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UNAN-MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,

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FAREM-MATAGALPA

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a requirement for achieving the bachelor's degree in Teaching English as a foreign Language. (TEFL)

General Topic:

Methodological Strategies that Influence the Development of the English Language Learning during the Second term, 2020

Specific Topic:

The implementation of visual aids to develop English Speaking skill of Students of seventh grade A, afternoon shift, at Eliseo Picado Institute, Matagalpa, during the second term 2020.

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Matagalpa, January 14th, 2021



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DEDICATION

First, we dedicate this research paper to our creator, who gives us wisdom, intelligence, strength and patient to finish our research successfully.

To our family who were our great support and helping hand and gave us courage all the time.

To the teachers at the National Autonomous University of Nicaragua FAREM Matagalpa, who supported us deeply by giving their knowledge and experience to make us become good professionals.

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We give thanks to our God, who gave us the opportunity to work with patient, love and intelligence to conduct this research because without his help and mercy, this research would not have been possible to finish.

We want to give thanks to all of ours teachers to contribute in our training during the process in those five years, especially to MSc Mauricio Alvarado for giving us the necessary guidance and valuable suggestions to conduct this work.

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“2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Wendy Paola Masis Martínez carnet número 16064273 y Elizabeth Suarez Flores carnet número 16064042, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: “Implementation of visual aids to develop English Speaking skills of Students of seventh grade A, afternoon shift, at Eliseo Picado Institute, Matagalpa, second semester 2020.” responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

Ms c. Mauricio Alvarado
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ABSTRACT

This research work is about the implementation of visual aids in developing English speaking skills of students of the seventh grade A, afternoon shift at Eliseo Picado Institute, the Matagalpa second term 2020.

The aim of the research is to design strategies using visual aids for the development of English speaking skill and identify strategies. Besides it explains how visual aids help to develop English speaking skills of students and propose strategies that utilize visual aids that help teachers develop more communicative and more dynamic classes.

Speaking is an essential skill used to communicate and to share thought with other people. Speaking skill is developed through different activities that the teacher conducts in a way that students feel motivated in the classroom.

This study is mixed. It is based on quantitative and qualitative approaches. Data were collected using an interview and observation guide to identify the strategies using visual aids in the classroom and a survey to analyze the information obtained by the students.

These instruments were analyzed using graphics; findings indicated that most students increased their motivation only through the implementation of strategies such as Dice game, Memory game and Roulette using flashcards. To conclude, the use of common visual aids in the classroom, such as flashcards, drawing and realia are a tool useful to English speaking skills in the students through activities that help increase the motivation and stimulate their participation in the classroom.

Keywords: Visual aids, speaking skills, strategies, motivation

I. INTRODUCTION

This research study is focused on designing strategies for the implementation of visual aids in developing English speaking skills of students of the seventh grade "A" 'afternoon shift at Eliseo Picado National Institute Matagalpa.

It has been observed that these students have many difficulties such as: Lack of self-confidence and fear of making mistakes at the moment of participating in class. When the teacher asks them to get involved in speaking activities and answer questions, they feel nervous to speak and tend to forget what they say, and also use their mother tongue to express their ideas because don't understand clarify that the teacher says .

In addition, another difficulty that affects students is the misbehavior of some of them when the teacher wants to develop the class and only some of students can participate who understand better English because are more active in the class.

Therefore, this research study is about implementation of visual aids for the development English speaking skill, with the purpose of designing strategies using visual aids that motivate students to participate in speaking activities and create a confident environment.

In order to collect this information books, web sites and articles were used.

This research is mixed; it is based on the quantitative and qualitative results, quantitative because, analyzing statistical data collected through a survey (See Appendix 2) to students and qualitative because it identifies the strategies of the use of

the visual aids in teaching speaking skills obtained from an interview (See appendix 3) that was conducted on the teacher and an observation in the classroom.

This study is descriptive because it allows identify and explain the teaching of speaking skills using visual aids through reconciled information that is used in the reality in this specific institute.

The population of this study is 30 students. Among them 14 girls and 16 boys of the seventh grade "A" from which a sample of sixteen students was taken.

The methods applied in this research were empirical because the information was collected through interviews, surveys and observation guides and theoretical methods because the information was analyzed.

II.JUSTIFICATION

Visual aids are increasingly becoming a necessity in the current English language teaching in our country. Nowadays, thanks to this material teacher have new possibilities to get a successful learning process and make good professionals.

That is why it is a useful tool for teachers and students of English. These visual aids help teacher clarify, establish and coordinate accurate appreciations that enable to make learning more interesting and meaningful to improve the learning and results in the class.

