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FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

SEMINAR RESEARCH

TOPIC

Analysis of the effects of lack of use of visual aids on the English learning process with

9th grade students of Instituto Publico Miguel Bonilla, during the first semester of 2015.

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DEDICATORY

Firstly our dedicatory is to God that every time and all moment has present, our family and friends that of any form always encouraged and supported, we will always appreciate all what they have done for us.

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Abstract

Visual aid is important resources in the methodological strategies in second language acquisition as is English language. These resources such as whiteboard, posters, images, drawings, photos, murals, handouts, text of books, overhead, projector and flash cards facilitate and make better the comprehension of the topic and lead to learners to build their own concepts. It is important to remember that the learners are exposed to experience outside of the classroom which is connected with sound, colours and images. Also it is the job of the teacher to facilitate the process of learning by mean of the use of visual material .the target of this research are young learners in secondary school at 9th grade of el instituto publico Miguel Bonilla and they were observed six time during the English class .the participant are 37 within the ages range of 14 and 15 males and females. They were chosen using non probabilistic sampling. The instrument included observation, survey, and interview. The purpose of this research is that visuals media are used more frequently for teaching English language since these resources provide more easily to new knowledge and catch the attention of learners promoting a meaningful learning.

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I. Introduction

This research is analysis of the effects of lack of use of visual Aids to student in the teaching learning process of English Language at Institute Public Miguel Bonilla in the 9th grade during the first semester of 2015.

The visual aids are part of teaching process of any subject overall in education. What was the inspiration for make this research. So it's is vital to use didactic material like visual resources such as whiteboard, posters, text books, flash card, pictures, murals, handouts, photograph and realia.

An important point is, the lack of methodological strategies that the teacher has to implement the visual aids. For instance, if the teacher has certain weakness about the good knowledge of method, techniques procedures and process that involve the teaching learning process, the learning will not be effective. This situation cause a low level of learning and limited the know ledge and there is less comprehension of the topic.

Other point is the absence of visual aid during the English class. Well, sometimes the images show details which it hard to describe. So the visual materials capture the attention and stimulate the thinking, the imagination and curiosity to know more and promote the active participation of the students.

In addition, it was decided to apply some instrument like interview, survey and observation data for knowing about the relevance that visual aids have in the teaching process, so the students sometimes show less interesting English class when there is shortage of the visual resources which help to clarify doubts about the topic.

In conclusion, it is assumed that the visual aids are essential tools to develop a class plan and en rich the academic lives of the students, creating new environment of classes where

the learners could have a better perform using the acquired knowledge. On the other hand, it is considered to give some suggestions which could contribute to strengthening the usage of visual aids thus, it would make better the teaching learning process of the English language at the institute Public Miguel Bonilla.

II.   PROBLEM BACKGROUND

This research is focused on the study of the lack of use of the visual aids affects to students the teaching-learning process of English language at Instituto Publico Miguel Bonilla in the 9th grade during the first semester of 2015. During the observation conducted in the development of classes; it is found that many of these students have difficulties to understand instruction in English given by the teacher, and they do not communicate in target language. Moreover, the teacher is not the facilitator and the teacher does not keep the control of the class either.

It is observed that many of the students do not show interest in the learning because the teacher does not have many didactic materials that catch the attention of students and the teacher just uses whiteboard and draws images to explain a specific topic; therefore, the learners talk all the time during the class and they do not participate during the activities planned by the teacher because sometimes there is any visual aids to encourage them. Consequently the purpose is not achieved in the development of the plan in the class.

According to the information collected through instruments applied (survey, interview and observation) it is claimed that the absence of the use of the visual aids in the English class affect student in the teaching learning process of English Language.

III.   PREVIOUS STUDIES

Thesis

This thesis has the title of the effect of teaching material on the development of vocabulary in students from 5th grade at´´ El Faro´´ during the first semester of 2013 , the author's names of the thesis were Karen Silva Bravo and Jennifer Zavala Carrillo and its responsory was Alber Francisco Sanchez Alvarado from la Universidad Nacional Autonoma de Nicaragua (UNAN-Managua) with the research theme of The effect of teaching materials on the development of vocabulary in students from 5th grade at ´´El Faro´´during the first semester of 2013.

The main objective of the thesis was to analyze the effect of the teaching material used by the English teachers to develop students 'vocabulary ,the population involved were 11 students ,there were 8 males and 3 females between ages from 9 to 10 years old. The researchers took a random sample of 8 students: 5 boys and 3 girls .the type of   research was experimental because the results were obtained from students through the following instruments: the observation' guide for the teachers was useful to gather information regarding to activities, approaches, and teaching materials used by the teacher in terms of teaching vocabulary, the survey to students, and the interview to the teacher. This thesis concluded that teaching materials were used in the period of class by the teacher with a significant frequency of one to ten new words per class and reflects that the teacher identifies, uses, and recognizes the importance of the teaching materials on the vocabulary development, so, the effects of the use of teaching material have a good outcome in students from at El Faro school.

This thesis was useful since encourages us to research in other aspects that need to be reinforced to achieve a better teaching learning process on English subject also, there is few

studies focused on the use of visual materials in English department. Therefore, we decide to start a study in English language class in a local school to evaluate techniques, methods for teaching in the classroom.

IV.   JUSTIFICATION

This research is focused on assisting the English teacher at Instituto Publico Miguel Bonilla, to improve the quality of English Education, through providing current information about new methodological strategies in order to increase the use of the varied visual aids for explain any topic, because these resources will strengthen the student's motivation, so many of students of Instituto publico Miguel Bonilla show many difficulties to learn vocabulary what is was found during some observations conducted in English lesson , for that   reason, they must be exposed to an effective and appropriate classroom environment in which visual materials will help the teacher to reach the goal stablished in the lesson plan.

Moreover, this research aims to use visual material more frequently for teaching English class since the visual aids help to pupils learn by seeing, they have the opportunity to associate the images with the new word or concept that they are learning. Additionally, through visual resource encourage to pupils to infer about any issue using the vocabulary appropriated without hesitate, the pupils can feel more confidence and learners to enrich their knowledge and develop abilities to communicate and the retention level is increased. Furthermore, the lack of use of visuals and methodological strategies for teaching English affect to students to acquire as a foreign and second language as is English language.

Besides, this research aims to guide the English teacher at Instituto Publico Miguel Bonilla to elaborate her own visual aids since the research will offer advises in order to overcome the obstacles that the teacher faces due to the shortage of visual aids.

V.   RESEARCH QUESTION

5.1 What are the effects that the lack of use of visual aids produce in the teaching learning process?

5.2 What visual aids does the instructor use during the Teaching Learning Process, and how frequently?

5.3 Do the visual aids used by the teacher make the learning process easier?

5.4 How does the teacher overcome the shortage of visual resources?

5.5 What type of techniques does the teacher implement to teach the English language skills using the visual aids?

5.6 Is the teacher working with a particular textbook during the lessons?

5.7 What visual aids is necessary to contribute to the improvement of learning at Instituto Publico Miguel Bonilla?

5.8 What is the effectiveness of the visual aids in the teaching learning process?

5.9 What is the impact of the methodological strategies used by the teacher?

VI. OBJECTIVES

6.1 GENERAL OBJECTIVE

To analyze the impact of the lack of use of visual aids in the English language learning process at Instituto Publico Miguel Bonilla in the 9th grade during the first semester of 2015.

6.2 SPECIFIC OBJECTIVES

To determine the methodological strategies that the teacher implements in the English class

To describe the visual aids used during the English language teaching process.

To determine the effectiveness of the visual aids implemented by the teacher in the English classroom

To examine the impact of the methodological strategies used by the teacher

VII.   RESEARCH MATRIX

Specific objectives	Variables	Indicators	Sources	Techniques for Gathering Data
To determine the methodological strategies that the teacher implements in the English class	Methodological strategies that the teacher implements in the English class	Explanation of the topic. Description of pictures	Teacher	Observations Surveys Interview
To describe visual aids used during the English language teaching process	Visual aids used during the English language teaching process	1.Whiteboard 2. posters 3.Flash Cards 4.Pictures 5.Photographs 6.Realia 7. Text books 8.Overhead projector 9. Handout	Teacher Students	Interview Surveys Observations
To determine the effectiveness of the visual aids implemented by the teacher in the English classroom	Effectiveness of the visual aids implemented by the teacher in the English classroom	Effectiveness of the visual aid More retention of information Easiness to understand a topic More credibility in the information	Students Teacher	Observations Surveys Interview
To examine the impact of the methodological strategies used by the teacher	Impact of the methodological strategies used by the teacher	Through: Questions, quizzes, test.	Students Teacher	Observations Surveys Interview

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HYPOTHESIS

The use of the visual aids are going to help the learning process of English language to students and reduce the effects of the lack of use this materials in the English class at Instituto Publico Miguel Bonilla in the 9th grade during the first semester of 2015.

IX.THEORETICAL FRAMEWORK

9.1 Visual aids background.

9.2 Definition of the visual aids.

9.3 Classification of the visual aids.

9.4 Techniques to the implementation of the visual aid.

9.5 Advantages of the visual aid.

9.6 Disadvantages of the visual aid.

9.7 Functions of visual aid in the English language skills

9.8 Teaching Learning Process.

9.9 English Teaching methods

9.1 Visual Aids background.

The term 'visual education' was used as early as 1926 by Nelson I green. Eric Asliby (1967) identified four revolutions in education: education from home to school, written words as tool of education, invention of printing and use of books and lastly the fourth revolution in the use of electronic media, i.e. Radio, television, tape recorder and computer in education. Visual aids help the student and the teacher to clarify, establish, correlate and coordinate precise concepts added to the teaching learning process.

A Dutch humanist, theologian and writer Desiderious Erasmus (1466-1536) discouraged memorization as techniques of learning and advocated that children should learn through the aid of pictures or other visuals.

Visual media promoting active participation, raises the interest in a topic, develop creativity allowing the student is exercised in the use of materials and implementation of the same provide to student greater dominance in the classroom, where the teacher must influence and encourage the use of these materials that are of greater importance in the learning.

Rousseau (1712-1778) and other educators stressed the need of pictures and other play materials. Rousseau condemned the use of words by teacher and he stressed 'things'. He pleaded that the teaching process must be directed to the learner's natural curiosity.

The images give detail about what is the new concept without the need to express a lot words, using mages according the reality of context, creating a natural environment.

9.2 Definition of Visual aids.

Visual aids are any instructional device that can be seen. They are also defined as training or educational materials directed at sense of sight. Visuals resources help people to understand, learn, or remember information.

The Visual resources (or images) are a great tool to view, understand and comprehend the process of learning. The visuals do not disappear into thin air not forgotten as spoken words or gestures. These aids allow memorization and understanding in learning, increase confidence and self-esteem. Visual aids should be used in conjunction with other forms of communication such as speech, listening and writing.

9.3 Classification of Visual Aids.

According to Dike (1993) "once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent". With this assertion we have to keep in mind that these materials should always be used in the teaching learning process in order to get successful results since it has already been proved.

