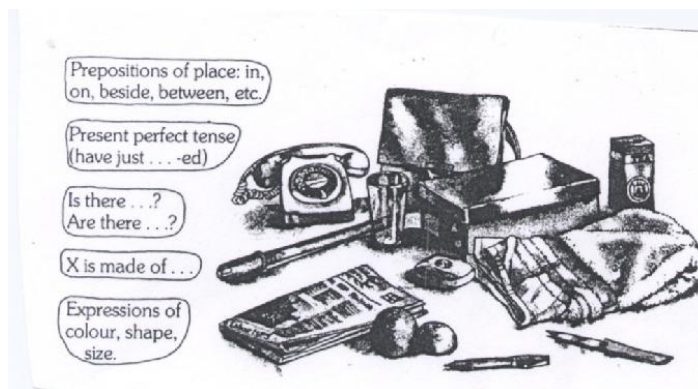
- To teach the words “ tea” and “ packet “ ( contrasted with other containers, e.g. A bag of sugar , a tin of orange juice )
- To develop a description of making tea: “First you open the packet, and then you put some tea in the pot... (The teacher could also bring a pot, a spoon, etc.
- As a part of a shopping dialogue, asking about price: how much is a packet of a tea? “ 50 piaster”; etc.
- To develop an imaginative dialogue, practising “LEND “, e.g.: price.

S1: Could you lend me some tea?

S2: Yes of course. What do you want if for?

S1: My relatives have come to visit me.

2. Ask the students to look at the picture and discuss how the objects could be used.



Imagine that you have these real objects available in you classroom. Which one could you use to practise the language in the circles?

Possible answer: Preposition of place: The box and others objects, etc. “The pen is in the box”.

“The apple is on the box”.

X is made of... : all the manufactured objects, e.g. “The bag is made of leather”, “The telephone is made of plastic”.

Present perfect tense: Teacher holds up an object, students imagine what he or she has just done, e.g. soap: “you’ve just bought some shoes”.

Is there? Are there? A guessing game. Teacher puts objects in the box or the bag, students guess: “Is there an orange in the box? Etc.

Colour, shape, size,: all the objects, e.g. “the bicycle pump is long, thin and round. It is longer than the pen”.

3) As a possible extension to this activity, divide the students into pairs, and ask them to choose one object. They should think of as many activities as they can for which they could use the object.

b) The blackboard:

In spite of hundred of new visual helps, the most important of all point of view is the blackboard, probably the principal of whole that help of the classroom.

Is can find in almost whole classrooms in each country, continent and It’s the unique help of teaching available in this respect to common equipment for the majority of teachers however in spite of to be universal, the whiteboard doesn’t use neither a fraction of its potential, because of ten teachers, not even only teacher use the whiteboard correctly; like the most valuable and versatile of whole aids of classrooms.

Its use is almost unlimited. It can occupy oneself to illustrate events, process or ideas, using graph, diagram and other visual aids. To give emphasis and illustrate important points of a reading or demonstration.

Is an important aid for the participation and practise of the class. It will help the teacher in the exposition and design of another helps.

It can use with different purpose like advertisement, questions, test and games.

The whiteboard never must treatment with indifference, always Its has been importance still in the epoch that It was the unique pedagogic assistance. It doesn't take place of others, but that it produces and raises it. It can be a mediocre assistance on hands of inexperience teacher or the better of whole on hands of an expert.

It is important each teacher, in any level explores the various possibilities of teaching through the whiteboard.

## **Whiteboard Use**

To obtain maximum use of whiteboard the teacher will must analyze her/his own ability: critique and objectively.

### **Basic Rules**

- 1) Clean the whiteboard
- 2) When write or draw stop next to and don't stand up in front of the message and turn around frequently to the class and move constantly.

- 3) When write, move along of the whiteboard. It will help that lines are right.
- 4) Make complicate draws, before start the class.
- 5) The erase pass uniformly the eraser up and down.
- 6) Don't put too much material at the same time on whiteboard, maintain easy the presentation.
- 7) Use an indicator to show important elements.
- 8) Feel security

When are making a lesson preparation we must to choose a lesson which you will teach soon, or find a lesson in a suitable textbook, on a piece of paper, plan exactly what you would write or draw on the blackboard consider these possibilities:

- new words examples of structures
- structure tables prompts for practice (words of picture)
- pictures to show the meaning of words
- pictures to show complete situations

### 3) Decide what you

Examples: where can we use the blackboard?

- 1) Write new words, phrases or sentences on the blackboard and discuss these items with your students.
- 2) Make simple drawings on the blackboard. Even if you have little talent as an artist, you can make stick figures to represent people and draw simple outlines of objects which you can then use as elements in the composition of a dialogue, an improvisation or a story, or discussion topics in general.

- 3) Write one or two informative sentences on the blackboard and have students ask you questions based on these sentences. For instances you might write, “I received a letter from my daughter yesterday”.

Even this short item may elicit a surprisingly large number of questions. We must show structures clearly by underlining or by means of tables example:

He works in an office

I WORK		BANK
	IN A	
SHE WORKS		FACTORY

### ❖ Textbooks:

“It constitutes the main source of scientist information very practise to Ss “ ( ministry of education of Cuba ,op .cit .page.275) .the textbook must include whole content to study in the school year ,because it’ll permit to Ss familiarize with each one of contents that will development. It must be of use to the realization of exercises or general concepts but it must not replace the English teachers, because the English teacher must comply with her / his functions of facilitator, explain the concepts that require the content and them secure solving exercises for the class be more understandable and to make sure that the objective was complied. Furthermore, the textbook provides photographs and illustrations that help us of references to motivate a correct idea of topic in study . the pedagogy make the following suggestions to use the textbook

1. The necessity that Ss have to know the structure of textbooks and its management.
2. The effective and rational use of this aid.
3. To take care of textbooks to its importance in economical aspects, in the training of aesthetics habit in the integral develop of Ss.

On the other hand, the economical situation that confronts our country we must propose strategies to compile the material that will use in all school year, these must be adapted with the topics. The English teachers must know the books relational with the class, to guide to Ss the use of them. We don't must send to copy textually that in the book say ,but that is necessary that English teachers make a work guide orienting the pages to read or analyze ,to the activities that orient involve to propose objectives. Therefore we won't work only with an aid but that the textbook is in the connector with others aids.( graphs overhead projectors,e.tc,). The English teacher must know very well the text that Ss will use and must exist a familiarize between :

### **English teacher - student - texbook**

But this book that English teacher chooses must be according with English syllabus, level program units, objectives and contents.

### **❖ Chalkboard:**

The chalkboard is an extremely accessible and popular visual aid. it's available in most public-speaking and teaching environments. The

chalkboard allows unlimited flexibility and spontaneous modification. one problem is that it's too often used as a substitute for greater creativity and preparation on the part of the teacher .the teacher should not address the audience while writing on the board. Write neatly and large enough for the entire Ss to see.

“THE DUST OF THE CHALK ON THE TEACHER’S CLOTHES AND HANDS IS THE DUST ON SOLDIER FACE: A SIGNAL THAT HE FULFILLMENTS WELL HER / HIS WORK.” ( Negeri , Giuseppe . op.cit. page.342.)

### **Charts:**

Are very effective for summarizing information, care should be taken to ensure that are as simple as possible and large enough to see. They constitute a resource very attractive and big value to teaching —learning, specially because is an aid that impact our senses specially visual, it permits a direct contact ,furthermore is a larger sheet of card or paper with writing pictures or diagrams, they would usually be displayed on the wall or whiteboard. Charts are useful for showing very simple pictures, usually for a single object or action. But often teachers want to display more complex visual information, e.g. a series of pictures telling a story a table of different verb forms or a diagram showing how a machine woks. The most convenient way of showing such information is on a chart ( sometime called a” wall chart” or a” wall picture”) a large sheet of paper or card which the teacher can either hold up for the class to see or display on the wall or whiteboard.

## Structures That We Can Use With Charts

E.G VERB TENSES

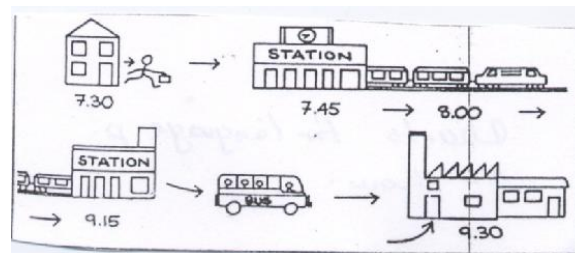
PRESENT SIMPLE TENSE

PAST SIMPLE TENSE

PRESENT CONTINUOUS TENSE

CHARTS FOR LANGUAGE PRACTICE

1. Show chart one as an example picture chart which can be used for practice at an elementary level.



Discuss what verb tenses might be practiced using this chart:

- ❖ PRESENT SIMPLE TENSE: “EVERYDAY JUAN LEAVES AT HOME AT HALF PAST SEVEN ...”
- ❖ PAST SIMPLE TENSE: “YESTERDAY, JUAN LEFT HOME AT HALF PAST SEVEN...”
- ❖ PRESENT SIMPLE QUESTIONS AND ANSWER: “WHAT TIME DOES THE MAN LEAVE HOME? “AT HALF PAST SEVEN “

PRESENT CONTINUOUS TENSE: “WHAT’S THE TIME NOW? “HALF PAST SEVEN”“WHAT’S THE MAN DOING?”“HE’S LEAVING HOME AND GOING TO THE STATION”.