Therefore, this investigation is about the implementation of visual aids to develop English speaking skill of students in seventh grade " A" at Eliseo Picado Institute, Matagalpa, during the second term 2020 with the purpose of designing strategies using visual aids to develop English speaking Skill.

In the speaking skill students present in the classroom some problems that don't allow developing this skill such as: The lack of motivation, fear to speak in public and the lack of memorization of vocabulary are some factors that affect their learning, for this reason the current investigation uses the strategy to achieve the participation and motivation of students to have a better learning.

The impact of this investigation is to reach a meaningful learning in students that allow having a clear and fluent communication in which a student can understand this language.

This material will benefit teacher and students because through by using visual aids during the class, it will be more interactive and dynamic for the students.

Given the need in the students to develop this skill, it is importantly established the following question of this research:

Does visual aid help to develop English speaking skill of students?

III. OBJECTIVES

General Objective

- Design strategies using visual aids to develop English Speaking Skill of students of the seventh grade ‘‘A’ ‘afternoon shift at Eliseo Picado Institute, Matagalpa, during the second term 2020.

Specific Objectives

- ✓ To identify strategies using visual aids to develop speaking skill.
- ✓ Explain how visual aids develop English Speaking skill of students.
- ✓ To recommend some strategies using visual aids in developing speaking skill.

IV. DEVELOPMENT

4.1 Visual Aids

4.1.1 Definition

According to Burton says: “Visual aids are those sensory objects or images that initiate or stimulate and support learning.” (As cited by Shabiralyani, Shahzad, Hamad & Iqbal, 2015). This means that visual aids are those objects that through of the perception help to increase motivation in students to have a meaningful learning. It was observed that the students have the opportunity to use these visual aids such as: Drawing, flashcards and Realia.

Teacher expressed on the interview that the students learn easier using visual aids. In the implementation of the strategy with the different games using flashcards, we realized that students were felt motivated to participate in the speaking activities.

4.1.2 Types of visual aids

4.1.2.1 Flashcards

According to Cross (1991) states: “Flashcard is a simple picture on a piece of card or paper, which is the most widely used visual aid in language teaching”. (As cited by Carrión, 2015) In this sense flashcards are tools effective as memory aids for students they help to learn information faster, they are small cards that can be used to attract different types of students.

Flashcards are a handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary that allows that the students become familiar with the activities carried out in class.

It was observed in the classroom that the teacher uses flashcard to teach vocabulary because, considering that it is a better way to attract the attention of the students and motivate to learn this language.

4.1.2.2 Drawing

Vigotsky (1978) Describes drawing as a pictorial language that allows children to find concrete visual means of representing their thoughts". (As cited by Adoniou, 2012). In other words, the drawing is the way in which the students can express their imagination graphically about something that can't observed in the reality and also describe the image easier with their own ideas.

4.1.2.3 Realia

According to Nunan (1999) States: Realia is defined as "objects and teaching props from the world outside the classroom that are used for teaching and learning". (As cited by Paredes, Paredes & Rojas). In other words, realia is considered real objects which are used to aid in practicing a new language as a way to present meaningful examples from the real world are used in the classroom to help facilitate the acquisition and production of the language to create connections with vocabulary words, stimulate conversation and develop prior knowledge, we can say that realia is an authentic visual material that can be and seen to facilitate teaching to understand real life situation.

The teacher, in The Institute National Eliseo Picado, uses some materials to develop speaking in the class such as Books, sheets of paper, markers, and whiteboard. She uses realia to foment a more creative and active learning environment. According to the findings from the survey administered to students and the implementation of the strategies, students enjoy handling authentic materials as it allows them to interact with the real language and its use makes them enjoy learning.

4.2 Speaking skills

4.2.1 Definition

According to Bailey (2000).” Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.”(As cited by Laksana, 2016). It means that speaking is the process that allow the student communicate in an appropriately way to give a clear message to other people.

It was observed that the teacher speaks in English a little with her students, they can't practice this skill in the classroom because the time is short to do activities stated the English teacher on the interview.

4.2.2 Importance of using visual aids to develop speaking skills

According Canning (N.D) suggested that:” Visual can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues”. (As cited by Gistituati, Refnaldi & Syaifullah, 2019).In other words, the use of visual aids help to express a clarify message and allow to have a meaningful learning in a creative way. It was observed that the teacher uses visual aids in the classroom like a tool important, motivating to students to participate in the different English activities.

4.2.3 Speaking aspect

4.2.3.1 Pronunciation

According to Cook (1996) defined “pronunciation as the production of English sounds.” (As cited by Pourhosein, 2016). In other words the pronunciation is the way how say the words by repetition of sounds that form it, learn to have a correct pronunciation help to improve our communication and overcome the difficulties resulting from the first language.