The visuals have been considered for some time as an important educational resource, since most of the information that people receive is through the sense of sight and hearing. The main reason for the use of visual aid in the learning is that outcome motivating, sensitize, and stimulate student interest to a particular topic, so that these media make instruction completing verbal explanations given by teachers. So the formation of the teaching staff in the use of resources in the classroom is essential.

Dharshini (2012) explained the general way of classifying visual materials is in two types: not requiring projection and requiring projection.

Not requiring projection:

1. Whiteboard

2. Picture Flash Cards

3. Word Flash Cards

4. Text books

5. Posters

6. Pictures

7. Photographs

8. Realia

9. Handout

Requiring projection:

1. Overhead Projector

9.4 Techniques to the implementation of visual aids.

A systematic procedure, formula, or routine by which a task is accomplished. Visual aids can be a very powerful tool to enhance the impact of your presentations. Words and images presented in different formats can appeal directly to your audience's imagination, adding power to your spoken words.

There are some techniques to apply appropriately the most common visual aids, if the instructor does not follow the techniques adequately the objectives will not be accomplished.

Whiteboard

Whiteboards are found in most classrooms. It is one of the most helpful visual aids. This kind of board is a convenient and effective visual aid, it helps students in their note-taking. When teachers use this resource, they should write clearly and legibly in a straight line, and give students time to copy. It is important to talk while the teacher is writing down on the whiteboard to call the student attention. Besides, it is necessary to space the amount of content, instructors should not crowd the white board.

Teachers should use the whiteboard to list items, the important points of their lessons or to draw charts or illustrations for the class. Copying lengthy outlines or list of subject matter is a waste of time to instructor and student. A helpful tip is to use colored markers for emphasis and to focus attention.

Picture Flash Cards

They are normally used by the teacher in oral work for cueing responses to questions or in more open communicative work for stimulating conversation, story- telling, etc. The normal picture card has a picture on one side only. However, both sides can be used and the card can be folded or cut in various ways with particular teaching purposes in mind.

The cards can be shown to the whole class or to a single student which allows the teacher to control who receives the information on them. Because the cards are held and can be presented at speed or in a leisurely manner, the teacher can control the pace, variety and interest of the lesson. The teacher can show one or two cards at any one time by hand.

Word Flash Card

They are principally, though not exclusively, used in the teaching of reading and writing. A number of cards can be displayed at the same time: by asking several students to hold them, by sticking them to the board, by clipping them to a wire, by propping them on a shelf, by using a sentence maker.

The cards can be prepared by the teacher and/or students and may be handled and then stuck on different surfaces with an adhesive plastic, sticky tape, pins, etc.

A flash card may be prepared be prepared by writing or printing the contents on a plain sheet of paper or card. Ordinary wrapping paper, light colored construction paper, discarded signs, or sections of a cardboard box make good flash cards.

Lettering may be applied to the flash card by 1) written or script form,2) free hand printing, 3) commercial printer, 4) stencils, 5)stencils cut-outs,6) cut-out letters, and 7) rubber stamp sets. Unless a large number of similar flash cards are required, commercial printing may be too expensive. However, the other methods will serve the same purpose, and with a little care teachers can prepare excellent flash cards.

Text books

Aelius Donatus. (310 AD- 363 AD) Early textbooks were used by tutors and teachers, who used the books as instructional aids (e.g., alphabet books), as well as individuals who taught themselves.

Textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner.

A workbook is a type of textbook that has only practice questions and exercises. Workbooks are designed not to teach but to provide practice and to highlight areas which need more learning. A revision guide is a type of textbook that is used to remind the learner about the subject and give him/her extra practice, especially before an examination.

A textbook is usually lent to students by a school to accompany a course the school is teaching. Sometimes, especially at university, students have to buy the textbooks they need themselves or borrow them from a library.

Posters

A poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text.

1. Posters are designed to be both eye-catching and informative.

2. Posters may be used for many purposes.

3. They are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message.

4. Posters are also used for reproductions of artwork, particularly famous works.

5. Poster are generally low-cost compared to original artwork.

The modern poster, as we know it, however, dates back to the 1840s and 1850s when the printing industry perfected colour lithography and made mass production possible."

Pictures

Tall & Vinner (1981). They define a concept image as such:

"We shall use the term *concept image* to describe the total cognitive structure that is associated with the concept, which includes all the mental pictures and associated properties and processes. It is built up over the years through experiences of all kinds, changing as the individual meets new stimuli and matures."

Picture an individual painting, growing, or other representation on a surface, of an object or objects; esp. such a representation as a work of art.

Photographs

photography is a form of photography that uses cameras containing arrays of electronic photo detectors to capture images focused by a lens, as opposed to an exposure on photographic film. The captured images are digitized and stored as a file ready for further digital processing, viewing, digital publishing or printing.

Until the advent of such technology, photographs were made by exposing light sensitive photographic film and paper, which were processed in liquid chemical solutions to develop and stabilize the image.

1. Digital photographs are typically created solely by and computer-based photoelectric and mechanical techniques, without wet bath chemical processing.

2. Digital photography is one of several forms of digital imaging.

3. Digital images are also created by non-photographic equipment such as computer tomography scanners and radio telescopes.

4. Digital images can also be made by scanning other printed photographic images or negatives.

Realia

Realia has the benefit of really grabbing student's attention, and prompting them to speak. The use of realia is only limited by your imagination and possibly practicality too.

1. Using realia stimulates the mind, and makes the vocabulary more memorable than a picture would.

2. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as simply holding up the object with a raised eyebrow.

3. Realia can also be used to demonstrate grammatical structures.

4. Use realia for counting objects, for demonstrating the difference between them.

5. Using realia to learn vocabulary or grammar. Realia is suited to role-plays and immediately bring realism into the role-play.

Handout

Handouts are incredibly useful, given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

9.5 Advantages of the visual aids

Visual Aids need to be carefully selected or prepared to guarantee the class will be relevant and interesting.

- Visual aids are useful to add, maintain and stimulate interest.

- They can save time "a picture is worth a thousand words"

- They can clarify and clear up problems of ambiguity.

- They can reinforce the concepts you are trying to communicate in words.

- They can aid the students to memorize.

- The material helps the teacher or the instructor to present the lessons clearly and effectively and this catches the attention of the pupils.

- Visual materials guide learners to learn well and it reduces the stress involved in the process of teaching and learning.

- Visual aids in the classroom enhance teaching methods and improve student's comprehension.

- Visual materials help the teacher to overcome physical difficulties of presenting subject matter.

- Visual materials are rich opportunities for students to develop communication skills.

9.6 Disadvantages of the visual aids.

The main disadvantage of incorporating teaching aids into the classroom relate to storage and expense. Some visuals can be expensive, so they have to be stored in a way that avoids damage. Equipment will require regular servicing to minimize breakdowns.

Other disadvantages are financial hurdles, lack of facilities for training, absence of electricity. Visual aids can be effective at enhancing a presentation and helping the audience to understand the key points of the presentation. However, if visual aids do not help to get the message or are too confusing, they may actually detract from the presentation and hinder understanding.

It is helpful to avoid overwhelming text and graphics as they will distract from the main topics and points of the presentation. It is important to keep the amount of information on each slide to a minimum and use only what is necessary to convey the key point of the visual aid or slide.

9.7Functions of visual aids in the English language skills.

The significance of visual aids in the English teaching learning process is stated in the book by (Wright, Visual materials for the language teacher, 1986), the author explains the purpose of the visual aids in each language skill:

- **Listening**

1. To motivate the learner to want to find out more by listening.

2. To make the students feel that what they are listening to relates to real people, and a real way of life.

3. To provide the student with a clue to the meaning of detail.

4. To supply learners with a clue to the meaning of gist.

5. To offer students with materials by which they can indicate non-verbally that they have understood.

6. To provide the learners with a graphic analysis of the sound features of the spoken language, for example by diagrams of intonation patterns.

- **Speaking**

1. To motivate the student to want to speak.

2. To create a context within which his speech will have meaning.

3. To provide the student with information to use in speech, including objects, actions, events and relationships.

4. To give the students non-verbal cues for manipulation work.

5. To provide non-verbal prompts to dialogue reproduction or to dialogue invention.

- **Reading**

1. To motivate the student to want to read.

2. To make the learner feel that what he is reading and the way he is reading it relate to the way in which written text is used in real life.

3. To provide a clue to the meaning of detail, either introducing him to the meaning for the first time or reminding him of it.

4. To provide a clue to the gist of the passage or text, either introducing it to him for the first time or reminding him of a theme previously met.

5. To give extra information over and above that given in the text, perhaps to make the general experience more interesting by compensating for the limitations of the language.

6. To provide him with material by which he may indicate non-verbally that he has understood.

7. To provide him with a symbolic analysis of the relation between written language and spoken sounds.

- **Writing**

1. To create a context within which his writing text will have meaning.

2. To provide the student with information to refer to, including objects, actions, events and relationships.

3. To provide non-verbal cues for manipulation practice.

4. To provide non-verbal prompts to written composition.

9.8 Teaching Learning Process

a) Teaching

According to Brown (2007: 7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. The term of teaching is the same as the instruction. Teaching has a sense of how to teacher to instruct. Thus teaching is defined as the act of learning (by learners or student) and instruction (by teachers).

It is deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan.

b) Learning

According to kimble and Garmezy (in Brown, 2007: 7), learning is a relatively permanent Change in a behavioral tendency and is the result of reinforce practice. The definition of learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.

It can be defined as the relatively permanent change in an individual's behavior (knowledge, skill and attitude) that can occur at any time or place as a result of consciously.

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants and some machines. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge.

c) Concept of Strategy

While to McKeown (2011) argues that "strategy is about shaping the future" and it is the human attempt to get to "desirable ends with available means".

It is a high level plan to achieve one or more goals under conditions of uncertainty. Strategy is important because the resources available to achieve these goals are usually limited.

Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

d) Methodological Strategies

According to Brandt (1998) defines as "the methodological strategies, techniques andragogical learning and learning resources prior learning capabilities of potential participants, and limitations of each. This mean Methodological Strategies for teacher are integrated procedures and resources used by the trainer in other to develop student's skills for acquisition, interpretation and information processing sequences; and using these in the generation of the new knowledge, its application in the various areas in which daily life, thus promoting significant learning play.

Methodological strategies refer to the structure, system, methods, techniques, procedures, and processes that the teacher uses during the instruction. These are strategies that the teacher apply in other to assist students' learning. The use of creative methodological strategies promotes students' speaking skills when they have friendly competition with each other, so each students will participate in the classroom.

e) Concept of Method

Adamu (2008) it is be can defined Method as a procedure by which a goal is reached, a purpose accomplished or a result achieve. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupil/ students. The method as concrete attitude in relation with objective, concrete way on focus and organize the investigation, general sense of logical process

Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

A method typically involves a set of actions that can be followed in a given situation. A strategy involves a plan for how to solve a problem. While methods tend to be fairly constant, strategy can be updated depending on the circumstances or the actions of others.

