NATIONAL AUTONOMOUS UNIVERSITY
UNAN – CUR – MATAGALPA
Mariano Fiallos Gil

THEME:

<u>Factors that affect the English teaching learning process in high school.</u>

SUB THEME:

Effects of the lack of the teaching means in the low academic performance of English students in eighth level at the National Institute Eliseo Picado, Matagalpa in the Second Semester of the course 2006.

Graduation Seminar

Teacher Tutor: English Major Marisela Coronado

Author: *Marcia López López*

Year: Fifth

Matagalpa November 19th 2006

INDEX

I.THEME

<u>Factors that affect the English teaching learning process in high school.</u>

SUB THEME

Effects of the lack the teaching means in the low academic performance of English students in eighth level at the National Autonomous Institute Eliseo Picado, Matagalpa 2006.

II.DEDICATION

Firstable, I dedicate this work to God that allows me to be here. He blesses me with the success that I receive and He gives me strength in my difficult moments.

To my father's memory that I sure he also ask God to give me knowledge and wisdom to go ahead.

To my mother that is the fundamental pillar in my life, to my brothers who are the reason of my life and all the people that help me without any condition to finish this work successfully.

III.GRATEFUL AND ACKNOWLEDGEMENTS

IV.TUTOR'S VALUE

This investigation refers to the effects of the Lack of audio – visual means in the English Teaching – Learning process.

It is important to know that audio – visual means play a very useful role in the Interactive and Communicative methodologies, but the creativity, originality, motivation and interest of English teachers plays the most important role in our teaching work.

This is a very useful consult material in order to develop more dynamic and interesting English classes.

Lic. Marisela Coronado Gonzalez
Tutor of Seminar

Matagalpa, 2006

SUMMARY

My research was based on the effects of the lack of teaching materials in the low academic performance of English students in eight grade at the National Institute Eliseo Picado of Matagalpa in the second Semester of the course 2006.

This work is to analyze of the effect of the lack of teaching materials in the English teaching Learning process, which is very important for English teachers due to the necessity to improve their abilities in the process of teaching, and taking account a lot of important factors at classrooms.

The reason of this monography work is due to the author necessity to solve some difficulties found during her experience as a teacher at Secondary and High School which are consider weakness at teaching process at Eliseo Picado National Institute.

As example:

       a. Lack of visual and audio materials.

       b. A few teaching material available.

       c. Teachers don't make teaching sources.

INTRODUCTION

How important are teaching resources in the English teaching process?

I consider very important this research because it will help many English teachers how plan lessons and prepare materials using different methodologies and techniques.

The purpose of this research is to analyze the effect of the lack of teaching sources at teaching competence and performance of English as a Foreing Language in eighth grade at Eliseo Picado Institute during course 2006.

I made use of two instruments, student's survey and teacher's interview which were applied at random to a sample of students at eighth grade at National Institute Eliseo Picado during 2006.

I made use of three variables, first teachers identify available materials, second teachers, identify the effect of the lack of sources in competence and perform in the English teaching Language and third they give suggestions in use of available sources.

JUSTIFICATION

The present research will let us to know the effects of the lack of teaching means in the low academical performance of the English in the Eight Grade of INAEP in the Second Semester of the Course 2006

It will be useful to the teachers to find new innovator strategies for using materials. It suggest some ideas to give solution to some of the problems about English Teaching at the INAEP.

The present investigation will be important for the students of English Class and for the English teachers of this High School, because here are possible answers to the many questions about why students have low academical performance in the Eight Grade.

In the present research we want to observe and describe the English learning process in the students of the eight grade of INAEP, and we think that will be a material for consulting.

As teachers and researchers knew the consequences of the lack of teaching means and this work provide information about how to make neu materials and how to apply them in the Classroom.

GENERAL OBJECTIVE

To analyze the effects of the lack of teaching means in low performance and competence of the English subject in eight grade at Eliseo Picado National Institute, during Second Semester 2006.

SPECIFIC OBJECTIVES

To find out the different teaching materials have used by the English teachers at National Institute Eliseo Picado of Matagalpa Nicaragua.

To demonstrate the necessity of use teaching materials for a better competence and performance at English as a foreing language in eight grade at Eliseo Picado National Institute.

To determine possible solutions and give suggestions to create and using teaching materials at Eliseo Picado National Institute at English as a foreing language.

DEVELOPMENT

THEORICAL FRAMEWORK

1. TRADITIONAL ENGLISH TEACHING LEARNING PROCESS

Researches and samples experiences showed that the effective methods are active learning no a mechanical memorization.

The traditional method in general considers student's head a stack for fall by the teacher. Knowledge must be straight, so it is vertical and passive. There isn't a roll for students and interaction between the teacher and students or students and teacher doesn't exist.