During the observation in the classroom, it was observed that the teacher practices the pronunciation of the words with the students, this way to correct their mistakes at the moment to speak and so improve in the English speaking skill.

4.2.3.2 Vocabulary

Vocabulary can be defined “As the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do”. (Puakplub, N.D) This means, that the vocabulary are the words that form a language that allow express a particular meaning in a certain context, therefore have a good mastery of vocabulary in students is very important because it help to improve your communication .

In the classroom, the teacher always teaches vocabulary to introduce a new content and the pronunciation of each word.

4.2.3.3 Grammar

According to Harmer (2001) grammar “is the description of how words can change their forms and can be combined into sentences in the language.” (As cited by Anugraheni, 2016).

Alternatively, grammar is the way to organize correctly the words into sentences to form ideas. Therefore, the manner of grammar helps students appropriately express in English.

In the classroom, it was observed that the teacher teaches grammar to students and gives examples about the specific topic; she makes a review and asks them some questions to know elicit their prior knowledge.

4.2.3.4 Fluency

Richads et al. (1992) point” that fluency is the feature which give speech , the qualities of being natural and normal , including native –like use of pausing, rhythm,

intonation , stress rate of speaking and use of interjection and interruptions”. (As cited by Mebarki, 2016). In other hands, speaking fluently is the spontaneous use of language, therefore, we can produce and engage with the language in a fluid and effortless way and we can make our mistakes but, we can communicate our ideas. Avoid what make it sound like unnatural like hesitation miss-use of stress, rhythm.

Students from Eliseo Picado Institute were visited, and it was observed that they don´t practice English because she only uses the native language. For this reason, it is difficult for students to develop fluent English.

4.3 Strategy

4.3.1 Definition

Nickols (2008) refers” to the general plan of action for achieving one´s goals and objectives.” This means that strategy is a set of steps created to achieve specific objectives in a determined area.

During the implementation of speaking strategies, using flashcards, students felt motivated and participated actively in the different activities in the classroom.

4.3.2 Strategies to develop speaking skills

4.3.2.1 Memory games

Ovalle (2001) claimed” that memory games help make the learning process more effective and easier because students acquire meaningful knowledge through them.” (As cited by Martínez, Patiño & Tarazona ,2013).This means that memory game contributes to understanding what do in class because they allow students to remember words more effectively through the visual perception; therefore, they help the acquisition of the English language and motivate to interact and communicate.

The memory game using flashcards applied in the students of the seventh grade at Eliseo Picado Institute (See appendix 5), consisted in sticking on the board

flashcards about prepositions studied previously, next students practice the vocabulary with the teacher help, then the teacher turns over the flashcards to hide the pictures and teacher selects some students to participate and asks what it is? .To finally the teacher invites students to answer.

This activity is considered a creative way of practicing the speaking skill and everything that students have learned about vocabulary and grammar.

4.3.2.2 Roulette

According to Srouju (2018) Says: “the roulette consists of four colors each one contains a question or activities such as (dancing, singing and others. . .) then the participants came and we start the challenge to divide them into two groups randomly”. In other words, the roulette is a game where students participate to learn a specific vocabulary in a dynamic way.

This strategy applied in the classroom of seventh grade “A” from Eliseo Picado Institute was oriented to practice the English speaking skill through of the use of pictures in roulette. (See appendix 6)

. This strategy consisted in make a wheel from cardboard, this wheel was divided in five equals parts, each one represented by a different color in which was collocated a picture about a different preposition of place. For this activity were selecting several students to participate in them, after it each student selected rotate the circle of the roulette, when the roulette is stops with the picture that indicate , the student make a sentence according to the picture using the preposition of place that correspond.

During the implementation of this strategy, it was observed that students were enthusiasm in participate because it is a way of learning by playing; therefore help them practice the speaking skill using the vocabulary learned.

4.3.2.3 Dice game

According Hadfield (2010) Dice game “are familiar game types, where the aim is to able recognize written numbers; drawing; matching, and for language like; face and/or body vocabulary; basic game language”. (As cited by Sibarani ,N.D).This means that Dice game is a game type that involve students in a dynamic class in which them learn master the vocabulary and provide the repeated use of language.

It was observed in the strategy that we applied using Dice game to the students of seventh grade” A” from Eliseo Picado Institute (See appendix 7) that students felt enthusiastic to participate learning vocabulary and put in practice the English speaking skill. This activity consisted in create two cubes of different colors, one of them contain flashcards on each side with the different prepositions of place and the other numbers from one to six, students were separated in two groups to participate and selected through of the Speaker marker game, each pair of students selected took a dice each one then the student who had the dice with the numbers threw it to the ground with the number that corresponded , the other student made one sentence according the preposition that contain the dice with the flashcard and repeated the same action with her/his classmate.