9.9 English teaching methods

a. The total physical response

James Asher (1970-1980) Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

According to Harold and Dorothy Palmer (1925) Total Physical Response is linked to the "trace theory " of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

b. The direct method

According Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has

sometimes been referred to as the `Michigan Method' later in its development, principles from behavioral psychology.

This method is also called the natural method; this method was developed in France and Germany in the very beginning of 19th century. The aim of the natural method is to teach pupils in a similar way they acquire their first language. The natural method merges as a response to the shortfalls of the grammar translation method whose function is to teach and translate vocabulary from the mother tongue of the student. So, the grammar translation method uses most written language, while the natural method places emphasis on both listening and speaking. The great advantage of the direct method is that actually it teaches the language and does not teach about the language and it is better for learners having a need of real communication in the target language. The major disadvantage is that it works on the assumption that the language two is acquired in the same way as the one and second language acquisition is different from the first. Another problem of the direct method was that public school seemed reluctant to integrate it as a method to teach a foreign language.

c. Communicative language teaching

According Widdowson (1990) Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

It is an approach of the teaching languages that is emphasized in interaction as both means and goal of learning a language. Although, it had a great number of criticisms, it continues being popular in Europe, where constructivist instructor in language learning and education in general dominate academic discourse. Task based language learning (TBLL) is a

further refinement of communicative language teaching approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

d. **Suggestopedia language teaching**

According to Lozanov (2011) reserves the title strictly for his own method, and he has his own training and certification facilities. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods.

Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc.

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. It is now applied in several other fields, and its central ideas inspired the development of my own Brain ware workshops. Another revolutionary language teacher who developed his own distinctive methods was the late Michel Thomas, his numerous famous clients including: Woody Allen, Bob Dylan and Eddie Izzard.

Suggestopedia adopts a carefully structured approach, using four main stages as follows:

- Presentation

  A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.

- First Concert - "Active Concert"

  This involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.

- Second Concert - "Passive Review"

  The students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material.

  - Practice

the use of a range of games, puzzles, etc. to review and consolidate the learning.

X.METHODOLOGYCAL DESIGN

To carry out this research process, it was necessary to follow some steps and put into practice various strategies to get reliable information. The first step was to narrow the topic through brainstorming; secondly, the problem was outlined, then it was divided in sub problems; thirdly, the general objective and specifies objectives were developed taking into account the research problem. Then it was started to research information about problem. Also the instruments like Observation guide, Survey, and interview were designed according to the needs of the problem. The instruments were applied to the population who were the English teacher and pupils of Instituto Publico Miguel Bonilla.

Through the survey it was obtained the following information about how the lack of the use of visual aid affect students to understand the English instructions; for instance, the interesting part of the information was the English class lacked visual aids.

Through the interview it was obtained the following information about how the lack of the use of visual aids affects students to understand the English instruction; weakness of the teacher in the use of visual aids in the English class, the effort that the teacher made for teaching English language with few visual aids. Finally, it was made some recommendation and conclusion about the research.

From this Observation guide it has got the following:

❖ It was found that the teacher just used the same strategy; she drew in the whiteboard to explain the topic.

❖ Besides the teacher asked and explained earlier to students the topic to begin the class.

From this survey it has obtained the following:

❖ The answers are represented by chart.

❖ The main answers are detailed for a better understanding of them in Spanish.

❖ There is a better knowledge about the real problem that the students have with lack of visual aids.

❖ It has provided some recommendation for the teacher as well as for the students.

From this interview it has got the following:

❖ There is a better comprehension of the strength and weakness that the teacher has in the teaching process.

❖ It has provided some advices to the teacher for improve the learning process with the use of visual aids.

10.1 Sociological Approach

According to Hernández Sampieri (2003, p.4) the quantitative method: It is based on collecting numeric data making usage of numeric measure and statistic analyze the measurement, suggest conclusions. Besides it is taken place observation and evaluation about the phenomena for confirm the hypothesis. In this research it was develop different technics such as interview, survey and observation guide for collect data about the population which has been studied and analyzed.

10.2 Type of Research

This research is descriptive since it was designed to describe events that were discovered during the process through instruments which explained the objectives and necessary information to validate findings. First, this research was qualitative by phenomenology and understanding, subjective, exploratory, inductive and descriptive but then the process based on probability, strict induction, inference beyond the data, result oriented and solid, repeatable data, performing formula, graphics and percentages as the population became quantitative research.

Additionally, it was collected the information and the answers were shown by mean of charts and statistics analysis and was analyzed making use of quantitative method because it were read deeply the information according to the indicator and variables.

10.3Technique for Gathering Information

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ENGLISH LANGUAGE DEPARTMENT

Title: Analysis of the effects of lack of use of visual Aids in the English learning process with

9th grade students of Instituto Público Miguel Bonilla, during the first semester of 2015.

SURVEY

School:		
Age:	Gender:	Date:
Subject	Level:	

With this survey is intend to know the effect of the use of visual media that the teacher use in

the learning process of English language

Dear student we ask for your cooperation in this survey and their answers will be very helpful

for achieving the objectives of this study.

1. Do you like the English class?

    Yes [ ]

    Not [ ]

2. What are the visual aids used for teaching in the English class? You can check more than one option.

a)   Whiteboard ☐

b)   Posters ☐

c)   Pictures ☐

d)   Photographs ☐

e)   handouts ☐

f)   Overhead project ☐

g)   Realia ☐

h)   Textbooks ☐

i)   Handout ☐

3. From the above visual materials which are the most useful and important for your learning English? You can check more than one option.

a)   Whiteboard ☐

b)   Posters ☐

c)   Pictures ☐

d)   Photographs ☐

e)   Handout ☐

35

f) Overhead ☐

g) Realia ☐

h) Worksheet ☐

4. What kind of activities the teacher used to introduce a new topic?

   a) Drama [ ]

   b) Dialogs [ ]

   c) Games [ ]

   d) Questions [ ]

   e) Reading [ ]

5. How would you rate the English class?

   a) Interesting [ ]

   b) Funny [ ]

   c) Dynamic [ ]

   d) Entertaining [ ]

   e) Monotonous [ ]

- **To what extent do you agree or disagree with the following statements:**

6. The English class is hard to understand?

   Strongly Disagree [ ]

   In disagreement [ ]

Agree   [ ]

Totally agree   [ ]

7. The English teacher uses different strategies to explain the issues during English class.

    Strongly Disagree   [ ]

    In disagreement   [ ]

    Agree   [ ]

    Totally agree   [ ]

8. Visual aids make the English class understandable.

    Strongly Disagree   [ ]

    In disagreement   [ ]

     Agree   [ ]

    Totally agree   [ ]

9. The visuals aids are important to improve the English language.

    Not important   [ ]

    In certain way important   [ ]

     Important   [ ]

    Very important   [ ]

10. The activities develop for the teacher of English class will motivate you to learn much from this language.

    Strongly Disagree   [ ]

    In disagreement   [ ]

    Agree   [ ]

    Totally agree   [ ]

11. During this semester you have learned enough language of English.

    Strongly Disagree   [ ]

    In disagreement   [ ]

    Agree   [ ]

    Totally agree   [ ]

12. How often does your teacher use other kind of visual aids?

    Very often   [ ]

    Seldom   [ ]

    Sometimes   [ ]

    Never   [ ]

Name of Instrument: Survey

Objective: To know the effect of the use of visual media that the teacher use in the learning process of English language.

This survey was applied to eighteen students with nine girls and nine boys; it was included closed and open questions. This survey was apply in thirty minutes during the class and the instrument was realize in a day.

According to (Arbnor and Bjerke 1997: 3)

The term *method* can be understood to relate principally to the tools of data collection or analysis: techniques such as questionnaires and interviews. *Methodology* has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research. Thus, an interview that is conducted within, say, a qualitative approach or paradigm will have a different underlying purpose and produce broadly different data from an interview conducted within a quantitative paradigm.

Interview

Topic:

Analysis of the effects of lack of use of visual Aids in the English learning process with 9th grade students of Instituto Público Miguel Bonilla, during the first semester of 2015.

Purpose of this interview is to verify the Methodological strategies that the teacher is implementing in the lesson plan to teach to students in the English class through visual aids.

Please read and complete the following information.

This interview is part of our research about the lack of the visual aid that affects to students in the teaching learning process of English Language.

Your response will be important information of this research

Personal Information

School Name: _____

Gender: F_____ M_____   Age: _____ Graduate: Yes_____ No_____

Labor Experience:

Time to teach English: _____ other places before: _____

Level to teach: Preschool_____ Elementary_____ High School_____ University_____

Other places where worked before: _____

Think about teaching

1. Have you attended courses that support the use of visual aids in the English teaching language?

2. What are the visual media that you are using during English class?

3. What textbooks do you use to develop the contents of the English language?

4. Are you working with illustrated books for the teaching English?

5. Do you think the use of visual media helps students to have a better understanding of the English class?

6. What methodology do you apply to use visual media in the classroom?

7. What is the visual aids that you use more often for teaching English?

8. Is the school supporting teachers with visual media?

9. How do you cope with the shortage of visual aids?

10. How has the internet benefited to improve your teaching strategies?

Name of Instrument: Interview

Objective: To verify the Methodological strategies that the teacher is implementing in the lesson plan to teach to students in the English class through visual aisd.   This interview was applied to the teacher and it was included open questions and personal information. This interview was applied once and it lasted twenty minutes at the end of the class; this instrument was done in a day and, it was taken into a count the needs of students and the experience to the teacher to validate this research.

According to (Arbnor and Bjerke 1997: 3)

The term *method* can be understood to relate principally to the tools of data collection or analysis: techniques such as questionnaires and interviews. *Methodology* has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research. Thus, an interview that is conducted within, say, a qualitative approach or paradigm will have a different underlying purpose and produce broadly different data from an interview conducted within a quantitative paradigm.

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Observation Guide

Topic:

Analysis of the effects of lack of use of visual Aids in the English learning process with 9th grade students of Instituto Público Miguel Bonilla, during the first semester of 2015.

Objectives: through this observation, it was intended to identify visual aids used during the English class and know if the students are assimilating the contents by the use of techniques used by the teacher.