2) Demonstrate how to use the chart to practice the present simple tense.

a) Point to different parts of the chart and ask questions:

What does he do at half past seven? (He leaves home)

Then what happens? (He walks to the station)



b) Get the Ss to go through the events again, using complete sentences. This time, prompt them by pointing to the pictures, but don't ask questions.

### **Using Charts With A Reading Text**

Charts can also be used with a reading text. The teacher can display some of the information from the text in the form of pictures, diagrams or tables, to make it clear and more interesting.

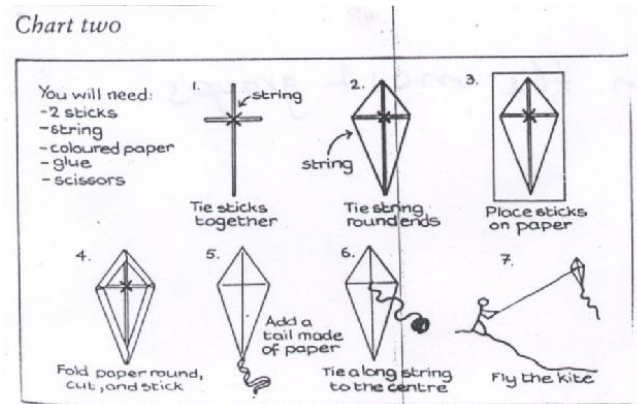
1. Divide the Ss into pairs or groups. Ask them to look at reading text A and discuss how the information in it could be displayed through pictures or diagrams on a chart. (They should of course imagine that there are no images).

If you like, distribute sheets of paper and ask teachers to design a rough version of the chart. Can you think of pictures or diagrams which would make these texts clearer and more interesting. -

### **Design a chart to accompany each text.**

One day, Paula and Richard decided to make a kite. First they went out and found two straight sticks of the same length. They brought them back home and tied them with a piece of string into the shape of a cross. Then they took some more string and used it to tie the four ends of the sticks together. Then, they spread some brightly colored paper over the frame and glued it around the string; .They stuck a tail made of paper on one of the corners, and tied a long string to the centre of the kite. On the next windy day, they took the kite to a hill near their house and flew it.

2. When the most groups have finished, discuss their ideas together, and ask them to show any drawings they have made. Then show your own version (chart two). Emphasize that it is only one possibility and is not intended as a correct answer.”



### **Photographs and Pictures:**

These aids serve basically the same purpose as physical models; the photographs must be quite large for ease of viewing by the entire Ss.

They re not practical for use in large groups, when we use photographs we could use narration using characters or elements and we comply with an objective more. Furthermore pictures for use in conversation sessions too, may come from books, magazine and newspaper or they may ones drawn by yourself or your Ss. They may be photographs colour prints, painting, line drawing, etc. but whatever they're, they can serve as excellent conversation starts.

If the English teacher has truly large pictures, ( poster are ideal) you can show them to the group as a whole. Otherwise teacher will want to serve all smaller illustration, clipping, postcards, etc. for individual inspection.

## **Maps:**

Certain classes require the use of maps, such as talks on travel international affairs, weather, and location of various activities within a county. Example: in first year of high school we can use map in the topic BE ±ADJECTIVE (Nationalities) or WH - QUESTIONS and with the map Ss practice and it is easier to them, the Ss pay attention more when they're using visual aids like the Map, because when the English teacher ask them they must answer according to the map and is very interesting because they remember the LOCATION , NAMES OF THE CITIES COUNTRIES .etc. The structures that we can use with maps are: WH — QUESTIONS and LOCATIONS

## **Cartoons.**

Many English teachers like to use cartoons or cartoon strip as advises to stimulate conversation. The facial expression of cartoon figures may inspire Ss with something to describe or narrate. Generally, it is the best to show cartoons without captions, or strips without dialogue, so that the Ss can supply his own interpretation.

You can trace a cartoon on a ditto master, eliminating all the words, and reproduce it in multiple (topics), copies for classroom use only. Have Ss examined the cartoons, and then they either describe the story or create dialogues that fit the illustrations.

## **Flashcards.**

Cards with single picture with can be held up by the teacher. They can be used for presenting and practicing new words and structures, and for

revision, the English teacher can draw a picture from a magazine, flashcards can also be used to show words or numbers.

The English teacher can use an indefinite number of flashcards to tell a story, these can be pictures or words written in front or back part of each flashcard, but the most important is that Ss can understand the message.

How to make a good flashcard?

- The flashcards should be large enough – at least 20 x 14 cm (half a piece of typing paper)
- Pictures can be drawn, using a thick pen so that they're clear, or they can be cut from the magazine, pictures from magazines are often more interesting to look at, but it is difficult to find pictures which are the right size and which are simple enough.
- If possible, flashcards should be made on pieces of white card.
- They can be kept and used again.
- Also use a half a sheet of typing paper, or a piece of card, draw the picture with a thick black pen, or cut pictures from magazine.

THE STRUCTURES THAT WE CAN USE WITH FLASHCARDS ARE:

- DO YOU LIKE....?
- WHAT DID YOU DO.....?
- COULD YOU LEND.....?

Also flashcards can be used:

- To teach vocabulary: (e.g pictures of knife, fork, spoon, plate, cup)

- To practice structures (e.g pictures of different activities to practice “do you like writing letters?”, Do you like swimming? E.t.c.

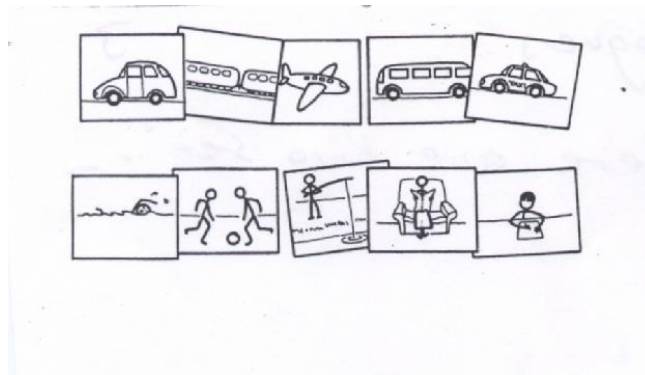
1) Ask the Ss to look at the sets of flashcards in activity 1, and hold up the ones you have made to show what they really look like. Discuss what language items could be practiced using each set, and get as many suggestions from the Ss as you can.

2) Establish that they can be used not only to practice words (what this? It’s a car”), but also as prompts for practicing structures.  
SENTENCES : e.g. I haven’t got a car. I often go swimming.

QUESTIONS: e.g. Do you like fishing? Have you ever traveled by plane?

DIALOGUES: e.g. what did you do yesterday? I went swimming.

A. Here are two sets of flash cards, what language could you practice using each set?



3) Demonstrate how the second set of flashcards could be used to practice the past tense. Ask Ss to imagine that the language has already been presented and now you are moving to the practice stage.

a) write on the board

What did you do yesterday?

Show the first card only and drill these sentences:

What did you do yesterday? I went swimming.

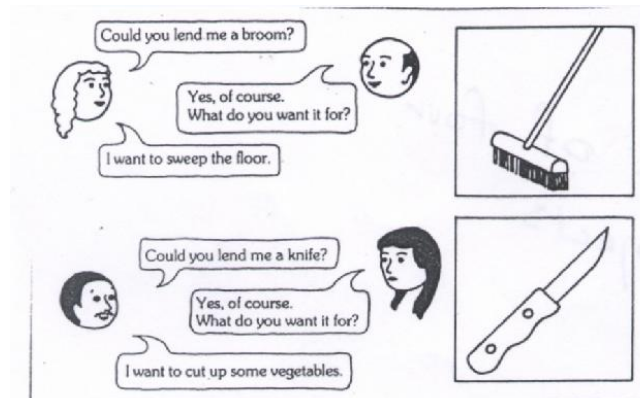
First the class repeats the question and answer, then you ask and they answer.

b) Show the other cards in turn, and ask “what did you do yesterday?” Choose one Ss to answer each time, go through all the cards, twice, showing them in random order.

c) hold up different cards in turn without saying anything, and indicate pairs of student to ask and answer

Ask Ss to look at the dialogues in part B of activity

B) Think of four other objects that could replace “broom” or “knife” in



## Flips Charts.

Flip charts are quick, inexpensive visual aids for briefing small groups. The charts, felt-tip markers and graphic materials are readily available,

and with a modest ability at lettering, the presenters can compose the desired visual air in – house.