The information presented here has been compiled using the following instruments: Observation guide, Survey to the students and interview to the

Teacher, with students of seventh grade “A” afternoon shift, at Eliseo Picado Institute, Matagalpa during the second term 2020.

Graphic N° 1

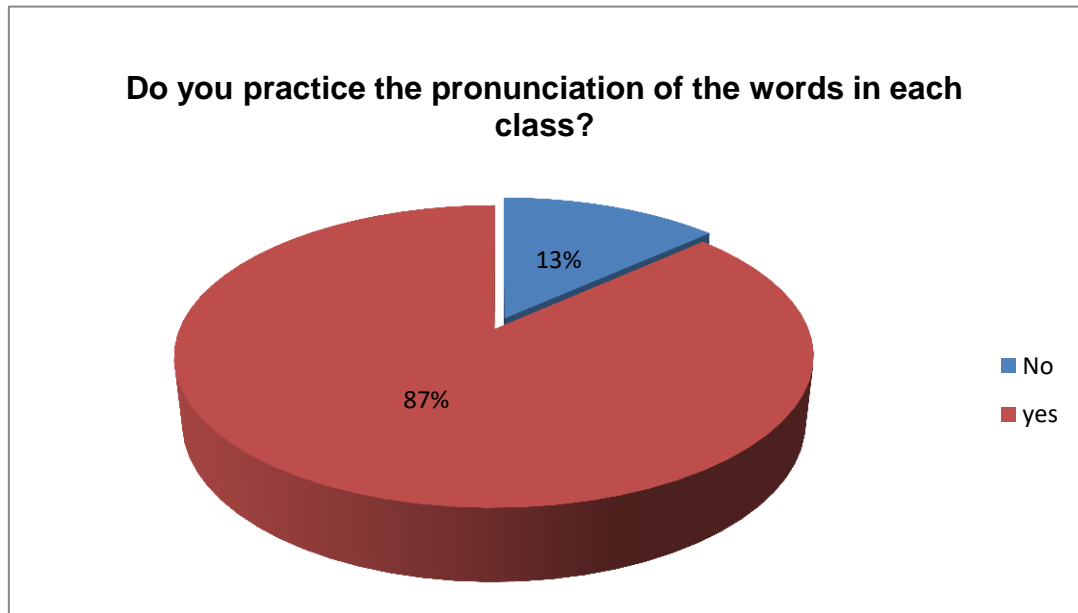


Source: *Survey applied to the Students of the seventh grade “A”.*

According Horwitz, Horwitz and Cope (1986) admitted that individual who feel they are competent in their mother tongue can feel degraded when they are required to speak in their second language. In addition, individuals who learn a foreign language usually believe their self –perception will be under attack in their foreign language learning setting. (As cited by Zhiping & Paramasivam, 2013).

The information in the graphic shows that 8 students (47%) answered on the survey that they don't feel afraid to speak English and 7 students (53%) expressed that they feel afraid to speak English in class. Some of the reasons that they expressed are Afraid to make mistakes, which on the interview to the teacher, she states that there are students who are afraid or embarrassed to speak English in the class since the language is unfamiliar to them.

Graphic N° 2

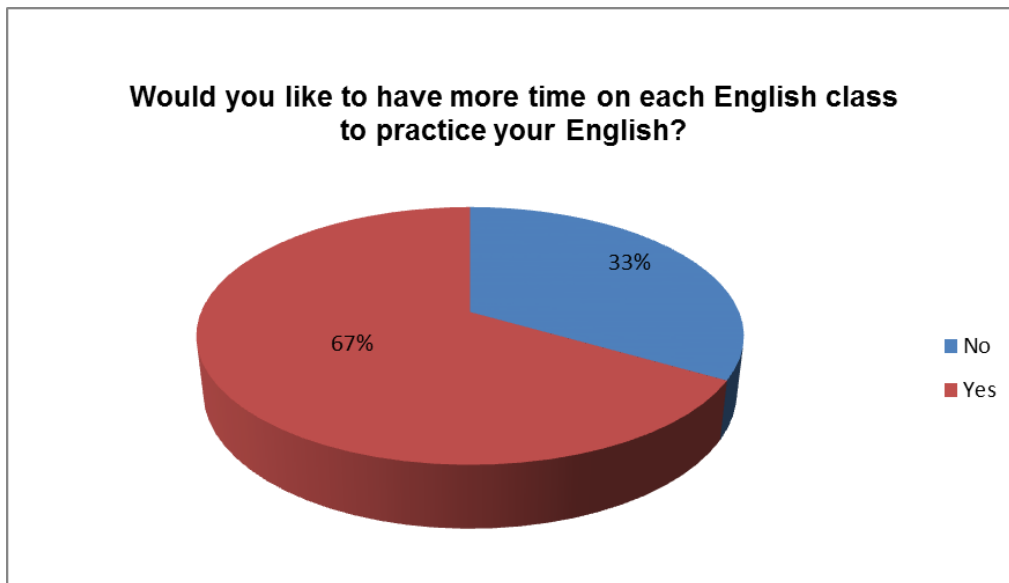


Source: *Survey applied to students of the seventh grade "A"*.