Datos generales:

Nombre del centro: _____

Tipo de centro: _____

Año: _____

Sección: _____

Asignatura: _____

Tipo de observación: _____

No. de observación: _____

1. **Conditions del aula escolar**

   a) Iluminación natural   si ( ) no ( )

   b) Iluminación artificial   si ( ) no ( )

   c) Pizarra en buen estado   si ( ) no ( )

2. **Dominio de la clase del docente**

   a) Cómo presenta la sesión de clase la profesora

   1- dinámica   ( )

   2-entretenida   ( )

   3-monotona   ( )

   4-aburrida   ( )

   5-creativa   ( )

   b) Las actividades se desarrollan según lo planificado
   Si   ( )   no ( )

   c) Como es el dominio de la clase
   1-bueno   ( )

   2-muy bueno   ( )

   3-regular   ( )

   4-malo   ( )

   d) El docente presenta información, da instrucciones o realiza una demostración
   1-Muy a menudo   [ ]

   2-A menudo   [ ]

   3-Raramente   [ ]

   4-Algunas veces   [ ]

   5- Nunca   [ ]

e) Responde las preguntas de los alumnos
1-Muy a menudo   [ ]

2-A menudo   [ ]

3-Raramente   [ ]

4-Algunas veces   [ ]

5- Nunca   [ ]

f) La explicación del tema es clara
Si ( )   no ( )

g) Utiliza en su mayoría el idioma inglés

Si ( )   no ( )

h) Utiliza diversas Fuentes de información
1-Muy a menudo   [ ]

2-A menudo   [ ]

3-Raramente   [ ]

4-Algunas veces   [ ]

5- Nunca   [ ]

i) Utiliza estrategias de enseñanzas adecuadas durante la clase de inglés
Si ( ) no ( )

j) Utiliza recursos visuales para le enseñanza del idioma ingles
1-Muy a menudo   [ ]

2-A menudo   [ ]

3-Raramente   [ ]

4-Algunas veces   [ ]

5- Nunca   [ ]

k) Qué tipo de recursos didácticos utiliza el docente en la clase

a) Pizarra ☐

b) Posters

c) Imágenes ☐

d) Dibujos ☐

e) Fotografías ☐

f) Periódicos ☐

g) Murales ☐

h) Folletos ☐

i) Retroproyector ☐

3. El impacto de los recurso visuales en los estudiantes

a) Los alumnos muestran más interés en los temas cuando el maestro utiliza medios visuales para explicar dichos temas

Si ( )   no ( )

b) El alumno se siente más motivado cuando el docente utiliza medios visuales
Si ( ) no ( )

c) Los alumnos comprenden más el tema cuando el maestro utiliza medios visuales.

Si ( ) no ( )

Name of Instrument: Observation Guide

Objectives: through this observation, it was intended to identify visual aids used during the English class and know if the students are assimilating the contents by the use of techniques used by the teacher. This observation guide was applied to the students and the teacher. It was included closed questions. This observation guide was applied five times in a month; this instrument was carried out in a day, and it was taken into a count the needs of the students and the conditions of the classroom to validate this research.

According to (Hallowell et al. 2005: 61) Doing participant observation research is riddled with dilemmas. As an observer/researcher I did not want my presence to affect the group dynamics I was attempting to study. But as a participant – a volunteer – I often found it impossible to avoid being drawn into relationships with members of Proteus [a creative workshop for people with learning difficulties], thereby changing the context of my research. I tried to do the 'right thing' for my research participants, even if this was at odds with my research. In Gail's case, I did not want to 'control' or 'contain' her (as had happened to her during most of her earlier life living in institutions), I merely wanted to prevent her from being ostracized from the group. In doing what I saw as the right thing, I often found I had to compromise my research role.

9.4 population and Sample

Universe

In this research, it was taken into account a group of students of the 9th grade from instituto publico Miguel Bonilla of the first semester of 2015. To carry out this research, it was necessary to look for information about the teacher's academic preparation and her experience as a teacher and opinion from her students.

The population was composed by 37 students, nine female and nine male. The sample was obtained through the non- probabilistic method of international sampling called for convenience sampling because 18 students were given to apply the survey that conform the 50 % percent of the population.

1.3 PLAN OF ANALYSIS

To analyze the information about the population given, it was decided to employ statistics using excel program to obtain accurate results for instance: the mode is of 14 students that indicates that the students are ordinary ages regarding normal population in the nine grade, and respect with the median and mean are similar

14,82	Media Aritmetica	
14,82	Mediana	
14	Moda	
1,04822013	Estandar deviation	
3	Rango	

because the students are among 14 and 16. The students are in the official ages that Ministerio de Educaciòn requires. The standard deviation is of 1 because the difference among 14, 15, 16 and 17 is of one.

Age of students
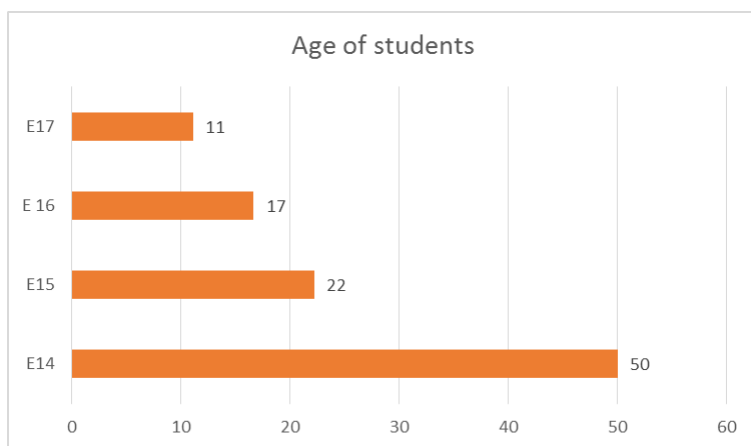
Percent of Age	
Age	%
E14	50
E15	22
E 16	17
E17	11
	100

It was designed simple tables and crossing table; it was focused in two approaches quantitative and qualitative data for that reason it was built three instruments: observation guide, survey and interview taking into a consideration the needs of this research; for instance, according to the survey it was selected important questions with respect to every objective of the research.

What kind of activities does the teacher use to introduce a new topic? Mark more than one option.

Gender \ Activities	Drama	Dialogue	Games	Questions	Reading
M	1	5		4	5
F	1	6	1	8	1
%	11	61	5	67	33
Total	2	11	1	12	6

According the first question on the survey to students. It was found that the activities more used for the teacher ware questions with a 67% and dialogues with a 61%.

What are the visual aids used for teaching the English class? Mark more than one option.

Gender \ Didactic Materials	Whiteboard	Posters	Images	Drawings	Murals	Handouts	Textbooks
M	9		1	6	2	8	3
F	9	2	4	6		4	1
%	100	11	28	66	11	67	22
Total	18	2	5	12	2	12	4

Regarding with the second question on the survey to students, it was found that the more

visual aid used for the teacher was the whiteboard with a 100%, and secondly one was

drawings with a 66%.

How often does your teacher use visual aids?

Gender / Frequency	Sometimes	Seldom	Often
M	5	1	4
F	4	1	3
%	11	50	39
TOTAL	9	2	7

According with the third question on the survey to students, it was found that

sometimes the teacher use the visual resources with an 11% and often with a 39%.

Are you motivated by the activities developed by the teacher in the English class to

learn much from this language?

Gender / Motivation	Agree	Disagree
M	10	2
F	4	2
%	78	22
	14	4

TOTAL		

According with the last question on the survey to students, it was found that 78% the

students feel motivate and 22% do not with the activities developed by the teacher in the

English class.

XI.   RESULTS AND ANALYSIS

According to the gathering data, the Methodological strategies implemented by the teacher: dialogue, questions are activities developed by the teacher. In the survey it was found that the type of activities that the teacher used to introduce a new topic it was found that 67% of students answered the questions and 61% of the students answered the dialogues with respect to drama it was found that 11% of this activity was not develop by the activity was not develop by the
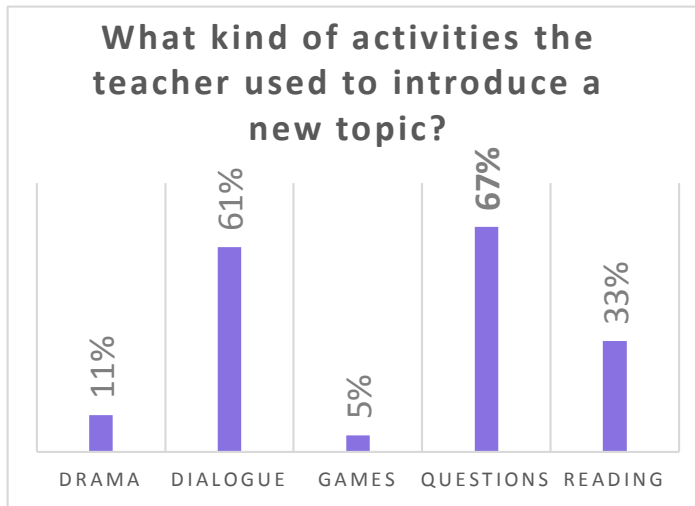
What kind of activities the teacher used to introduce a new topic?

teacher and reading with 33%. It means the use of these strategies that the teacher used lacked development to improve the teaching learning to students. This coincides with the teacher's interview when she was asked about the methodology that she implemented during the English class. Furthermore, the teacher mentioned that she evaluated writing and reading skills, the students practice written tests; besides they make oral presentations and drilling activities. The survey also showed that 72% of the students are in disagreement because the teacher used the same strategies to explain the topics, and just 28% agree. However, during the observation it was

**The English teacher uses different strategies to explain the topic during English class**
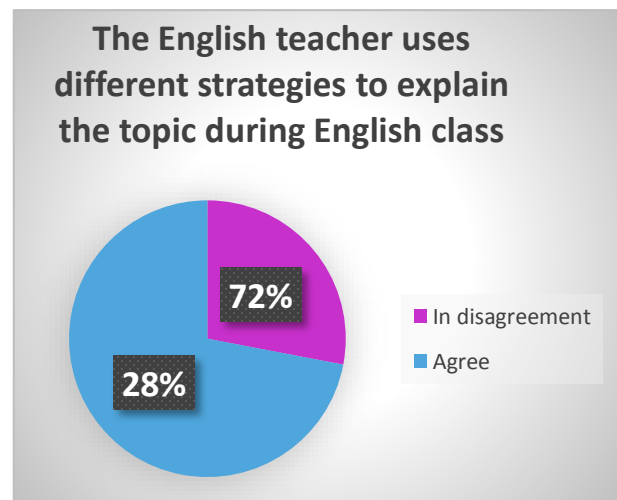
found that the teacher did not use other kind of strategies: She made drawings on the whiteboard to explain the topic and it was reinforced to the students answer.

According to the survey related to the visual aid used during the English language teaching

What are the visual aids used for teaching in the English class?