There aren't any materials, too. Because the teacher doesn't need them. Words are used in general to translate structure from the target language to native language.

Teaching method is very important at teaching process motivation, interest and learning materials will depend on it. Motivation is consider and essential attitude for a meaningful learning.

Motivations encourage teachers and students to get their goal at language acquisition.

Due to lack of materials at traditional method and a limited roll of the teacher and students. The improving of the abilities are not taking account and most of the time the metter are board, chalk or whiteboard marker.

Teachers roll in the traditional method.

1. He/she only knows.
2. He/she teaches of a determined form.
3. He/she takes decisions him/herself.
4. He/she is authoritarian.
5. He/she applies rules.
6. He/she only evaluates the educative process.
7. He/she teaches from above to down.
8. He/she gives only information.

Teachers roll in the constructive method.

a. He/she promotes to know.
b. He/she promotes the critic thought.
c. He/she promotes the reflex.
d. He/she teaches to learn.

e. He/she teaches to take decisions.

f. He/she listens to students.

g. He/she is democratic.

h. He/she interacts with their students.

i. He/she makes auto-evaluation, co-evaluation and mutual-evaluation.

j. He/she stimulates orientate and help them in the learning.

k. He/she uses sufficient materials and interesting.

l. He/she prepares interesting lesson in which student's attention is gained.

m. He/she encourages students to become more active participation in their lesson.

n. The teachers must monitor the learners, performance in order to provide feedback and help where is necessary.

o. The teacher takes part as a participant, with the constructive model the students learn more and better because there are sufficient materials to teach and they learn easier and to use better the materials too.

The students manipulate materials and their learning is significative whole life.

Nowadays a teacher must be an active teacher he should provide teaching means to students for their learning. However teacher's activities aren't the same due to everyone uses different materials.

Teachers must be creative, innovator; teacher must create materials according their necessities.

Most classrooms are still using traditional methods in teaching to students this usually involves lecturing to the them while they sit and try to stay focused on the information being send them.

The function of School is to broaden children's range of experiences, introduce new possibilities. Systematize the process of learning, help developing thought skills and ultimately, empower to take responsibility for their own learning.

Teachers must discuss the teaching of the traditional method and memorizing and building and appropriate of an answer good support of the teaching from problem situations, knowing the valve of the individual work and collective work so as the introduction of the evaluation as a quality instruments and improvement.

2.1 AUDIO VISUAL AIDS

Audio Visual aids are a group of visual techniques and support sources that facilitate a better and easy comprehension and understanding of a topic.

The efficient of the audio visual aids at teaching is based in the perception through out the senses.

The audio visual aids according the form that are used are consider a support projection in a straight form.

Today it is inevitable for young people or children a void watch television, a tape recorder, movie or a video compact disc, listen to a cassette due to we are leaving in a world of pictures.

At date education must be attractive and a didactic power is trough the valid instruments and the effective teaching and effective learning processes are designed to guide students with maximum understanding and involvement.

Teachers must be concerned about using audio visual aids at classrooms and develop a necessary atmosphere at language acquisition.

AUDIO VISUAL AIDS USE

The use of audio – visual aids also help to increase motivation especially when the materials are colorful and more important if a word expressions or concept is introduced to the students with a picture the learner will get the meaning easier.

The use of audio visual aids increases student's motivation.   Teachers must use audio visual to motivate students and increase the interest of English language acquisition.

The students in the INAEP use very few the visual aids because the teacher doesn°t facilitate these materials and for they, is important because   improve   their understanding about the classes, when they use these resources to get good marks because they understand better the classes, they get better the attention and when the teacher only explain the marks isn°t good.
aqui

2.2 IMPORTANCE OF AUDIO VISUAL AIDS

It is important the use of audio-visual aids because the students learning is easier and students get a better understanding.

Their own understandings get throughout hands, eyes, and ears. The physical word is dominant all of the time. One form to capture their attention and keep them engaged in

activities is to supplement the activities with lots brightly colored visual aids, toys, puppets or objects to watch the ones used in the stories that you tell or songs that you sing. (audio visual methods in teaching, page 27)

The audio visuals aids facilitate to understand a teaching resource its message, content and topic is an easier understanding.

Gestures are teachers resources, too. Which are very effective to understand language.

Aspects that motivate the use of the audio – visual aids

1. The possibility that students manipulate on interactive didactic material.

2. The possibility that students have access to material in the classroom and at home.

3. The possibility that students interpretate and analyze the material.

4. The possibility that students concern about an effective self – learning and using of materials.

5. The increase of motivation students have with the use of material.

6. Stimulate the interest and the motivation of the group.

7. Approach the participant to reality and to give meaning to the learning.

8. There is a better communication.

9. Improve the didactic techniques.

10. Listening a tape recorder many times.

11. Practice the pronunciation.

A better understanding at a listening exercise for example words pronunciation or a warm – up.