#### Flip Charts.

1. Help the speaker proceed through the material.
2. Convey information
3. Provide the audience with something to look at in addition to the speaker.
4. Can be prepared prior to, as well as during, the presentation
5. Demonstrate that the speaker has given thought to his or her remarks.
6. Can be used to record audience questions and comments
7. Can be converted to slides.

#### Limitations.

1. May require the use of graphics talent
2. Are not suitable for use in a large audience setting
3. May be difficult to transport.

#### When Developing Flip Charts.

1. Each sheet of paper should contain one idea, sketch or theme
2. Words, charts, diagrams, and other symbols must be penned in a large enough size to be seen by people farthest from the speaker.
3. In general, make each letter at least  $\frac{1}{32}$ , high for each foot of distance from the material for example.
  - a. Inch letter is legible from 32 feet and a
  - b. 2 Inch letter from 64 feet. Divide the distance from the back of the room to the visual by 32 to determine the minimum size of letters.-

- c. Use block lettering, since it is easiest to read. Use all capital letters, and don't slant or italicize letters.
- d. Use and vary the color. Also, check from a distance to make sure the color works well and is not distracting.

## **Props**

### **Visual aids ideas for presentations**

The use of good visual aids - especially "props" - is one of the best techniques for adding a interest, humor and variety to presentations, training, and public speaking. People remember more of what they are told if the experience is multi-sensory, rather than just listening to spoken words of reading printed words on a screen. Visual aids, particularly "props", have a physical presence, texture, fell, and perhaps smell also, which can create powerful and memorable metaphors.

Her are some simple examples of visual aids to use for a various, themes and metaphors. The hats and a clothing propos can be worn by the presenter while making a certain point, or better still given to a training delegate or a member of the audience to wear.

You don't need to by the real thing - usually children's toy versions or party shop novelties will achieve the same result, and in many cases a better one.

Ideally props that you keep with you at the front or on stage should be big, unless it suits your point that they are small. Smaller props like fruit are fine because you can pass them around at he audience.



Using good and imaginative visual aids brings a talk or presentation to life, and injects a lot of irresistible humor. In fact usually the humor will come from the audiences, when they see the prop on you, or better still when they see one of their colleagues in the front row wearing or holding one a great prop.

### **Visual aids ideas - props to make a point and reinforce a theme**

**Lemon** - a great visual and tactile prop - better still give everyone a lemon to take home. A lemon can be used to reinforce very many points and themes, including: stimulate as many senses as possible when presenting - a lemon does this - touch, colour, smell, humor, sharpness, simplicity, etc, a lemons are great props for train-the-trainer and a presentations training, also good for making any point about impact and making things memorable.

**builder's hard hat** - building (compiling information, assembling facts, evidence, etc) also obviously safety, being properly prepared and equipped for the job.

**chef's hat** - preparation (of anything), mixing, blending (teams, etc), selecting ingredients (identifying and choosing quality components, people, suppliers, methods, etc)

**toolbox with tools** - toolkit (set of products, tools methods, materials, documents, etc, each designed for a specific purpose, and related to the other tools in the kit)

**loaf of bread and pack of butter or margarine** - stick to the basics,

ensure you do the “bread and butter business/activity.

**Knitting needles and ball of wool** – stick to the knitting’ metaphor, do the essentials before taking risks

**Chopsticks** – try new things, experiment, practice, new experiences

**Orange** - goodness, simplicity, it is what it says, clarity

**Tools** – for making specific points or representing specific ideas, actions, priorities, aims, etc, eg;

**Hammer** – impact and power themes and ideas

**Six inch nails** – when you want to make a point or a number of ‘points’

**Police helmet** – checking, monitoring knowing and applying the rules

**Rugby scrum cap o hockey mask** – protection (of customers, business, information, territory, etc.)

**Lone ranger or zero masks** – discretion, be mindful of competitors, guard sensitive information (plus lots of jokes besides....). Army helmet or flak jacket – protect, fight, dig in for a struggle, ‘call to arms’, a rallying call for a special effort. **Miners light** (head-bend or hand-held)- seek, look find, search – great for customer prospecting themes, and researching information

**Big textbook** – research, facts, evidence, know your facts, product

knowledge, understand the detail (can also be used as a humorous threat in the event of breach, failure or transgression, referring to the 'throw the book at someone' expression).

**T-square or se-square, or ruler** – accuracy, measurement – if you can't measure it you can't manage it

**Spirit level** – level playing field, fairness, even-handedness, careful construction (of anything) establishing a good platform

**Brick** – strength, robustness, durability, reliability

**Binoculars or telescope** – field research, competitor intelligence and information, forward planning looking ahead, probing for answer, vision

**globe** (inflatable are easy to find) – travel, global markets, widen search for customers partners, suppliers, sourcing, transport, import, export, international law, currency conversion, exchange rates, time differences, cultures, ethnicity, people – really you can do mostly anything with a globe

**Big clock** – time, and time management, scheduling, planning

**Old style alarm –clock** – deadlines, wake – up call, call to action

**Sign\_ post or milestone** (make one out of card) - planning, milestones, direction, project- management

**Goggles** – don't be blinded by science, gobbledygook, waffle, misinformation, protect your judgment and vision

**Big spectacles** – vision, inspection, scrutiny, apply your intelligence (like 'Brains' from Thunderbirds)

**Football or rugby ball** – play, have fun, exercise

**Big egg – timer** – gets on with things, the sands of time.....

Dice, big fluffy dice – risk-taking, leave nothing to chance, understand the odds of success before taking risks

**Lawyers wig** (and gown? - be legal, act within the law, and apply the law

**Beach ball** – rest, relax, take a break, take your holidays, and ensure your staff do too

**Dumbbell** – exercise, keep fit, healthy body healthy mind

**Nodding dog** (from the back of a car) – be somebody, make a difference, don't just be a nodding dog, don't surround yourself with yes-men', don't be a 'yes-man' (sorry, this doesn't really translate into anything more pc....)

**Bucket or rocks, pebbles and sand** – time management ideas and the "big rocks in first´ story

**Big rock** – search (leave no stone un-turned)

**jumbling balls** – creativity, juggling tasks and priorities (keeping all the balls in the air), using different parts of the brain, relaxation and stress – prevention, fun, practices makes perfect, dexterity (better still teach yourself how to juggle – it's easy – then you can teach the whole audience –use lemons or potatoes if the budget won't stretch to juggling balls for everyone...)

**Spinning plates** – keeping many tasks going, practices, learning new things, see the juggling list above

Top hat (and tails? – easy to hire) – going up-market, going after bigger business, improving quality, aspiring to greater higher things, increasing performances, positioning with the market leaders rather than the price-cutters-lots more on the themes of improvement and setting higher aims  
Conductor's baton – orchestrate, co-ordinate, manage, timing, time-management, turn up the volume or tempo, and anything else related to managing resources and timescales.

**Large framed picture or print of a famous masterpiece with a obvious message or theme** – a picture tells a thousand words, use diagrams, pictures and images when you need to communicate clearly

**Whisk** – mix and blend resources, people, team –building, shake things up (change)

**Wooden spoon** – change and check (add, stir and taste) cycle of improvement, the simplest tools are often the best, simplicity, multi-tasking,

**Big silver spoon or steel ladle contrasted with a wooden spoon** – inspire people, don't suggest failure (wooden spoon is metaphor for last place)

**Pack/deck of cards** – keep your cards close to your chest, discretion, secrecy, shrewdness, calculated risk

**Doctor's stethoscope** – diagnose before taking action, empathy and understanding, listening skills, active listening, professionalism, expertise, consultative approach

**Indoor fireworks** –attention, impact

**Torch** – light the way, lead people, find the best direction, discover, adjust to strange unknown situations, illuminate facts, shed light on uncertainty, and dispel rumor and misinformation

**Air freshener spray** – atmosphere, environment, duty of care, working atmosphere, clear the air (dispel rumor and bad feeling)

**Whip** – excitement, action, drive, determination

**Doctors –style leather case** – professionalism, expertise, consultative approach

**Spinning top** – balance, fairness, equity, equality, non- discrimination

**Cardigan, pipe and slippers** –ageism respect the knowledge/experience/feelings of older workers, avoid stereo-typing people and making assumptions about age and character

**Baseball cap** –avoid stereo-typing young people, develop and invest in youth, different culture, altitudes, and bigotry

**Camera** – respect people’s privacy; avoid work encroaching/impinging on personal lives

**Telephone directory** – find new people, prospective customers, suppliers, contacts, networking

Old-style telephone – communications, talk, it’s good to talk (rather than email)

**Flowers** – say thanks, acknowledge efforts

**Carrot** – incentive, incentives, motivate, reward, motivational styles and methods

Medal on a ribbon or a trophy – give recognition, motivate, achievement

**Baseball bat or big stick** – x theory management, autocratic management, bullying, harassment

**Paper plane** – aim high, explore, and strive

These are just some examples – you’ll think of many more.