100%
67%
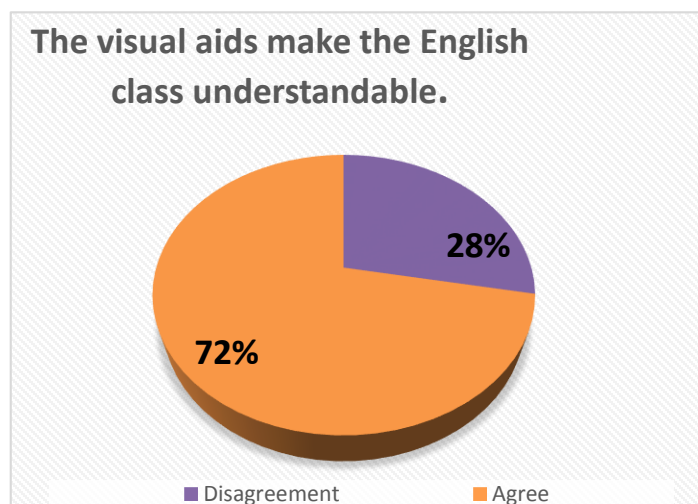61%
WHITEBOARD   HANDOUT   DRAWINGS
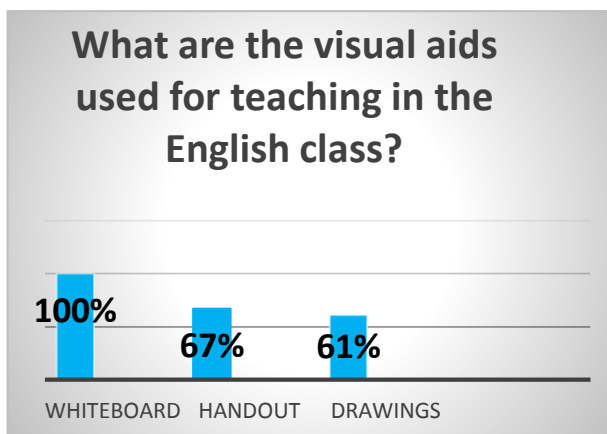
process it was found that 100% of the students selected the whiteboard as the resource most used by the teacher; besides it was found that 67% the handouts and the 61% selected the drawings. This is related to the information the teacher provided in the interview, the teacher stated that she used the whiteboard to draw pictures, and illustrate the topics and provides handouts to her students. She gets the information from different books as: Antologia para docentes de education Secundaria (MINED), Programa de estudio de lengua extranjera (MINED), Crossroads English 1 (MINED), Teaching English as a foreign language, Transition book, and American Headway; it was proved through the observation that the teacher only used the whiteboard and drawings as visual aid to

How often does your teacher uses other kind visual aids?

SOMETIME 11%
SELDOM 50%
OFTEN 39%
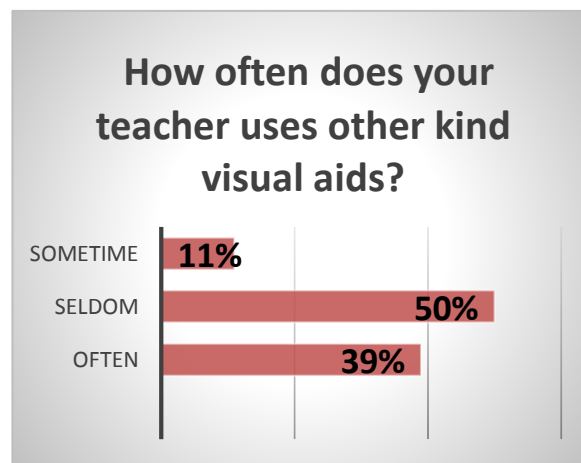
teach the English language. Regarding to the frequency of the use of the visual aid, it was determined that 50% of the students said that the teacher uses them seldom, a 39% said often and 11% sometimes that the teacher use frequency this media. In the Teacher interview the only media resource that she used is the whiteboard and handout. This is consistent with the observation the teacher never used other resource to achieve the objective for her lesson plan to students because the visual resources are used rarely.

Concerning the Effectiveness of the visual aid implemented by the teacher in the English classroom, 72% of the students consider that the visual aids make the English class comprehensible; and 28% of the student's disagreement. According to the teacher´s opinion the use of visual aid helps students to have a better comprehension of the English class because the students are in contact with the language. Regarding the

The visual aids make the English class understandable.

- Disagreement 28%
- Agree 72%

resources the teacher argued that the school administration is not providing the teachers with visual aids, the teachers do not have benefit because the school is very poor and it does have enough materials. In order to handle with the shortage of visual resources, the teacher uses her own sources. During the observation it was determined that, despite that the teacher did not use many visual resources, some students put attention when the teacher draws in the whiteboard to explain the new topics. In a like manner, the 61% of the students consider that the visual aids are very important to improve the English teaching learning process and a 28% in certain way important; that mean that for students the visual aids are very important to improve their English language.
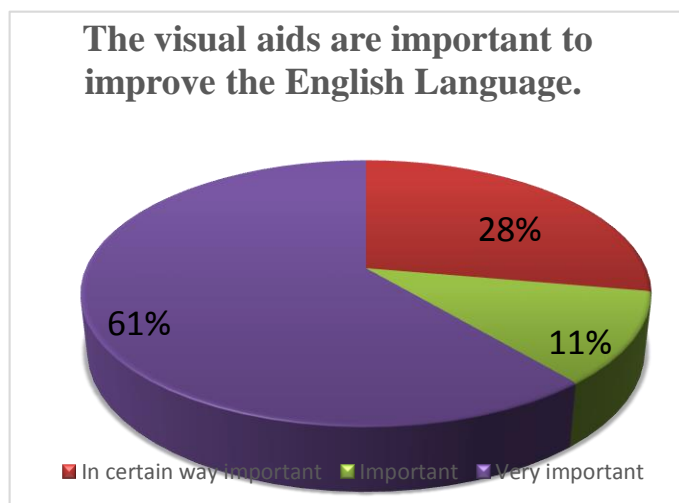
The visual aids are important to improve the English Language.

- In certain way important 28%
- Important 11%
- Very important 61%

According the impact of the methodological strategies used by the teacher, the activities

Do you motivate the activities develop by the teacher in the English class to learn much from this language?

78%

33%

IN DESAGREEMENT   AGREE
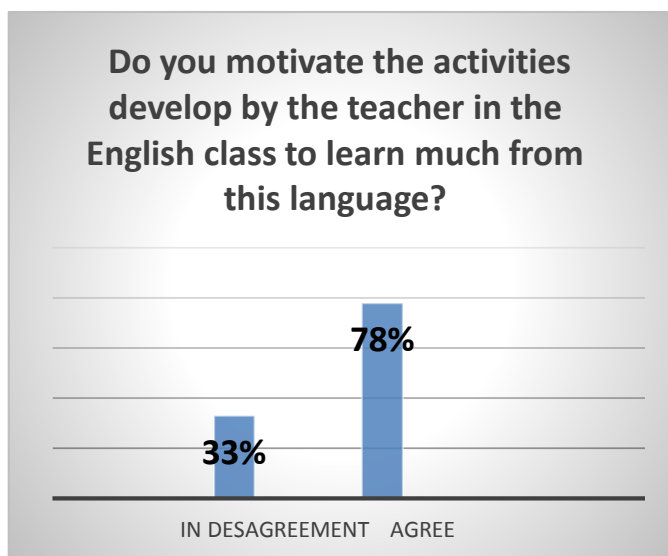
develop by the teacher during the class motivate to learn much of the English language; in the survey it was found that a 78% of the students agreed with the statement; whereas 33% of the students in disagreement with the statement. In the Interview the teacher considers that her methodology is effective, because

she makes the lesson plan using pedagogical principles. In contrasts, in the Observation, It was observed that in the English class the teacher always uses the same strategy to teach the topic, it is clear that the process would be more successful if the teacher would use different visual aid in the English Language Teaching. Likewise, if the instructor had adequate visual resources to develop the contents, the learning quality would improve for students

How would you rate the English class?

72%

33%

5%

11%

Interesting   Dynamic   Entertaning   Monotonous
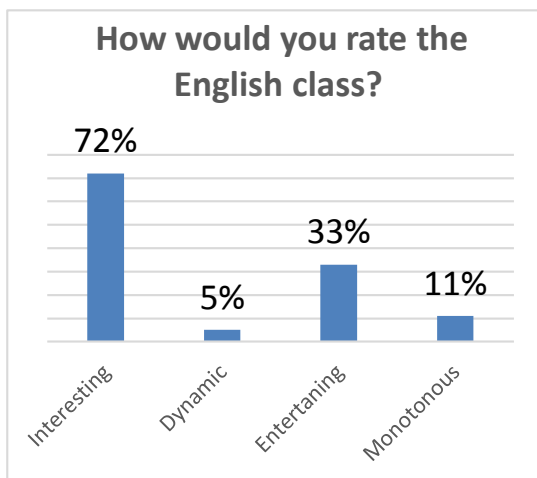
In other hand, the 72% of the students classified the class as interesting, 33% entertaining, just the 11% of them categorized the class as a monotonous and a 5% dynamic. Concerning the observation, the lesson was always monotonous and nothing dynamic because the teacher used the same technique to teach vocabularies and the

students had less participation in the class.

Observation results

The observation was made at Instituto Publico Miguel Bonilla in the 9th grade D during the first semester of 2015, with the objective of knowing if visual aids are being used during the English class, besides this investigation attempts to examine the classroom environment and the impact of the use of the visual aids in the teaching learning process as well as the strategies of the Teacher using visual aids.

It was found that the classroom conditions were not propitious for the teaching learning process development because the classroom is damaged as well as the lamps and the blinds. There is too much noise around due to the broad windows, which makes easy the students get distracted. Although the desks are in good conditions, although it are scratched and have scribbles on them. In addition, the room is always dusty and dirty.

Concerning the class management, the lesson is monotonous because the instructor uses the same technique to teach a content as well as drawing and use the whiteboard. Furthermore, the activities the teacher had planned beforehand were not accomplished due to lack of discipline; The discipline management is weak because the students are not respectful of the teacher authority and she is not able to handle the situation, this takes up a lot of the lesson time and the teacher has to postpone the assignment for the next day.

About the introduction of the topics, at the moment the teacher is presenting the information, she just provides a brief explanation of the content. However, she is willing to answer questions when the students need to clarify something.

The explanations are not clear generally because she does not teach a topic in depth, and most the time she does not talk in English; she uses Spanish to speak with the students.

The teacher does not have appropriate sources of information, the school administration just provides her with a lesson plan.

Amongst the different teaching strategies and methods, the teacher just uses the same strategy, she draws in the whiteboard to explain the topic, and for reason the learning lack achievement and purpose for teaching.

Interview Results.

The interview was made to the English teacher at Instituto Publico Miguel Bonilla. The Purpose of this interview is verify the lack of use of the visual aids that affects to students in the teaching-learning process of English language, regarding the teacher experience as a high school English educator, besides to determine how her knowledge has influenced on the strategies that the teacher has adopted to use the visual aids.

According to her professional qualifications, the teacher said that she finished her fifth year degree course at Universidad Nacional Autonoma de Nicaragua, UNAN-Managua, but she never got her diploma. Also, the teacher made her teaching practices at Rigoberto Lopez Institute. Also the teacher said that she has been teaching English since 1984, she started to teach when she was studying the third year of the degree.

Since that moment, she has worked in different high schools such as: Oscar Turcio Chavarria, Centro Educativo Doris Maria Morales, Cristo Rey Managua and currently at Instituto Publico Miguel Bonilla.

Concerning to the interview the teacher never attends a course that help to promote the use of visual aids organized by the Ministry of Education (MINED).

It was found according to the course that support the use of visual aids the teacher does not receive any training program to implements visual media to improve four ability of the English subject. About the use of the visual aids, she uses the whiteboard to draw pictures to illustrate the topics and she provides handout. Also the teacher gets the information from different books of her as a: Antologia para docentes de education Secundaria (MINED), Programa de estudio de lengua extranjera (MINED), Crossroads English 1 (MINED), Teaching English as a foreign language, Transition book, American Headway. With respect to the illustrate books the teacher account with books that containing CD-ROOM, Audio- CD and images according to the content.