According Dalton & Seidlholfer (1994) States: "Pronunciation is the action of producing sounds of speech to communicate a message". (As cited by Tlazalo & Basurto, 2014)

According to the results found from the survey applied to students in the question; do you practice the pronunciation of the words on each class? 13 students (87%) of the students answered that they practice the pronunciation. This means that the teacher focuses on repeating the pronunciation of each word several times. Based on the classroom observation, students practice the pronunciation of the words with the teacher help and 2 students (13%) expressed that they don't practice pronunciation. This means that they have little interest in learning this language.

Graphic N° 3

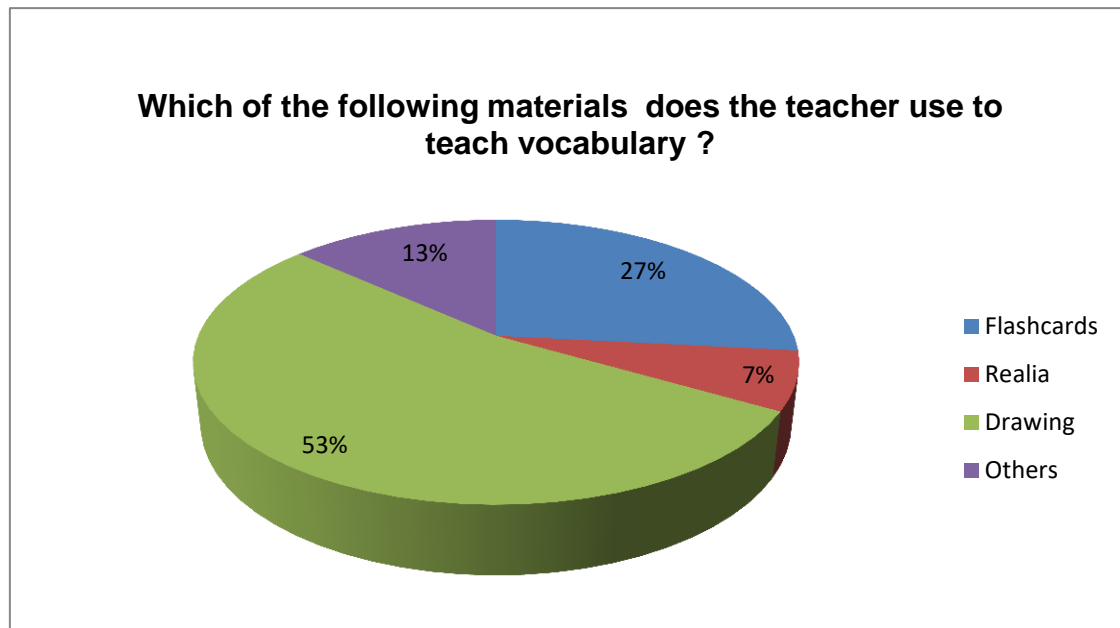


Source: *Survey applied to students of the seventh grade “A*

”.Brown and Yuke (1983) say: “Speaking is the skill that the students will be judged upon most in real life situations.” (As cited by Srinivas, 2019). This means that speaking skill are essential for the students to have a successful communication with other people or in the context where they live, therefore it is important to emphasize the learning of this skill in the classroom.

Here, in the question would you like more time on each English class to practice your English? 10 students (67%) expressed that they would like to have more time in the English class and 5 students (33%) expressed that they wouldn't like to have more time in the English class. In other words, these results obtained from the survey reflect the agreement and disagreement that students have to learn English, therefore on the interview conducted on the teacher, she said that she can't complete her activities in the classroom because the time is short. In addition, it was observed that students need more time to practice the English speaking skill to improve their learning.