## **Dictionary.**

A good dictionary helps us, to resolve doubts and is the principal auxiliary that must be in the English Class, so that it facilitates us the comprehension or reading to look for some unknown words.

The teacher must teach to use the dictionary to the student applied it.

Example: Since the beginning of school year.

## **Electronically Enhances Visual Aids**

Overhead transparencies:

Are an effective and commonly used visual aid, they can be used in large and small meetings that are formal and informal.

### **ADVANTAGES:**

- 1) Good for large groups
- 2) Easy to create
- 3) Easy to transport
- 4) Provide an informal atmosphere
- 5) Open the interaction with group
- 6) Easy to update.

### **DISVANTAGES:**

1. Impermanent; they yellow with age
2. require less common equipment

## **35 mm Slides:**

Slides represent an easily manageable and elegant visual format; slides allow you to bring realism into your class or presentation.



## ADVANTAGES:

1. - Professional in appearance.
2. - good for large groups.

## These Pages

Use and vary the color. Also, check from a distance to make sure the color works well and is not distracting.

### 35 millimeter Slides.

35 mm slides enliven a presentation for virtually any size audience. They can project a professional image, are relatively inexpensive to produce, and if necessary, can be produced quickly.

## Advantages.

1. Slides have high credibility with audiences because viewers looking at photographic slides taken in the field often feel that seeing believes.
2. The only hardware required is a slide projector and screen slide programs are easy to package in slides trays.
3. Changes in slides or in their sequencing can be done rapidly to meet changing conditions or audiences.

## Limitations.

1. Slides cannot be made using a photocopying machine, therefore, they require more time and money to produce than overhead transparencies
2. The light must be dimmed more for slides than for overhead transparencies.
3. Slides require a great deal of preparation and rehearsal.

### When Developing a Slide Presentation.

1. Use the outline; or text of your talk to note places for appropriate visuals.
2. The best slide programs often mix field photographs with slides of charts graphs, and other supporting images.
3. Catalog and categorize slides, and place a date, location and other relevant information on each slide.
4. Vendors can make word slides and illustrations by computer, though they tend to be costly.

### **Audio Slide Show.**

Audio Slide Show; are self contained programs having pre recorder sound tracks that are coordinated with slides by use of electronic synchronizers. The recording tape includes electronic signals that activate a connected slide projector so that an image appears simultaneously with the appropriate voice message, music or sound effects. Audio – slide programs can serve audiences ranging form a handful to a couple of hundred people.-

### Advantages.

1. For a fraction of the cost of films, audio – slide, programs can achieve many of the same program needs.
2. They can impart considerable information
3. If multiple projectors are used with dissolve units that allow images to fold into once another.
4. They usually can be produces in – house, equipment is accessible, and the offer a presenter the flexibility of changing slides to meet the needs of specific audiences.

### Limitations.

1. Time must be allotted for developing script, sound – track, title and credit slides, visuals, and for production.
2. Each presentation requires recurring and assembling proper equipment synchronizer, tape recorder, projectors, screens
3. Good maintenance must be given to slides so that a warped slide doesn't malfunction and throw off an entire presentation.

### When developing a Program.

1. Identify all components to the program and possible resources to assist in developing these components (e.g, photo lab, recording studio, slide library, graphic artist, a person who has prepared similar Programs).
2. Make an initial contact with resource personnel to see what services they can provide, time frames and their scheduling requirements.
3. Develop a tentative production schedule.
4. Prepare a script of a story board and carry this script with you.
5. Photograph or borrow slides of scenes that emphasize your points. Also, gather charts, drawings, books, or other resource materials pertinent to the subject which may be photographed or reproduced graphically as slides.
6. When removing a transparency from the machine during the presentation, slide the next immediately underneath in to achieve a smooth transition. Don't leave the screen blank with the light on
7. A 45 – degree angle to the audience is the most effective location for an overhead projector on a table lower than the surrounding tables or platforms to make it less imposing.

8. Transparencies with too much information – especially typed pages designed for a printed piece and transferred to acetate – are confusing. Keep transparencies simple.
9. When typing words for transparencies, use bold typing elements such as HELVETICA and capitalize.
10. Consider making use of a laser print that can produce good quality transparencies in a variety of bold type styles. These printers, coupled with desktop or portable personal computers are widely available, and prices have dropped significantly. The quality of type and variety of types styles make this a superior option when compared with transparencies done on an office typewriter. If resources permit, color printers are also available.

## **Posters.**

Posters are prepared graphic devices that can be made of a variety of materials and media – photographs, diagrams, graphs, word messages, or a combination of these. Posters work best in smaller audiences' sizes.

1. Poster are permanent and portable
2. Posters can be simple or very elaborate
3. Posters can be used alone or in a series to tell a story.

## Limitations.

1. Posters tend to contain too much detail
2. Transporting them can be difficult.
3. The more elaborate posters require extensive preparation and can be quite costly.

### When Preparing Posters.

1. Each poster should contain one message or theme.
2. Words, charts, diagrams, and other symbols must be penned in a large enough size to be seen by everyone in the room.
3. Use all capital letters, and do not slant or italicize letters.

### DISVANTAGE:

1. - Formal and impersonal
2. - shown in the dark.
3. - not good for discussion
4. - more difficult to update than other visual aids.
5. - require special equipment

### **Computer – Generated Slides/ Graphics:**

Are similar to overhead transparencies in that they can provide textual information through the use of a computer (usually a laptop), and a computer projector, however computer – generated slides also can be, clip art, audio clips, and video segments.

Interactive World Wide Web pages also can be included in computer generated slides pages. For more information on how to develop computerized visuals, refer to the extension fact sheet “effective computer generated visual for presentations”,.

### ADVANTAGES.

1. Professional in appearance.
2. Evidence of preparation.
3. Good for large or small groups.

4. Easy to integrate with classroom discussion.
5. Animated.
6. Up – to date technology
7. Easy to update.

#### DISADVANTAGES.

1. Require special equipment facilities.
2. Require initial training to create.
3. Require significant time to create
4. require basic graphics / composition skills

#### **Video Tape.**

It should be used English teachers, want to present information that entails moving video.

Professionally produced videotapes on a wide variety of subjects can be rented or purchased for educational purpose, also, may wish to shoot their own video, using video camcorders, to show in classroom or extension setting, refer to the extension fact sheet “producing your own video program and producing an educational video”.

#### ADVANTAGES.

1. Professional in appearance.
2. Good for large or small groups.

#### DISADVANTAGES.

1. More expansive than other visual aids.
2. require special equipment
3. not good for discussion and interaction
4. Require accurate cueing.

### **Opaque Projector Display.**

Machines that can project pictures, charts, diagrams, paintings, sketches, photographs, maps, handwritten notes, line drawings, newspaper pages and the like onto a wall or screen. The material doesn't need to be mounted you can put an open book or magazine into the machine for projection in fact, it'll, even project flat articles like coins, medals and stamps.

### **Video and Television.**

These aids constitute in the practice a resource they must be present in the classroom, generally we must select the H.V cassette, that permit to analyze the content to develop or to extract elements to interpret our theme.

To get a better efficiency in its use the teacher will must know is that they're going to look the students, to prepare a guide over the material and explain to students, before look it, the objective and some review about the documental. So they will constitute a better recourse to know the work, since to them could motivate to their post – reading.

So could be used to motivate the class or could show video being presented in the classroom, because it will propose the discipline and the concentration of the students. These videos permit understanding of phenomenons or elements and students, they feel it more, fun and pleasant, especially to young.

Also the television as a communication aid it can be used like a study recourse, since it has big influence in the society, but for this the teacher,

must be attentive with the different programming to orient to students to see the educative programs, documental, scientific, socials or pictures with literary contents. These could be later evaluated by the teachers through of conversation or exposition in the classroom.

The chief advantage of the opaque projector is that it greatly enlarges a small picture or object, allowing many people to examine the display at the same time. With a large English conversation group, the opaque projector is especially handy, for you can project a chart for example and involve the group as a whole in conversation about the chart.

Most education institutions are likely to have opaque projectors that you may be able to borrow, (less common is the overhead projector —a machine for showing images that have been written or drawn on a transparent material.) if you do plan to use an opaque projector remember that this device works well only in a completely darkened room — Therefore you cannot expect students to take notes on the display as they can with slides or movies. It is an instrument that permit project the image on a monitor or simply on the wall ( didactic guide OP. cit. page: 67). It permits explain the content step by step showing the illustration, don't use the finger to indicate or explain, use a pen, don't indicate on the wall, you must indicate on the monitor.