Analyzing the data obtained from the interview the teacher considers that the visual aids develop attitude positive, encourage, give self-confidence, the student have the opportunities to interaction each other, and they use the function of the language.

Respect the methodology the teacher implements during the English class. It was found that the teacher used traditional methods where she was like the director and the students were controlled by the teacher, the Teacher emphasized in the grammatical area, the students practice dialogues and make oral presentations for example: the students pass in from of class and talk about personal information or other topics and make drillings such as repeat some phrases, pronunciation of the words. The visual aids used more frequency where the whiteboard and handout to introduce new vocabulary.

Due to the lack of budget by side of current government, the scholar administration does not support with didactic material according to the needs students. In the future the teacher hope that the government carry out with the demanding to improve the quality of

education in English subject. Also in this school there is not library or other resource of information.

Furthermore, the teacher look for information on internet and she use her own text books to develop the lesson plan. The benefits that the teacher has gotten with the use of internet to improve her teaching strategies is that she uses innovative technique as a label pictures, and playing different games for her lesson.

XII.   CONCLUSIONS

After having analyzed the results of instruments that were applied, it was found that the English Teacher only used whiteboard and handout a as visual aids which confirmed the lack of visual aids that were affecting the teaching-learning process of English language in the development of students of 9th grades who belong to Miguel Bonilla School. The major reason was the lack of methodological strategies and deficiency in the use of other type of visual aids in the learning process likewise the school administration did not support teachers with visual media; also the school did not have a library to facilitate good conditions to learn English as a foreign language.

Another reason that is affecting the students' performance in using visual aids is that the instructions and task given by teacher are not figured out by the students.

The students are not able to ask and respond using English language. In addition, they do not have an active participation in the class. It could say that visuals are part of the social reality that the students must relate with second language acquisition. These visuals are resource that promotes intercommunication group class allowing incorporating new teaching techniques, encouraging the development of student abilities and their use can provoke reflection on the media themselves and help shape critical students.

Finally, visual aids are important for solving problems of education responses. So the pedagogical training of teachers is a key to achieving integrated visual media in a better educational context in the English language teaching.

XIII. RECOMMENDATIONS

Based on the data gotten from the analysis of instruments, it is recommended the following:

1. This research suggests that the school administration should support to English Teacher with visual media to Teach during the English lesson, and the same way the English teacher should receive training by side of ministry of education to strengthen methodological strategies and put them into practice in the English class.

2. To apply techniques in which the visuals are used to teach vocabulary thus obtain a meaningful learning.

3. The English teacher should elicit when she is developing the lesson plan to improve the acquisition of the target language.

4. To change the style of method that is being implemented by the teacher to better environment of the classroom and promotes the participation of the student and self-confidence.

5. The teacher should integrate visual aids to providing experiences according with the reality of the world.

6. The teacher should create her own visual aids according to the needs of the students.

7. The teacher should involve the visual aids in communication activities for teaching the four skills of the English language.

8. The teacher should carry out her lesson plan taking into consideration the formative and summative assessment to improve the quality of education of English subject as a foreign and second language.

9. The written test should be designed with visuals since they help to better understand the meaning of the context.

10. The teacher should use appropriate material for her lesson plan, and to promote discussion and interactive participation of students through these media.

The use of visual media creates an active, dynamic, creative and recreational participation in which students can develop education easily; for this reason, it is crucial the use and the implementation of visual media for teaching vocabulary to promote learning of new knowledge and comprehension where the teacher plays an important role in the formation and utilization of these media and their role in learning.

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Instruments

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA,

MANAGUA. UNAN-MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

Title: Analysis of the use of visual aids in the students´ learning process of English language at Instituto Público Miguel Bonilla, in the 9th grade during the first semester of 2015.

SURVEY

School:		
Age:	Gender:	Date:
Subject	Level:	

With this survey is intend to know the effect of the use of visual media that the teacher use in the learning process of English language

Dear student we ask for your cooperation in this survey and their answers will be very helpful for achieving the objectives of this study.

1.   Do you like the English class?

Yes [ ]

Not [ ]

2.   What are the visual aids used for teaching in the English class? You can check more than one option.

        j)   Whiteboard   ☐

        k)   Posters   ☐

        l)   Pictures   ☐

        m)   Photographs   ☐

        n)   handouts   ☐

        o)   Overhead   ☐

        p)   Realia   ☐

        q)   Textbooks   ☐

3. From the above visual materials which are the most useful and important for your learning English? You can check more than one option.

        i)   Whiteboard   ☐

        j)   Posters   ☐

        k)   Pictures   ☐

        l)   Photographs   ☐

        m)   Handout   ☐

        n)   Overhead   ☐

        o)   Realia   ☐

p)   Textbooks

4. What kind of activities does the teacher use to introduce a new topic?

f)   Drama   [ ]

g)   Dialogs   [ ]

h)   Games   [ ]

i)   Questions   [ ]

j)   Reading   [ ]

13. How would you rate the English class?

f)   Interesting   [ ]

g)   Funny   [ ]

h)   Dynamic   [ ]

i)   Entertaining   [ ]

j)   Monotonous   [ ]

- To what extent do you agree or disagree with the following statements:

14.   The English class is hard to understand?

Strongly Disagree   [ ]

In disagreement   [ ]

Agree   [ ]

Totally agree   [ ]

15. The English teacher uses different strategies to explain the issues during English class.

Strongly Disagree   [ ]

In disagreement   [ ]

Agree   [ ]

Totally agree   [ ]

16. Visual aids make the English class understandable.

Strongly Disagree   [ ]

In disagreement   [ ]

Agree   [ ]

Totally agree   [ ]

17. The visual aids are important to improve the English language.

Not important   [ ]

In certain way important   [ ]

Important   [ ]

Very important   [ ]

18. Do you motivate the English develop by the teacher in the English class to learn much from this language.

        Strongly Disagree   [ ]

        In disagreement   [ ]

        Agree   [ ]

        Totally agree   [ ]

19. During this semester you have learned enough language of English.

        Strongly Disagree   [ ]

        In disagreement   [ ]

        Agree   [ ]

        Totally agree   [ ]

20. How often your teacher does uses other kind visual aids?

        Very often   [ ]

        Often   [ ]

        Sometimes   [ ]

        Never   [ ]

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA. UNAN-MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

Title: Analysis of the use of visual aids in the students´ learning process of English language at Instituto Público Miguel Bonilla, in the 9th grade during the first semester of 2015.

ENCUESTA

Con esta encuesta se pretende conocer el efecto que tiene el uso de los medios visuales docentes en el proceso de aprendizaje de los estudiantes del idioma Inglés

Encuesta

Colegio:		
Año:	Genero:	Fecha:
Asignatura:	Nivel:	

Estimado estudiante le solicitamos su cooperación en esta encuesta ya que sus respuestas serán de mucha ayuda para alcanzar los objetivos de este estudio.

5. ¿Te gusta la clase de inglés?

Sí [ ]

No [ ]

6.   ¿Cuáles son los medios visuales que el docente utiliza durante la clase de inglés? Puede marcar más de una opción.

a) Pizarra

b) Posters

c) Imágenes

d) Fichas Didácticas ☐

e) Fotografía ☐

f) Folletos ☐

g) Libros de Textos ☐

h) Retro proyector ☐

i) Otros ☐

j)   De los materiales visuales mencionados ¿cuáles son los más útiles e importantes para tu aprendizaje del idioma inglés? Puede marcar más de una opción.

q) Pizarra ☐

r) Posters ☐

s) Imágenes ☐

t) Dibujos ☐

u) Fotografías ☐

v) Periódicos ☐

w) Murales ☐

x) Folletos ☐

y) Libros de Textos ☐

n) Retroproyector ☐

k)   ¿Qué tipo de actividades usa la profesora para introducir un nuevo tema?

k) Socio drama [ ]

l) Diálogos   [ ]

m) Juegos   [ ]

n) Preguntas   [ ]

o) Lecturas   [ ]

21.   ¿Cómo clasificaría usted la clase de inglés?

k) Muy Dinámica   [ ]

l) Poco Dinámica   [ ]

m) Ni Dinámica ni monótona [ ]

n) Poco Monótona   [ ]

o) Muy Monótona   [ ]

- ¿A qué nivel está de acuerdo o en desacuerdo con las siguientes afirmaciones:

22.   La clase de inglés es difícil de comprender.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

23.   La maestra de inglés utiliza diversas estrategias para explicar los temas durante la clase de inglés.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

24. Los medios visuales hacen la clase de inglés más comprensible y dinámica.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

25. Los medios visuales son importantes para mejorar el aprendizaje del idioma inglés.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

26. Las actividades que el docente realiza durante la clase de inglés le motivan mucho a querer aprender más de este idioma.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

27. Durante este semestre usted ha aprendido bastante del idioma inglés.

Totalmente en desacuerdo [ ]

En desacuerdo   [ ]

De acuerdo   [ ]

Totalmente de acuerdo   [ ]

Otras preguntas:

28.   ¿Con qué frecuencia su docente utiliza los medios visuales?
Muy a menudo [ ]

A menudo [ ]

Algunas veces [ ]

Nunca [ ]

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

Interview for Teacher

Topic:

Analysis of the effects of lack of use of visual aids in the English learning process

with 9th grade students of Instituto Publico Miguel Bonilla, during the first semester of 2015.

Purpose of this interview is verify the lack of use of the visual aids that affects to students in

the learning process of English language

Please read and complete the following information.

This interview is part of our research about the lack of the visual aids that affects to students

in the teaching learning process of English Language.

Your response will be an important information of this research

Personal Information

School Name: _____

Gender: F_____ M_____   Age: _____ Graduate: Yes_____ No_____

Labor Experience:

Time to teach English: _____ other places before: _____

Level to teach: Preschool____ Elementary____ High School____ University____

Other places where worked before: _____

Think about teaching

1. Have you attended courses that supporting the use of visual aids in teaching the English language?

2. What are the visual media that you are using during English class?

3. What textbooks do you work to develop the contents of the English language?

4. Are you working with illustrated books for the teaching of English?

5. You think the use of visual media helps students to have a better understanding of the English class?

6. What methodology you apply to use visual media in the classroom?

7. What is the visual aids that you use most often for teaching English?

8. Is the school supporting to teachers with visual media?

9. How you cope with the shortage of visual aids?

10. How has benefited the internet to improve their teaching strategies?

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

Observation guide

Topic:

Analysis of the effects of lack of use of visual aids in the English learning process

with 9th grade students of Instituto Publico Miguel Bonilla, during the first semester of 2015.

Objectives: through this observation, it is intend to identify visual Aids used during the

English class and know if the students are assimilating the contents by mean of technics used

by the Teacher.

General data:

Name of the school: _____

Type of the school: _____

Year: _____

Section: _____

Subject: _____

Type of observation: _____

Number of observation: _____

Condition of the building

d) Natural light   yes ( ) no ( )

e) Artificial light   yes ( ) no ( )

f) Whiteboard in good condition   yes ( ) no ( )

Mastery of the english class

a) How does the teacher introduce session of the class?