Graphic N° 4

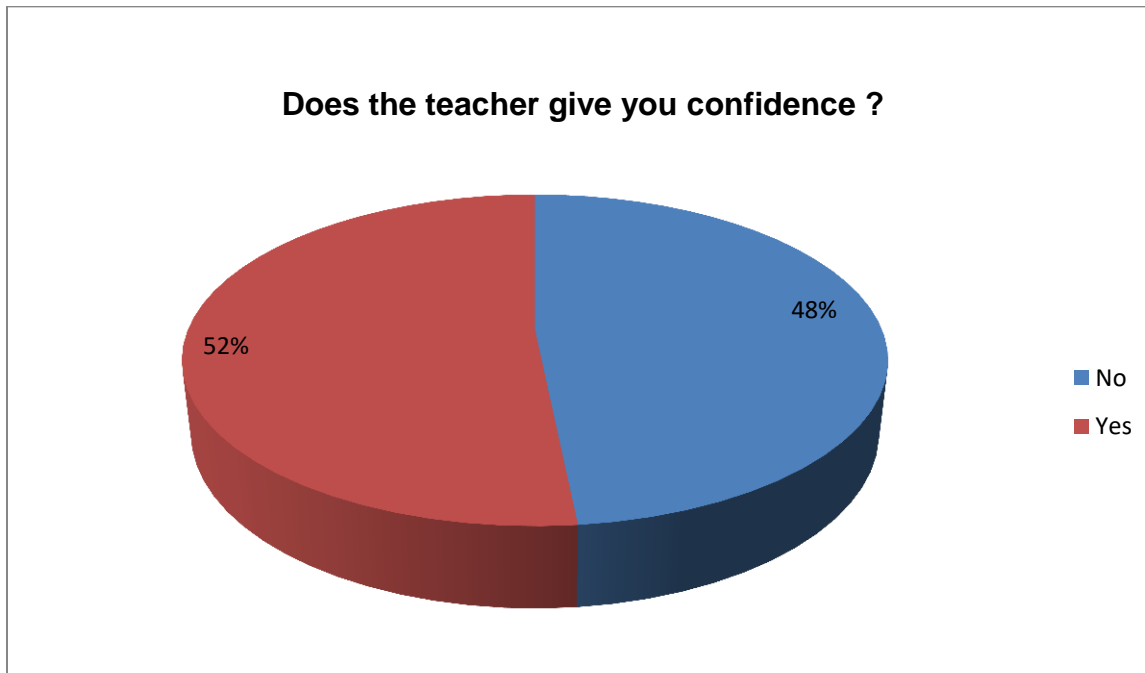


Source: *Survey applied to students of the seventh grade "A".*

"Speaking skills are very important for learners to sustain in this globally competitive world. Therefore, the English teachers have to introduce a variety of techniques in their classrooms by selecting a simple and useful material that creates more interest and attentiveness among the ELLs toward learning-speaking skills."Srinivas (2019). In other words, the use of materials to teach vocabulary is critical because increase the interest in the students to learn English speaking skills and create a meaningful learning in them.

As shown in this graphic, 8 students (53%) express that the material that teacher uses the most is the drawing, 4 of them (27%) opine that the teacher uses flashcards, 1 student (7%) represents the use of realia and 2 students (13%) answered other materials. These results were obtained from the survey, the interview the teacher expressed that she uses drawing, flashcards, drawing and realia to teach vocabulary to students, and it was observed that she introduces the vocabulary to the students using these visual aids and then asked their participation for practicing the pronunciation.