### **General Advantages**

1. You don't have worry about what you're going to say next. Your next visual aid has your major idea on it, use effective titles which properly - capture the main message of the visual aid.



Now that you have the best tool on your hands and only you need look at the visual aid to take the most important information that you say to your students.

2. Visual aids allow you to move around the room.

Inexperienced speakers don't want to move around, movement helps you to relax and add energy to your presentation. Movement also allows the listeners to follow you and closer attention to you.

3. You can have good eye contact with your audience.

You can look at your students all the time, except when you look briefly at your visual aid. That's okay since the students will also look at your visual aid.

This will help them see your message as well as hear your message.

4. Your students feel comfortable knowing you're on your planned track,

Well designed visual aids show that you have a plan and have properly prepared and you are following your plan.

#### **4. Reasons That Affect The Use Of Visual Aids.**

##### **1. Social Factors**

Duty avoid the symbols' use that can be bad interpret the or offensive to the group:

The symbols of good and of bad luck not be universal and the use of one can haven't sense to some groups. Duty consider the religious the educative program don't must be in conflict with the local] customs of work as in time or place neither be the educator to permit nor the most light offence to the local religious customs ,because the cooperation with the religious leaders can help enough to increase and fast a program.

## 2. Economical Factors

its necessary that each college have different visual aids to help each one English teacher to develop the lesson class but the situation in our country is very hard and the education's ministry don't help with these necessities .then each college must get the means with the help for each one teacher and Ss ,because the co1ege can have the means ,but only for a determinate time ,since the majorities of the means in badly situation can not be repaired for own initiative of the college.

## 5.Methodology Of Visual Aids

### Why we use visual aids?

- ❖ We must use visual aids, because:
- ❖ They help speakers get their message. Effectively communicated to their Ss.
- ❖ They save time and interest
- ❖ They improve listener retention and understanding
- ❖ They allow for different learning
- ❖ They are Essential for effective teaching
- ❖ They are important to successful teaching and to develop the vocabulary of 5
- ❖ They are essential to motivate the participation of the English teacher and Ss
- ❖ They add impact and interest to a class
- ❖ They help you reach your objectives by providing emphasis to whatever is being said
- ❖ They enable you to appeal to more than one sense at the same time, thereby increasing the Ss understanding and retention level.

- ❖ We must use visual aids ,because they're important to Ss' learning now that the Ss can listen many things, but they need to look at picture images etc. that help them to understand the topics that teacher teaches them and also they are tools on the teacher's hand, so her / his class will be more interesting.
- ❖ We can use visual aids toe teach different contents, but we must choose it according the topic that we'll be teach.

## **5.2 Using Visual Aids.**

Visual aids help your make things happen. Visual aids help you reach your objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce your message, clarify points, and create excitement.

Visual aids involve your audience and require a change from one activity to another, from hearing to seeing. When you use visual aids, their use tends to encourage gestures and movement on your part. This extra movement reinforces the control that you, the speaker, need over the presentation. The use of visual aids, then are mutually beneficial to the audience and you.

Visual aids add impact and interest to a presentation. The enable you to appeal to more than once sense at the same time, thereby increasing the audiences understanding and retention level. With pictures, the concepts or ideas you present are no longer simply words but words plus images. The chart below cites the effectiveness of visual aids on audience retention.

## **5. 3 How To Use Visual Aids**

Using visual aids is a good way to make your speech clearer, effective and memorable.

### **Deciding on a visual aid**

Steps:

1. Opt for a bar graph to compare data.
2. Consider a pie chart to show how percentages relate to each other within a whole.
3. Use an organizational chart to show chain of command, communication, between departments and how different departments are related.
4. Try a flow chart to illustrate a series of steps in a procedure, decision or other “Stepwise” process.
5. Take advantage of slides to illustrate key points for large audiences, overheads are better for illustrating key points for smaller audiences.
6. Consider a flip chart as an easy, cost – effective way to illustrate key points for audiences of 50 people or fewer.
7. Make your presentation memorable with props, when appropriate.

Tips.

1. If you to use slides or overheads, make sure you’re familiar with the equipment involved and the lighting system of the room you’ll be working in.
2. Leave enough time before your presentation to prepare your visual aids adequately. If you don’t have much time, overheads and flip charts are a good choice.

## **Charts, Graphs and Flip Charts.**

### Steps.

1. Put an appropriate amount of information and data on each chart or graph. Too much data can overwhelm the audience and be difficult to remember.
2. Triple check all numerical values. A slight error in just one number can discredit your entire presentation.
3. Make pie charts slices match their percentage values. A slice indicating 10 percent should account for 10 percent of the total pie. Make sure slices are accurate by multiplying their percentage values by 360 and measuring an appropriate angle with a protractor (36 degrees in our example).
4. Keep your bar graphs in two dimensions. Three – dimensional bar graph are difficult to read accurately.
5. Add graphics to your charts and graphs, but be discriminating. If there are too many or they're too large, they will distract your audience.
6. Print large, fat letters and numbers on your flip charts so that the data will be visible from the back of the room.
7. Write in the top two – thirds of each sheet.
8. Use dark colors (black and blue work best). Avoid using lighter colors such as yellow orange and pink.
9. Consider a variety of darker colors to make your charts more visually stimulating.
10. Make simple drawings on your charts, especially when it comes to human figures.
11. Leave two blank sheets between each chart, because flip chart paper can be thin and semitransparent.

12. Use correction fluid to correct any errors you make while preparing. Your audience won't be able to see it.
13. Test your charts effectiveness by trying to read them from far away if you can't read them, start again using larger figures.

#### Tips.

- Flip charts are easy to use and inexpensive, but don't work well for audiences of more than 50 people
- You can prepare your sheets in advance or write on them as you present
- Don't write too much text on a single page.

### **Slides and Overheads.**

#### Steps.

1. Darken the room slightly so that your slides will be properly visible
2. Leave each slide up for at least 20 seconds.
3. If you need to discuss something else between two slides, insert a blank (black) slide between the two slides so that your audience won't be distracted.
4. Use software templates to create professional – looking overheads.
5. Number your overheads in case you accidentally drop them
6. Apply masking tape to the edges of the projector not covered by the overhead to avoid glare.
7. Use fewer overheads by showing only one part of a single overhead at a time.
8. Stand next to the screen (not the projector) after you place each on the projector this way, your audience doesn't have to look back and forth between you and the screen.

## **Tips.**

- Number your slides in case you accidentally drop them.
- Overheads have an advantage over slides in that their order or presentation is flexible. The disadvantage is that they don't work well for large audiences.
- Use an overhead projector with two bulbs to allow for quick and easy bulb replacement bring an extension cord and adapter with you if using an overhead projector.

## Overall Warnings.

- Your presentation shouldn't rely too heavily on visual aids. They should support, not comprise, your presentation.

## Tips from How Users.

- 360 flip on a skateboard by Colton
  - 1) Ride at comfortable speed with your legs slightly bent, your back foot in shove position (toes hanging a little off the tail), and your front foot in kick flip position (heel hanging off with foot a little behind the bolts).
  - 2) Pop and slide the tail across with your foot to get a 360 spin. Once you jump in the air and your back foot has left the board, give your front foot a little flick on the side to help the board start spinning.
  - 3) Let the board complete the rotation, spot the grip tape and land (hopefully riding away), practice it a lot before trying it going down stairs. Get used to landing in primo on accident.

## **5.4 Tips for Using Visual Aids.**

1) Plan your presentation before you create visual aids.

Starts by asking what you want the audience to do as a result of hearing your presentation the figure out what they need to know to do what you want them to do. (one of the things you need figure out is why they would want them to do). Then create a simple outline that logically and clearly develops your main points, finally, create visual aids to support your message.

2). Use visual aids sparingly

They're aids to your presentation —not its sum and substance use them to highlight

And support your key points.

3. Make visual aids visible to the entire audience.

Projecting an image people can not see is as senseless as speaking so softly people

Can not hear.

4. Talk to Ss ,not to the visual aids

The 80 / 20 rule applies here .look at the Ss al least 80 % of the time.

5. Avoid laser pointers.

Your aid should be so clear that your Ss can easily follow along .ue your hand if necessary.

6. Explain the content of the visual aid when you first show it.



As soon as you show people an object, they will look at it. Even if you're talking about something else, don't make them divide their attention.

7. When you finished with the visual aid, remove it

8. Limit the amount of material on anyone visual aid.

Use each slide to convey a single point .bullet points no more than four to five per slide — should explain, illustrate or substantiate that on point.

9. Avoid clip art from well —known sources It's almost always boring and amateurish.

10. Be prepared to give your presentation without your visual aids. Murphy's Law applies in spades to anything involving technology and an audience. Have a backup plan in case something goes wrong.