1- dynamic   ( )

2-entretenida   ( )

3-monotonous   ( )

4-boried   ( )

5-creative   ( )

b) The activities of the class are developed according to the lesson plan

Yes   ( )   no (

c) How is the mastery of the class by the teacher?

1-good   ( )

2-very good   (   )

3-regular   (   )

4-bad

d) The teacher introduces information, gives instruction and carry out a demonstration.

1-Very often   [ ]

 2-often   [ ]

3-Rarely   [ ]

 4-Sometimes   [ ]

5- Never   [ ]

c)   The students answer the question made by the teacher.

1-Very often   [ ]

2-Oten   [ ]

3-Rarely   [ ]

4-Sometimes   [ ]

5- Never   [ ]

B The explanation of the topic is clear

     yes ( )   no ( )

a) The teacher speaks English almost all the time.

     yes ( )   no ( )

b) The teacher uses different information resource

1-Very often   [ ]

2-Often   [ ]

3-Rarely   [ ]

4-Sometimes   [ ]

5- Never   [ ]

c) The teacher uses teaching strategies adequate during the English class.

yes ( ) no ( )

d) Does the teacher use visual aids for teaching English Language?
1-Very often   [ ]

2-Often   [ ]

3-Rarely   [ ]

4-Sometimes   [ ]

5- Never   [ ]

e) What type of didactic materials use the teacher in the English class?

a) Whiteboard

j)   Posters

k) Images

l)   Drawing

m) Photograph

n) Newspaper

o) Murals

81

p) handouts

i) realia ☐

q) overhead projector ☐

3- The impact of visual aids about the on the students

1. The students show more interest with topics when the teacher use visual aids to explain all topics.

      Yes ( )   no ( )

2. The students feel more motivated when the teacher use visual aids.
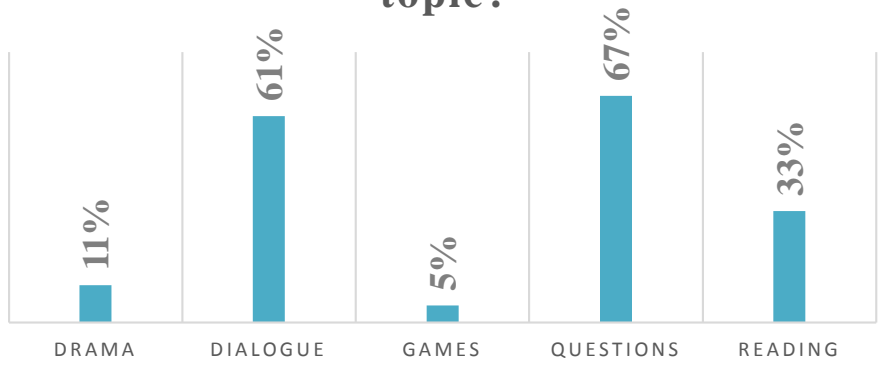

      Yes ( ) no ( )

3. The students understand more the topic when the teacher use visual aids.
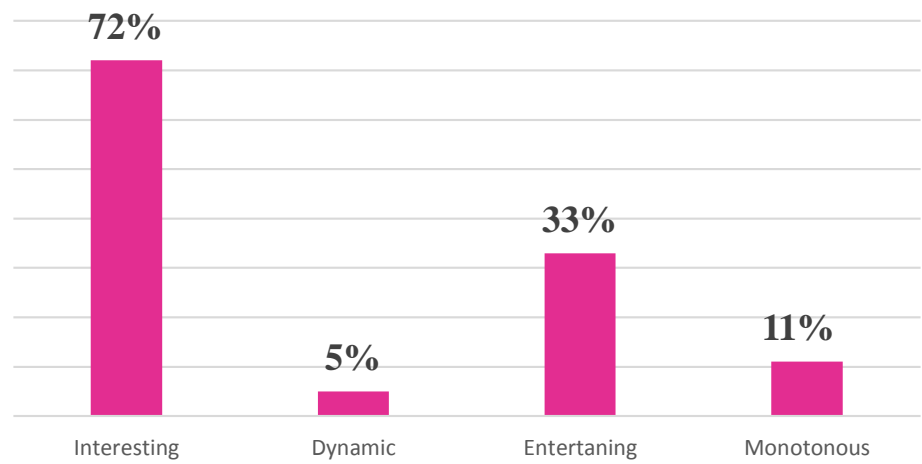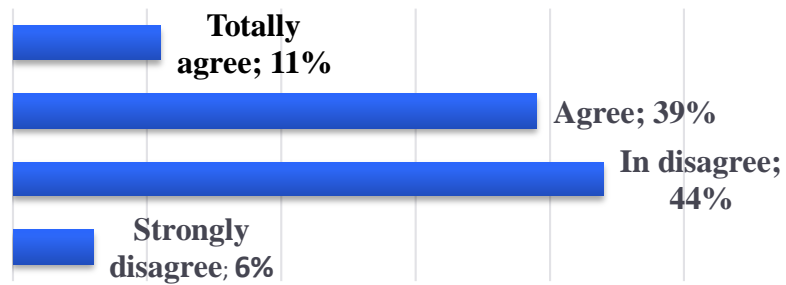

    Yes ( ) no ( )

GRAPHS.
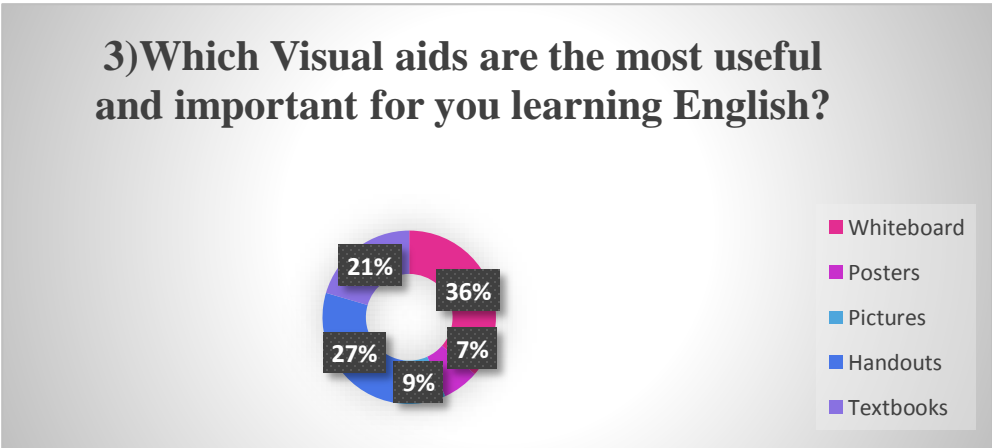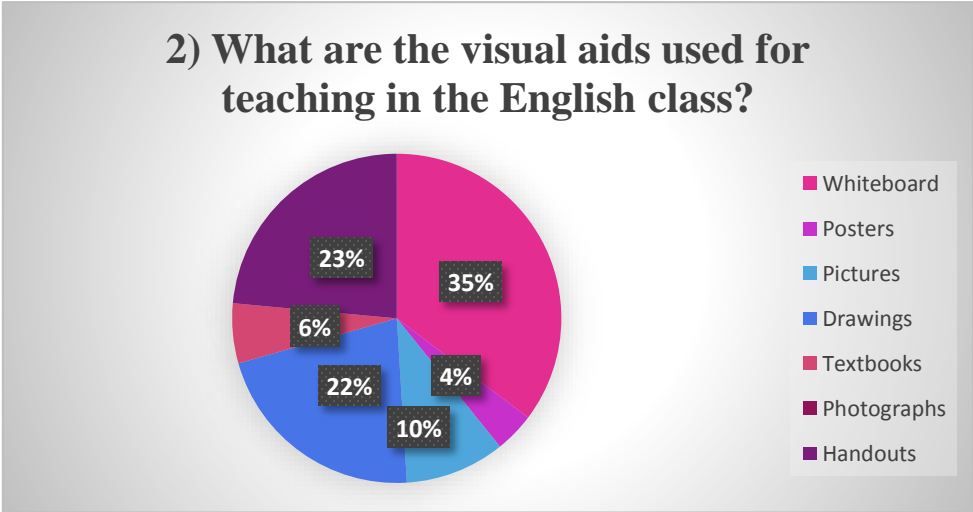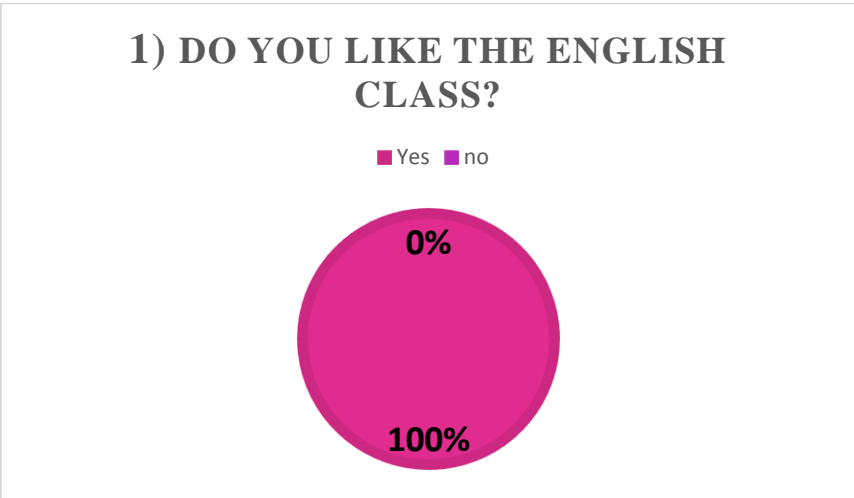
1) DO YOU LIKE THE ENGLISH CLASS?

■ Yes ■ no

0%

100%

2) What are the visual aids used for teaching in the English class?

■	Whiteboard
■	Posters
■	Pictures
■	Drawings
■	Textbooks
■	Photographs
■	Handouts

35% 4% 10% 22% 6% 23%

3)Which Visual aids are the most useful and important for you learning English?

■	Whiteboard
■	Posters
■	Pictures
■	Handouts
■	Textbooks

36% 7% 9% 27% 21%

4)What kind of activities the teacher used to introduce a new topic?

Category	Percentage
DRAMA	11%
DIALOGUE	61%
GAMES	5%
QUESTIONS	67%
READING	33%

5) How would you rate the English class?

Category	Percentage
Interesting	72%
Dynamic	5%
Entertaining	33%
Monotonous	11%

6) The English class is hard to undestand?