Graphic N° 5

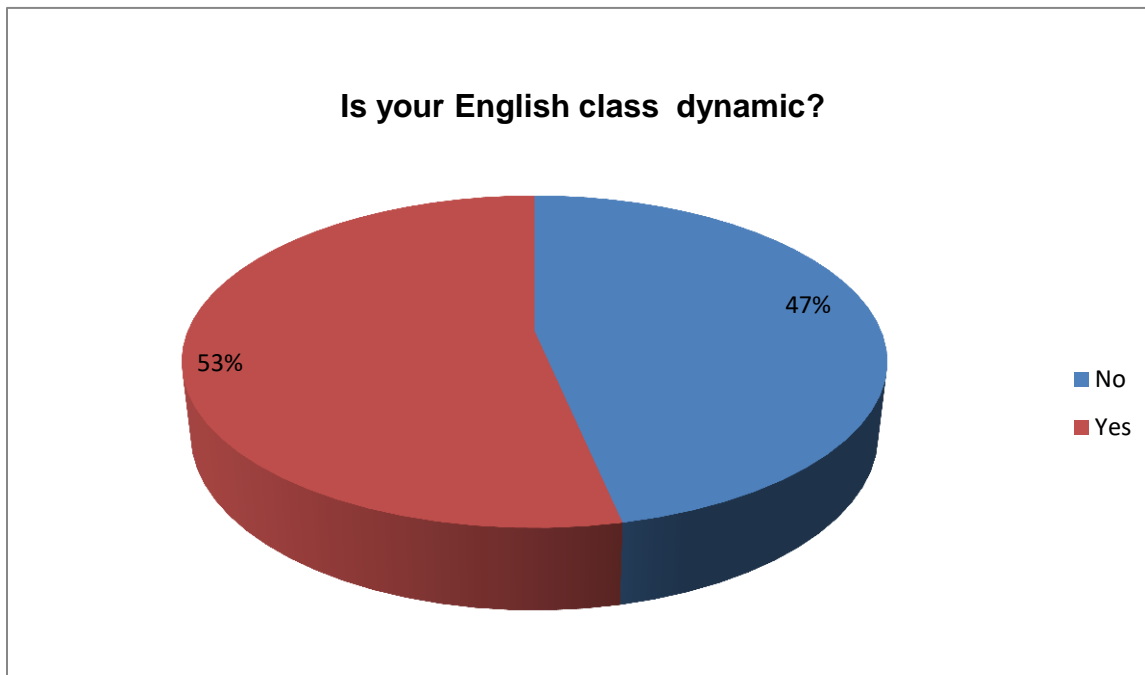


Source: *Survey applied to students of the seventh grade "A".*

"Confidence is considered an influential motivator and regulators of behavior in people's everyday lives." Bandura (1986). It's means that the confidence it is a judgment about capabilities for accomplishing some goal and is the central mediating striving construct of achievement.

In the information collected in the survey given, the question "does the teacher give you confidence?" It shows that 12 students (52%) expressed that the teacher gave them confidence, on the other hand, the teacher made a good job keeping these students motivated in the learning process and the 3 students(48%) answered that the teacher doesn't give much confidence to them.

Graphic N° 6

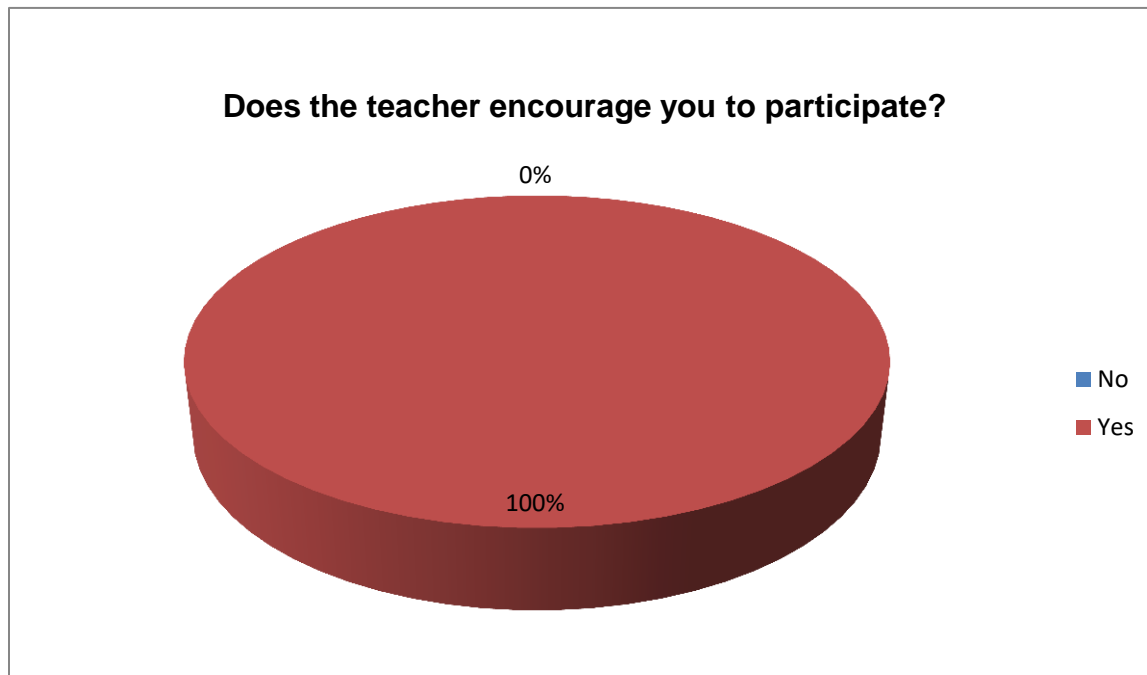


Source: *Survey applied to students of the seventh grade "A".*

Gardner et al. (2004)" agree that language learning in the classroom and in language clubs and activities help increase knowledge, fluency and familiarity with the language" (As cited by Nola, 2011). In addition, the meaning of the dynamic is based on activities that are implemented in the classroom and allow students, increase familiarity with the language.