Take a hard copy of your slides or an overhead projector and transparencies.

### **5.5 Selecting Visual Aids**

There is no secret to developing an effective class or presentation. Establishing your objectives, planning and organizing your material, and using appropriate visual aids are the essential Ingredients. The recipe for effective class calls for all three ingredients and you must use them in the order in which they are presented here. By establishing your objectives first, you can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasis your ideas more effectively than words alone.

Let's begin, then at the beginning:

As you start to design your presentation, you must ask yourself, what do I want to accomplish by making this presentation?

### **Establishing the objectives**

For any successful presentation, you must know your objectives. It's these objectives that drive your presentation and move the class to your end goals. Your end goals may be that the attendees take a particular action, adopt a new perspective or respond to facts and information, establishing these goals requires careful planning. The key to designing your presentation is determining these objectives. After all, they become the foundation upon which your content, organization and visual aids are built.

Establishing the objective objectives for your presentation requires an analysis of your own goals, as well as your audience's need and expectations. By considering the nature of your audience, you can more easily determine what you will present and how you will present it. An audience analysis will enable you to:

1. Select appropriate points of emphasis in your presentations.
2. Develop a useful level of detail
3. Choose and prepare appropriate visual aids.
4. Create a tone that is sensitive to your audience's circumstance.

Your presentations will ideally form a bridge between something you have and your audience. Let the audience analysis influence the form of information presented so you can create this bridge.

Consideration when choosing which type of visual aid to use in a particular presentation is dependent upon the following:

1. The Purpose of the presentation.

If there are specific points to be highlighted, then a transparency or word slide might be appropriate. If the procedure is of utmost importance, then a model or physical demonstration might be needed.

2. The nature of the audience.

What the audience knows about the subject will determine the types of visual aids that are most appropriate. For a presentation.

3. The physical setting

The shape, size, lighting and equipment available in the particular environment are major considerations. Will the seating arrangement allow everyone to see the visual aids being used?

If total darkness is required, is it possible?

The physical Setting should be explored well before the presentation date. Time allowed then fewer visual aids which require little explanation should be used.

4. The presenter's skill in using visual aids.

Only use aids with which you feel comfortable. Don't try to use multi — media for the very first time during an important presentation. Any visual aid.

## Commandments Of Visual Aids

EVERYTHING SHOULD BE MADE AS SIMPLE AS POSSIBLE, BUT NOT SIMPLER.” (ALBERT EINSTEIN)

- ❖ Each visual aid shown must enhance, support, exemplify and / or facilitate understanding of material covered in your talk

For each visual piece, ask three questions. If the answer is not a definitive yes to all three, redo or discard the piece.

- ❖ Will it add to my presentation? -
- ❖ Does it relate to material covered in my talk?
- ❖ Is the graphic quality acceptable?

It is not necessary to produce a visual aid. for every point in your talk on the other hand it may be difficult it discuss some points .without them ,as with figures or graphs that are key elements of your talk ; many speakers include visual aids that have little or no apparent bearing on their talks. There may be some relevance but by failing lo explain the connection, the speaker leaves the audience confused or expects them to figure it out on their own.

Visual material is not meant to stand alone without indicating its relevance when presented in the context of a talk.

- ❖ All information presented visually should be brief and concise it should be presented in the most comprehensible format and edited to the minimum number of words possible.

Editing visual materials to achieve the most illustrate, effective presentation requires walking a fine line between too much and too little.

Don't use complete sentences, but also avoid editing the material to list of meaningless verbal scraps. Make certain to provide all necessary references, such as labeling axes and data points. A title for each visual piece gives the Ss a clear idea of what they are seeing and what you will explain to them. Use the graphic tool that makes the information the most easily understood. Consider the following recommendations:

- 1) Word chart (list ) of no more than 36 words per piece ( maximum of 6 lines with 6 words each)
- 2) Pie charts for percentages
- 3) Column or line chart for changes over time and frequency,
- 4) Bar graphs and dot chart for correlation.

- ❖ Don't load too much visual aids material into a talk: Depending on the complexity of the material, use of three to six images per 10 minutes is usually optimums. More complex information takes more time to absorb, so reduce the number of visual pieces presented accordingly.
- ❖ Use colour for emphasis, distinction and clarity. Use of colour in visual aids dramatically improves retention of information, Highlighting headings and key points, graphs and charts is good, functional use colour. Using colour for aesthetic value is acceptable unless it interferes with or detracts from adsorption of the visually presented information, as happens when visual aids become too randomly placed. Use colour for effective visual impact, but resist the temptation to over-colorize.
- ❖ Don't read your visual aids to the audience instead of giving a talk. First the audience can read faster than they can hear you read. Second, if you are reading the screen, your back will be to the

audience and part of a speaker's job is to face the audience, Third, if your visual aids contain most or all your talk, you should probably have prepared a handout and relinquished your time at the lectern. The desired style in scientific talks is to speak conversationally and confidently.

- ❖ It's perfectly fine to use your visual aids as notes for your talk, but reading a talk, whether from sheets of paper at the lectern or from images on a screen, is not the preferred presentation style in scientific circles.
- ❖ Be aware of the "life span" of each visual piece. The moment a visual piece is presented, the audience's attention is drawn to it. Display a piece of visual material only when you are ready to talk about it and don't leave an image to "die" on the screen. The two factors that determine the life span of a visual aid are the time necessary for the speaker to discuss it and the time needed by the audience to absorb the information. Remove each visual piece when your talk has progressed past that material; as long as an image is before them, at least part of the audience's attention will be on the screen.

If you present a new image for your next point while you're still speaking about the previous point, the audience will move ahead of you to the new material. Covering part of the information on a transparency, until you reach that point in your talk is extremely annoying to an audience.

The solution is to prepare transparency overlays, successive layers of transparencies that, when laid on top of one another add information to a list or graph.

You should not leave the overhead projector empty between transparencies because this produces a blinding white Light on the screen. Newer slide projects make the screen go dark when there is no figure being shown, but older slide projectors produce the same blinding white light as do empty overhead projectors. To avoid the distraction of the glaring white light, insert black or opaque slides or transparencies in the carousel or transparency stacks for the times in your talk when you have no visual material.

❖ Rehearse you talk with your visual aids.

The smooth effective use of visual materials require practice and a bit of choreography bumpy verbal transitions and awkward handling of slides and transparencies will graph pan of the audience's attention, thus lessening the impact of your talk.

Prepare visual aids that can be accommodated by the technology on hand and the speaking environment. You as the speaker, have the ultimate responsibility for learning what audiovisual equipment will be available and / or to request the equipment you will need.

Ordinarily, after you accept an invitation to give a presentation (class) you can expect to be informed to the pertinent details, but if they are not forthcoming ask questions:

1. What equipment will be available? Will you need to specially request or order anything? (If showing a videotape, make sure the tape size and the equipment are compatible).

2. What's the size of the room and how will it be arranged?
3. who will monitor and adjust the light
4. What type of pointer will be provided?

All these factors together determine how you prepare and present your visual aids.

### **5.7. Visual aids as tools.**

Visual aids are very effective communication tools and are in virtually every presentation. Experience and research has shown that 87.9% of what we learn is learned visually.

Therefore, a speaker will greatly increase the probability of audience retention if visual aids are used wisely.

### **5.8 Contents of visual aids.**

1. A visual aid should clarify, reinforce or highlight an idea; it should be relevant to the subject of your presentation. Be sure it can be read easily.
2. Keep to content simple. Avoid complex graphs or tables.
3. Keep the content brief four of five lines with no more than six words per line are average for a good visual aid and eight lines should be considered a maximum your audience should be able to absorb the content within two minutes, and 15 to 20 seconds of that time will be spent in just focusing attention.



4. Visual aids should present only highlights. A good visual aid is meant to supplement, reinforce and aid spoken material, not to take its place, detract from it or overwhelm it.
5. Don't overemphasize colour. Use it to highlight particular points or to group related points.
6. Make sure that visual aids are convenient. If you plan to use non – projected visual aids, ensure that they are sturdy and portable.

### **5.9 The quality and clarity of visual aids.**

The quality and clarity are major factor in determining the effectiveness of an oral presentation. By using visual effectively, you will grab the viewer's attention and focus it on the important point.

However, with visual aids those are difficult to read, you may end up with an audience squinting and straining to see failing to get the points you're trying to make. Good visual are essential for effective teaching. They can give us the visual message about the topic that we are going to teach or learn. Though of clarity of visual aid the Ss can image or guess what is the topic will give them by the teacher, is important to make clarity visual aids, but that they a benefit to Ss.

### **5.10- Reason For Presenting Visual Aids**

1. The Ss attention is focused more completely.

The ebb and flow of the Ss attention is inevitable. The challenge for the teacher is to direct the Ss attention at strategic periods. Visual aids provide one mechanism to direct and focus attention.