Category	Percentage
Totally agree	11%
Agree	39%
In disagree	44%
Strongly disagree	6%

7) The English teacher uses different strategies to explain the topic during English class

- 28% In desagrement
- 72% Agree
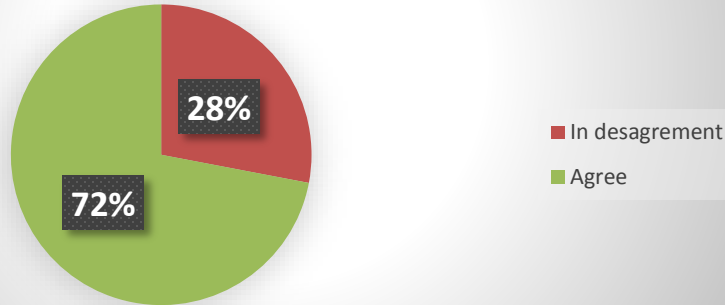
8)The visual aids make the English class more dynamic and undertandable.
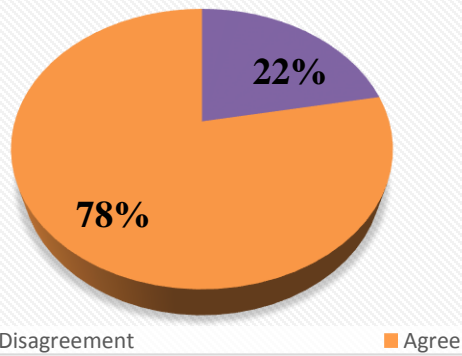
- 22% Disagreement
- 78% Agree

9) The visual aids are important to improve the English Language.

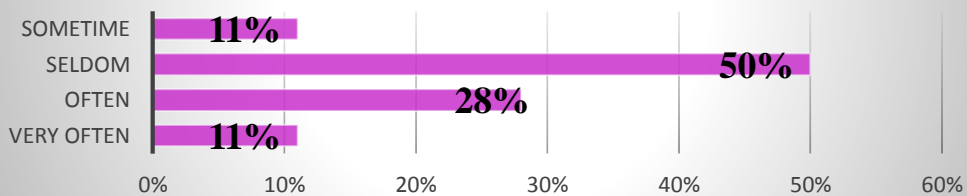- 0% not important
- 28% In certain way important
- 11% Important
- 61% Very important
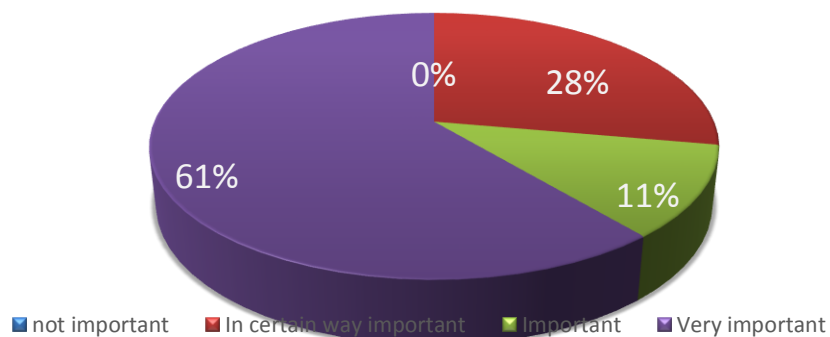
10)The activities develop for the teacher of English class will motivate you to want to learn more from this language.
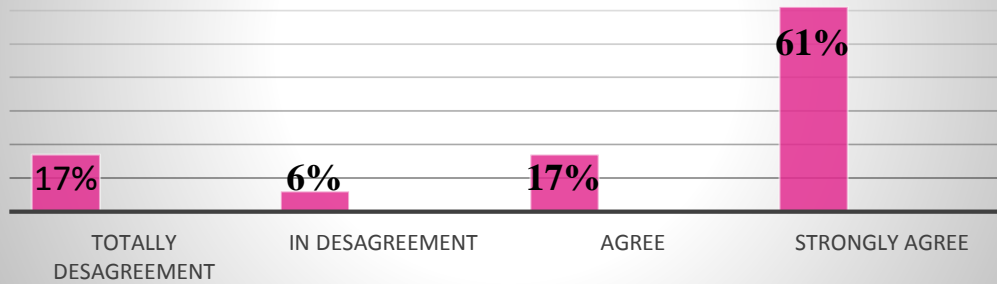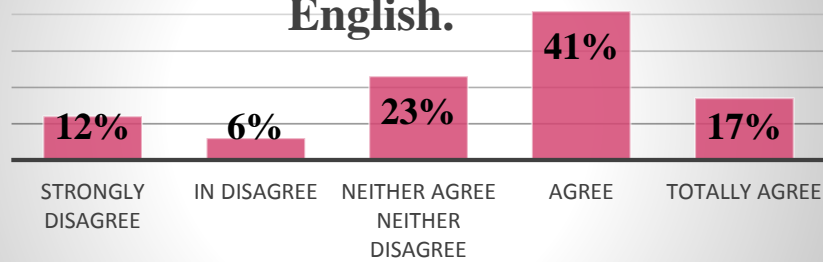
TOTALLY DESAGREEMENT 17%
IN DESAGREEMENT 6%
AGREE 17%
STRONGLY AGREE 61%

11)During this semester you have learned enough language of English.

STRONGLY DISAGREE 12%
IN DISAGREE 6%
NEITHER AGREE NEITHER DISAGREE 23%
AGREE 41%
TOTALLY AGREE 17%

12) How often does your teacher uses other kind visual aids?

SOMETIME 11%
SELDOM 50%
OFTEN 28%
VERY OFTEN 11%

What kind of activities does the teacher use to introduce a new topic?

Gender / Activities	Drama	Dialogue	Games	Questions	Reading
M	1	5		4	5
F	1	6	1	8	1
%	11	61	5	67	33
Total	2	11	1	12	6

What are the visual aids use to for teaching in the English class?

Gender / Didactic Material	Whiteboard	Posters	Images	Drawings	Murals	Handouts	Textbooks
M	9		1	6	2	8	3
F	9	2	4	6		4	1
%	100	11	28	66	11	67	22
Total	18	2	5	12	2	12	6

How often your teacher does use other kind visual aids?

Gender / Frequency	Sometimes	Seldom	Often
M	5	1	4
F	4	1	3
%	11	50	28
TOTAL	9	2	7

Do you motivate the activities develop by the teacher in the English class to want learn much from this language?

Gender / motivation	Agree	Disagree
M	10	2
F	4	2
%	78	22
TOTAL	14	4

Table of results processing Students survey.

#enc	A1		A2								A3												
	1	2	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1		1			1			1		1					1							
2	1		1		1	1					1	1	1	1	1	1					1	1	
3	1		1						1		1						1	1		1	1	1	
4	1		1								1			1		1				1			1
5	1		1						1		1				1	1	1	1	1	1	1	1	
6	1		1			1															1		
7	1		1			1			1		1										1		
8	1		1			1			1		1											1	
9	1		1	1						1	1										1	1	
10	1		1		1	1		1	1		1				1	1	1		1	1	1	1	1
11	1		1		1	1	1				1												
12	1		1								1												
13	1		1						1	1													
14	1		1		1				1		1			1	1	1		1	1	1	1	1	
15	1		1			1			1		1					1					1	1	
16	1		1			1			1		1										1		
17	1		1			1			1		1										1		
18	1		1	1	1	1		1	1	1	1					1					1	1	
COD:	yes	No	W	P	Im	D	NP	Mu	HO	TB	Pi	Pf	Pm	P	Im	D	Fd	F	Pd	Mu	Foll	Lt	Pl
T:	18	0	18	2	5	11	1	2	12	3	16	1	1	3	4	9	3	2	3	5	12	9	2
%	100	0	100	11.1	27.7	61.1	5.5	11.1	66.6	16.6	88.8	5.5	5.5	16.6	22.2	50	16.6	11.1	16.6	27.7	66.6	50	11.1

Code of Questions:

A1) Do you like the English class?

Yes: 1

No: 2

A2) what are the visual aids used for teaching in the English class? You can check more than one option

1 Whiteboard 2 posters 3 Images 4 drawings

5 murals 6 Handouts 7 Textbooks 8 murals 9 photographs

A3) From the above visual materials which are the most useful and important for your learning English? You can check more than one option.

1 Whiteboard 2 posters 3 Images 4 drawings

5 murals 6 Handouts 7 Textbooks 8 murals 9 photographs

#en	A4					A5					A6				A7				A8				A9			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1		1				1			1					1				1				1				1
2		1		1	1	1						1					1					1				1
3				1					1				1		1						1				1	
4									1			1					1			1				1		
5		1								1		1						1			1					1
6		1		1	1	1						1					1				1					1
7				1		1						1					1				1				1	
8				1		1							1				1				1					1
9	1	1		1	1	1				1		1					1				1					1
10	1	1	1	1	1	1					1				1				1							1
11									1				1			1				1				1		
12				1					1			1				1				1						1
13				1	1	1							1		1							1		1		
14		1		1		1			1				1				1				1			1		
15		1		1		1		1				1					1				1					1
16		1		1		1							1				1				1					1
17		1			1	1							1					1		1				1		
18		1				1					1							1		1						1
COD:	Sd	Di	Ju	Pg	Le	In	Dvn	Dn	En	Mn	Teed	Ed	Da	Tdaa	Ted	Ed	Da	Tda	Ted	Ed	Da	Tdai	Pni	Ecmi	I	Mi
T:	2	11	1	12	6	13	0	1	6	2	2	8	7	1	3	2	9	4	1	4	9	4	0	5	2	11

%:																										
	11.1	61.1	5.5	66.6	33.3	72.2	0	5.5	33.3	11.1	11.1	44.4	38.8	5.5	16.6	11.1	50	22.2	5.5	22.2	50	22.2	0	27.7	11.1	61.1

A4) What kind of activities the teacher used to introduce a new topic?

1 drama 2 Dialogue   3 Games 4 Pictures   5 Reading

A5) How would you rate the English class?

1   Interesting   2 funny   3 dynamic 4 Entertaining   5 Monotonous

A6) The English class is hard to understand?

Strongly Disagree   In disagreement   Agree   Totally agree

A7) The English teacher uses different strategies to explain the issues during English class.

Strongly Disagree   In disagreement   Agree   Totally agree

A8) Visual aid make the English class understandable.

Strongly Disagree   In disagreement   Agree   Totally agree

A9)The visual aids are important to improve the English language.

Not important   in certain way important   Important   Very important

#en	A10				A11					A12			
	1	2	3	4	1	2	3	4	5	1	2	3	4
1				1					1			1	
2				1				1				1	
3	1				1						1		
4				1				1					1

	T ed	Ed	Da	T da	T ed	Ed	Nf nc	Da	T da	Ma M	A m	R	A v
5				1				1					1
6				1				1		1			
7			1						1				1
8				1				1			1		
9	1						1						1
10				1			1						1
11			1				1						1
12		1				1							1
13	1				1								1
14			1										
15				1				1			1		
16				1			1				1		
17				1				1					1
18				1					1	1	1		
COD:	T ed	Ed	Da	T da	T ed	Ed	Nf nc	Da	T da	Ma M	A m	R	A v
T:	3	1	3	11	2	1	4	7	3	2	5	2	9
%:	16.6	5.5	16.6	61.1	11.1	5.5	22.2	38.8	16.6	11.1	27.7	11.1	50

A10) Do you motivate the English develop by the teacher in the English class to learn much from this language.

Strongly Disagree   In disagreement   Agree   Totally agree

A11) During this semester you have learned enough language of English.

Strongly Disagree   In disagreement   Agree   Totally agree

A12) How often your teacher does uses other kind visual aids?

Very often   Often   Sometimes   Never