According to the survey applied to the students, 8 students (53%) answered that the English class is dynamic. It means that the teacher uses creative strategies that allow the student to feel motivated and the class is participative and dynamic; however 7 students (47%) affirmed that the English class isn't dynamic because the teacher only practices the pronunciation and uses grammar.

Graphic N° 7



Source: *Survey applied to students of the seventh grade "A".*

Shore (N.D) "Class participation also is a valuable learning tool for teachers. Through student's questions, you learn what they don't understand, and can adjust your instruction accordingly".

This graphic represents 15 students (100%) said that the teacher encourages them to participate in the different English activities in the classroom, in addition, it was observed that the teacher creates a nice environment where students feel comfortable.

V. CONCLUSIONS

After having completed the research on the implementation of visual aids to develop English speaking skill of students of seventh grade "A", afternoon shift at Eliseo Picado Institute, Matagalpa, second term 2020. Based on the three fundamental objectives and the instruments applied: observation guide, survey and interview, I consider the following:

- 1) The use of games using visual aids such as: Flashcards, Realia and drawing is a strategy to develop English speaking skills.

- 2) The uses of visual aids to develop English speaking skill in the classroom help to increase the motivation and stimulate the participation of the students.

- 3) The implementation of Dice game, Memory game and Roulette using flashcards are useful strategies to develop English speaking skills.

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ANNEXES

Appendix 1

Variables	Dimensions	Indicators
Visual aids	Flashcards	✓ Help to develop communicative skills
		✓ Increase the motivation of students
		➤ Learn and practice vocabulary
		➤ Stimulate the creativity and participation in the classroom
	Drawing	❖ Use of the imagination
		❖ Increase self-confidence in the students.
		❖ Is a way easier to express themselves.
Realia	▪ Useful to learn directly with the object.	
Speaking skills	Pronunciation	✓ Facilitate a good communication
	vocabulary	➤ Increase the knowledge
	Grammar	<ul style="list-style-type: none"> • Help to have a better communication coherent and more logic • Enrich our sentences
	Fluency	▪ Express a sequence of ideas fluently



Appendix 2

Observation guide

The objective: To design strategies using visual aids in developing English speaking skills in students of seventh grade "A" from Eliseo Picado Institute, Matagalpa, the second term 2020.

Observer's names: _____ Date: _____

Criteria	Yes	No	Observation
The teacher performs speaking activities using flashcards in the classroom.			
Students actively participate during the teacher's speaking activities.			
The teacher manages to get the attention of the class group.			
Students use drawing to express their knowledge.			
Students feel fear at the moment to speak.			
The teacher creates a self-confidence classroom environment.			
The teacher uses real objects to teach vocabulary.			
Teacher practice pronunciation with students			
Teacher practice vocabulary with students during class.			

The teacher corrects the grammatical mistakes the students make when speaking.			
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Interview

Appendix 3

General Data:

Level: _____

Full name: _____

School: _____

Date: _____

Dear teacher: This interview is about the implementation of visual aids in developing English speaking skills, with the purpose of designing strategies using visual aids in developing English speaking skills.

Therefore, we need your help in conducting our investigation by answering the following questions:

- 1) Do you use visual aids in teaching-speaking skills in students?
- 2) What types of visual aids do you use?
- 3) What activities do you do in the classroom using visual aids for developing speaking skills?
- 4) In your opinion what is the aptitude of students during the different activities that do you doing?
- 5) How do you motivate your students to participate in the class?
- 6) Do you practice speaking activities to improve speaking skills in the students?
- 7) Do you find problems when you practice speaking activities in the classroom?
What type of problems?
- 8) Do you practice the pronunciation of the word on each class?



Survey

Dear students this survey is to get information about the implementation of visual aids in developing English speaking skills with the purpose of design strategies using visual aids in developing English speaking skills.

1) Do you practice the pronunciation of the words on each class?

A) Yes, I do

B) No, I don't

2) Are you afraid speak English in class? Why?

A) Yes

B) No

3) Would you like to have more time on each English class to practice your English?

A) Yes

B) No

4) Which of the following materials uses the teacher to teach vocabulary?

A) Flashcard B) Drawing

C) Realia

D) Others

5) Does the teacher give you confidence?

A) Yes

B) No

6) Are your English classes dynamic?

A) Yes

B) No

7) Does the teacher encourage you to participate?

A) Yes

B) No

Appendix N° 5



Students of seventh grade A at Eliseo Picado National Institute participating in Memory game



Students of seventh grade A at Eliseo Picado National Institute participating in Roulette game

Appendix N° 7



Students of seventh grade A at Eliseo Picado National Institute participating in Dice game