## 2. Visual aids make you more persuasive

A 2000 joint study by 3- M and presentation magazine found that presenters using computer visual, had more credibility, demonstrated greater professionalism, and proved to be more persuasive than individuals using overhead slides or text.

## 3. Receiver retains the message better:

Research has clearly shown that people retain more of what see and hear compared to using visual aids in presentation what they simply see.

Research has found that message retention after three days is only 10% following oral presentation; bus is 85% following an oral and visual presentation.

## 4. The message in transmitted more efficiently.

The adage, a picture is worth a thousand words is true If you want that the Ss understand how to say a word in English, your message will be transmitted better if the Ss can see a picture of that word.

## 5. People have come to expect visual.

Today's world is very visual compared to just a few decades ago. The average person is visually oriented and accustomed to visual presentations. Thus a strictly oral presentation is boring to the majority of the people

## 6. Visual aids help establish organization for presentations.

One of the effective uses of visual aids is establishing overall organization for the presentation. Ss look for order in everything the experience.

Organization aids comprehension and retention, if the structure is shown at the beginning of a presentation.

7. Visual aids add variety and emphasis to your presentation:

Effective teachers use a variety of different teaching methods and techniques as they teach. Visual aids help provide variety in the subject, not only in the whiteboard we teach. We can develop a topic first around the classroom in interaction with the Ss or outside the classroom.

8. Your message is presented both aurally and visually

Some people process information best by hearing it, others process it best by seeing it. When you use visual aids with presentation, you communicate with both types of people.

9. Visual helps you to be concise -

You are forced to distill your ideas down to their essence when using visual aids. Visual force you to order and sequence their ideas, you will present.

- ❖ Reinforcement: visual images provide reinforcement for points that are made in the text by allowing the reader to manipulate the information yet another time, increasing the likelihood of retaining the information presented.
  
- ❖ Enticement: visual images entice readers to look into the text to find information that relates to the image being displayed.

- ❖ **Comfort:** visual images help to break up large blocks of written text aids therefore make the text less intimidating to the reader guidelines for presenting visual.

### **5.11. Visual Aids To Improve Communication Skill**

For most people with autism, visual skills are stronger than auditory-verbal skill you can use these visual strengths to improve the weak auditory-verbal abilities. Visual aids can take many forms

- **Visual choices:**

You can make simple “boards” that present choices of foods, toys, activities, or places to go. You can use photos, pictures cut from magazines or pictures, and you draw yourself [You should put printed words above or below the picture choice. When you ask your child what he wants to eat or what toy he wants to play with, have him show you on the picture board. If he is non-verbal prompt he says the word that matches the picture /you may have to say the word and have him repeat you).

The benefits of a verbal choices board are that:

You can easily see what word your child is trying to say (so you can model the word of his choice, rather than guessing what you think he wants), your child will be less frustrated because he can make his choices known, and he can initiate a request for a desired object or activity without having to wait for your question (he sees the power of communication).

- **Visual schedule:**

You can make an unpredictable world more predictable by giving your child a visual schedule. It follows. Depending on his literacy level, the schedule could be made with pictures and words, or words only. The schedule itself is a sheet with empty slots marked with times or simply numbers (think of a daybook or a “to do” list). You will have cards that fit into these slots with daily and special activities on them. At the beginning of the day, you can either put the schedule together with your child, or have the schedule already made up and go through it with him. During the day encourage him to check the schedule to see what is happening next. If he seems agitated during the day and uncertainly about changes, again take him to the schedule. Some children may want to cross out or block off the activities that have already happened. The strength of a schedule is that your child can predict and handle changes. Also, if he gets used to following a schedule, transitions to new schools and other new environments can be made easier.

### **Visual “jigs”**

A visual “jig” is a picture and word “recipe” to help your child achieve independence in a multi- step task. The multi-step task could be a daily self- help task (e.g. brushing teeth) or a play activity (e.g. making “creepy crawlers”) or an activity at the school (e.g. making an art activity). Each step should be numbered and directions should combine pictures and words (depends on your child’s Literacy level).

Visual jigs can be increased in complexity as your child gets older to help him to independently perform a variety of complex tasks (e.g writing a story, cooking, doing a school project).

## **XI. Conclusion**

We are living today in a rich and sophisticated visual environment. As teachers, we must face to the fact that this radically changes our pupil's expectations.

It is becoming more and more difficult to motivate a class with jus chalk and talk or a textbook only. Pupils know that language lives in sound and colour, because they experience it every day outside the classroom. We as the English language teacher need to take up this challenge and recognize the importance of teaching aids in stimulating our pupils.

Among the teaching aids, visual aids are vital and popular to the pupils, the more they need perceptual stimulation to help their understanding and retain their memory. Moreover, English is the second language; more difficulties arise in conveying the knowledge to the young pupils English teachers need to rely more on visual aids in motivating pupils interest, encouraging them to speak and practically, in stimulating their participation in the lesson.

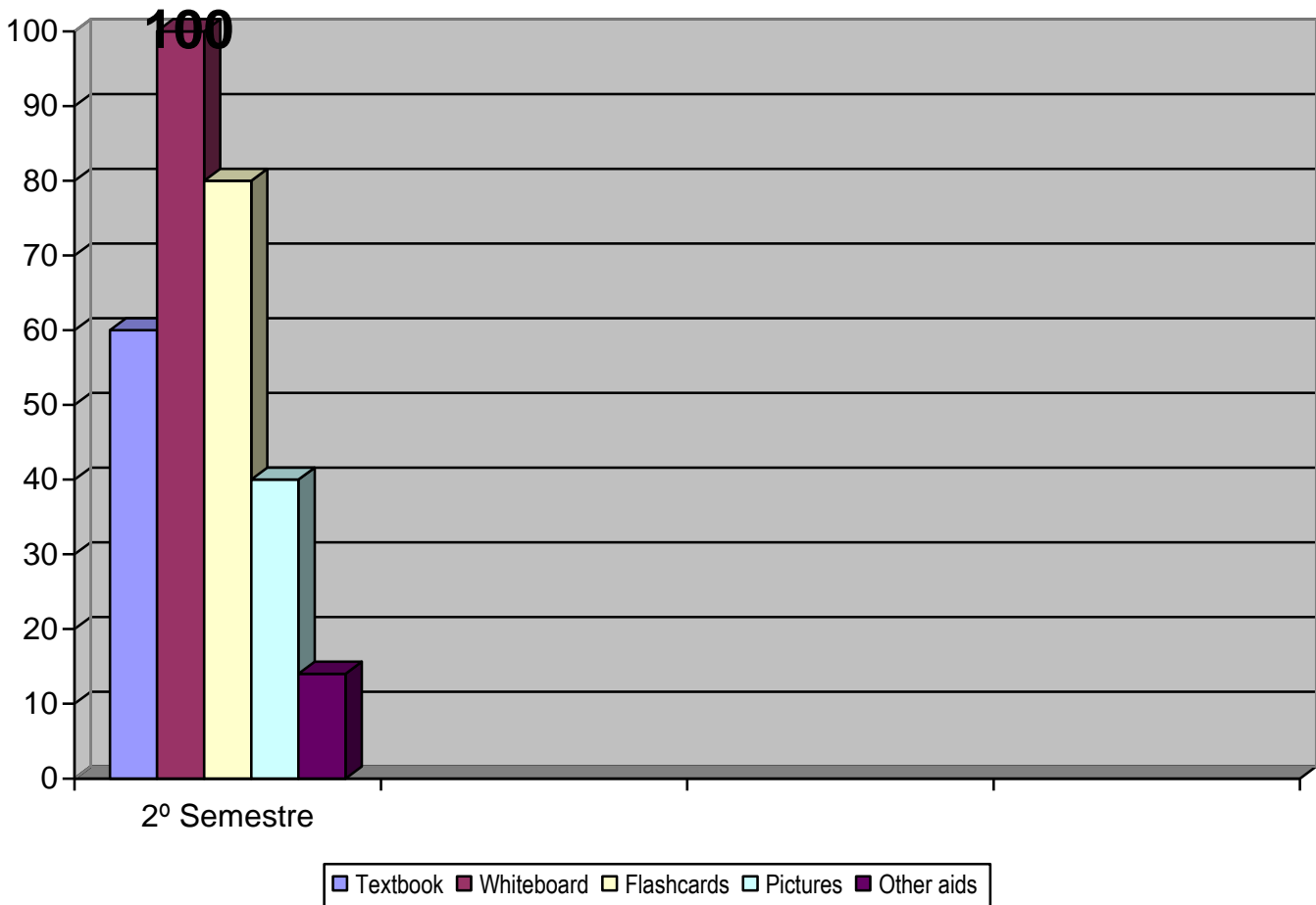
Though with visual aids is stimulating pupils participation in the lesson, without the appropriate manipulation of the teacher, they are futile.-

## XII. Analysis of Results.

Our purpose in this work is the importance of visual aids”, in the English subject the results presented here are products of the survey to teachers and students of fourth and fifth year.

To continuation we present the analysis with respect to each one of the proposal objectives.

### Visual Aids Used By English Teachers.



On the graphic we can look at that visual aid more used is the blackboard in a hundred percent and this occur, because is the more accessible aid.

This aid (whiteboard), was used in all moments of the class (beginning, develop and conclusion), and is used to give to know the content and objective to develop, afterward is explained putting the examples, concepts and others elements in the whiteboard and in the conclusion the Ss pass to the whiteboard to make the exercises that at the same time it permits to the teacher to control if made well the activity.

When Ss come to receive their class the whiteboard is clean or sometimes contain concepts and models (examples), of the content that we want to study. The lack of use of conceptual maps on whiteboard, to create an element more fun.

The essential concepts not must be note, these must be dictating. In the moment to pass on the whiteboard to students to make exercises, these are not making in order manner and provoke a discontinuity. Not follow the orientations to divide in sections the area of whiteboard.

So as indicate Imideo Giuseppe that “for a use more adequate divide the whiteboard in two parts”.

In graphic number 1, is reflecting that the textbook is other of the teaching aids more used.

In a 60% so that is oriented to the teachers since, the beginning of the year, but not all students have a text – book, due to the confronted



economic conditions, “The text book constitute the principal resource of scientific information very practice to the students.

Ministry of Education from Cuba, Pedagogy, Page. 275); It is used as recourse of research and textual transcription of the content to development.

The text book is to save time in the contents that present the program. The teachers have many limitations, so that their students don't have their students secure the content, etc.

It may notes the low percentage in the use of the other aids. As the Handouts, that our resource mark a 14% and to another aids (Visuals dictionaries, consultation book).

With the before, is necessary to accept that the aids more applied for students in the English subject are; Textbooks, whiteboard, flashcards, pictures and in less percentage the handouts and another's.

### **XIII. Recommendations.**

To English Teacher.

8. To use systematically visual aids that there are available in the Institute and if there aren't the English teacher can make them according with the economical – social situation.
9. The English teacher must make up the interest in the student and the cognitive activity through of the frequent use of teaching aids.
10. To reduce considerably the writing information excess on the whiteboard or charts, combining these aids with another's.
11. To use the textbook he / she must prepare a work guide orienting the pages to read so that activities permit them comply with the objectives.
12. To motivate the students using visual aids.

To Principal.

- a. To help to English teacher so that they doing use of overhead projector and available T.V set.
- b. To train to English teacher about the correct use of existent aids in the Institute and to make other aids.
- c. To manage through organizations financing to prepare a teaching aid's room.
- d. To take the recommendations to the use of the different aids that is presented in the development of this research.

# ANNEXES

## **INTERVIEW**

### **GENERAL DATA**

**Coordinator's name: date:**

Area: Place:

Please, follow these questions as a guide to your interview.

1. Do English teachers receive seminars? How often?
2. What kind of material and support the English teachers receive from the department of education?
3. What are the names of the textbooks used by the English teachers?
4. What kind of visual aids are used by the English teachers?
5. Do you consider visual aids as an important factor in teaching of English?

## **SURVEY**

Subject:

Place:

Level:

Date:

Dear English teacher:

This survey is to determine the importance and use of visual aids in the English teaching class, honesty and collaboration will be of great benefit for our investigation, we thank in advance.

1. Do you think visual aids are important? Why?
2. Which visual aids do you use?
3. Which visual aids do you know?
4. Why do you use visual aids in the English teaching class?
5. What is your purpose when you use visual aids?
6. Do you create your own visual aids?
7. What are the disadvantages of visual aids?
8. What visual aids do Ss like?

## **OBSERVATION**

### GENERAL DATA

Teacher's subject:

time:

Level:

topic:

Answer the questions bellow:

Does the English teacher speak English to the group?

Does the English teacher prepare the Lesson plan previously?

Does the English teacher use some visual aids? Which ones?

Do Ss participate in the English class?

Do Ss pay attention and interest to the English class?

Does the English teacher present visual aids with clarity and quality?

How Ss react when teacher use visual aids?

## Lesson Plan

Date:

Level:

Time:

Material

Professor:

Unit:

Theme: Prepositions of Place.

Objective (s): By the end of this lesson students will be able to.

Give factual information by using the correct preposition in the sentences.

Warm up; who am I? The teacher writes on a piece of paper some nouns regarding to fruit, animal, people, etc.

Step 1      Presentation.

1. The teacher explains each preposition to the students.

Example:

IN, on, under, next to, behind, between, above

2. The teacher writes on the board some sentences by using the prepositions

Example:

- a. The boy is in the room
- b. The cars are in the garage.

3. The teacher explains the subject – verb agreement

- a. The cat is on the bed
- b. The shoes are under the bed.

Step 2      Controlled Practices.

1. The teacher by using Eliciting asks questions to the students. They have to answer the questions by using propositions according to the position.

Example:

T: Where is the book?

S: It is on the desk.

T. Where is Alex?

S: He is next to Maria

T: Where are the balls?

S: The balls are in the box.

Step 3      Free Practices / Production.

1. The teacher asks the students to stay in pairs. The he gives a peace of paper to them in order to complete the exercises
2. The students have to complete the sentences by using the correct preposition.
3. Then the teacher asks them to read the sentences aloud in order to check the mistakes.

Homework.

1. The students have make sentences by using the given information and a form of the verb to be.



Modal:

1. In the garage / the car.

The car is in the garage.

2. On the table / the books.

The books are on the table.

1. Between the bank and the store / the library

2. Under the table / the schoolbag.

3. ON the ceiling / the lamps

4. Next to the bank / the cinema.

**Computer:** Computer is visual aids with many advantages to learning of English language, but this aid isn't, used correctly at San Isidro Institute because Ss don't have access to this aid. Although English teachers have some knowledge's about computer, but they haven't the opportunity of work



with their Ss using this aid, so that this laboratory according to the survey and interview realized to English teachers and Ss. It is used like a cyber.

For 80`decade the computer doesn't constituted newness in teaching process, but this equipment include or possibility sound of image in many of its applications and presentations, also it forms part of the audiovisual electronicals classification accordance to the root of the concept, because also active the auditive and visual channels

The most important aren't the concepts or definitions, fate the didactic possibilities, the function and methodological situations to the use of tea ching aids.

**Whiteboard.** This aid according to survey is used in 100%, so that English teachers utilize it with more frequency, because they don't have sufficient recourses to prepare other aids and Ss made reference that this aid is bored and tired, because they always hope that English teachers copy on it.



## **The Book.**

Institute of San Isidro, don't have recourses to obtain a textbook for each student and it is limited to use only teacher. Ss can't buy a textbook, because some of them don't have money and they have to participate in big groups to copy the topic assigned by English



teacher, which difficult to teacher as Ss visualize images presented on it some topics can not be give by teacher because they require are look at by Ss.

## **Dictionary.**

With respect to this visual aid, we can look at that there are many dictionaries in the library, but these aids, are sometimes, and us ed only to translate vocabulary, although many of these are damage.



## **T.V**



According to interview with Director this aid is damage and English Teacher never used T.V for present a novel o Story that help them to give class.

## **Overhead Projector.**

According to the realized polls there is a Overhead Projector, but it is not used in the meetings of classes, since it is long ago he is in bad state, another factor that it has influenced to that the above mentioned device has not been used has owed to the methodology, which does not demand the use of the team, this causes a consequence in the assimilation of the content to give.



**Datashow:** At present the Autonomous Institute San Isidro, it is not provided with this team, but according to the experience acquired in our investigation, we value that it is of big utility since education - learning obtains a better visualization inside the process



# Exercise I

- ¿What is your job?

Complete the following exercises according the example.-



She is a - engineer

nurse - miner

- dentist

- teacher

- detective

- astronaut



- Utilizar a / an donde sea necesario:

1. My sister is  nurse.

2. He is  policeman and his wife is  engineer.
3. She is  good musician.
4. What  expensive car!
5.  travel agent would give you  information about  reservations.
6. It is  pleasure to do it.
7. He drinks wine three times  day.
8. He broke  arm in  skiing accident.
9.  hour.
10. I'll pay you  thousand  month.

## Exercise II

Use the correct preposition of place according to the Picture

On, Under, between, in, behind, in front of, beside, next to, etc.



The dog is \_\_\_\_\_ the sofa

The lamp is \_\_\_\_\_ the dog

The cat is \_\_\_\_\_ the dog

### Exercise III.



**What's the time?**

- Write The hour for each watch, following the example:



it's one o'clock



1.



2.



3.



4.



5.



6.

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