3. USING A TAPE RECORDER

The tape recorder gives a chance for students to listen to variety of activities like dialogs, interview, etc (assessment of young learners Magazine, page 34, 2005)

It's important the use of the tape recorder because the students have the opportunity to listen to native speakers, stresses in a cassette recording are going to create a habit in listen to a variety of stresses and it is easier to understand other people.

To listen different stresses in a cassette recorder students improve their abilities. For example complete the missing word, listen and write the correct answer, comprehension questions for an interview, dialogs. These activities focus on skills like writing – listening – speaking comprehension. Using a tape recorder is another – activity to listen to music.

Music is the universal language and is a wonderful vehicle for teaching language in the classroom through song. (Johnette Downing, handout page 1, 2006)

Listening to music is very important because students feel motivated. They learn vocabulary easier improve their pronunciation and listening. Focus their competence at language skills.

A song is technique for a meaningful learning and improves the language acquisition. When the students listen a tape recorder most of the time is because a song. Generally students work in this kind of activity in team of three students and once a month.

Using worksheets to answer questions, complete exercises or match exercises is better on this kind of activity, In addition a song improve a better understanding, listening, pronunciation and it is a funny way of learning.

4. USING A DVD

At present to improve listening – comprehension video materials are user than audio cassettes recorder and compact disc (Phillips, and Walters Magazine, page 17, 2005)

At technological world students prefer use of DVD due to the advantage to listen and watch at the sometime. Improve their listening – comprehension using these didactic aides will be better for teachers, classrooms and students.

The exercises related with video materials are followed before, during and after video presentation which are known as the stages o previewing, viewing and post viewing.

These stages are designed to maximize student's understanding of the subject matter, which will in turn increase motivation and involvement.

PREVIEWING

Activities activate student's prior knowledge and raise their expectation relating to the content of the video.   At this stage the teacher can prepare vocabulary lists, reading texts, and comprehension questions about the video so students will start reflecting about what they know of the topic.

VIEWING

Activities give students practice in both content – based and bottom – up processing activities include answering multiple – choice questions, filling in the blanks, drawing inferences and listening for the gist songs are naturally motivating and this activity students will practice listening, speaking, comprehension.

For large classes, singing in rounds work well that means that one group of students start the song, and then, at a set the beginning. Different groups are assigned to sing verse one, verse two, and verse three, with everyone joining in the chorus.

This activity provides a fun way to work new vocabulary and listening skills.

In addition to providing practice of vocabulary and listening skills, this activity offers students a chance to discuss English conversational routines such as greetings, the body of a conversation, and closings.

POST – VIEWING

Activities give students the opportunity to evaluate and comment on the video and the associated activities. Students answer various open – ended questions about the video in terms of their personal enjoyment and the relevance of the content.   At this stage they are required to reflect and write about the content of the video, which encourages them to think critically about the subject. At first are progressively required to express them selves in the target language.

At he end of each video session students receive the answer keys for the work sheets they completed and have the opportunity to correct their work and monitor their progress this material is kept as a port folio and is evaluated once every terms on criteria that include the number of worksheets completed the completeness of the work, the quality of self–correction, and a special credit for the substance of students, comments in the pos–viewing section.

Most students indicated that videos material based activities had a positive effect on their process of leaning English.

The uses of video give to students substantial opportunities to listen to authentic language, which is a key element for the acquisition or English. Help them to increase their vocabulary and practice grammar.

In a word, the technology: whatever you use it for in the classroom, it is not going to do the job for you. You will still have a great responsibility as a conscientious materials developer and adviser to develop.

It is important to prepare activities before, during and after, tor they can looking a video because the students are going to go with a proposite and the evaluation will be easier for them.

The activities for this resource are very important, but in the INAEP School doesn°t use this resource.

In the INAEP School, the students don°t looking videos. This school has a program named "Learning Center" but hasn°t in English Materials and is for this reason the teacher and the students don°t use this program in this School.

5. VISUALS

Visuals can be used at any stage of the lesson – to help in presenting new language or introducing a topic as part of language practice, and when reviewing language that as been presented earlier.

The visuals are part important in the teaching learning because this help student to learn a new topic, using visual or introducing a topic is easier to understating the meaning of words, because the students watch and read too.

THE VISUALS CAN BE:

- The teachers them selves: the teacher can use gestures, facial expressions, and action to help show the meaning of words and to illustrate situations.

The teacher can use facial such as smile-run-laugh, jump, dance, sing, etc. and student look the teacher can write the word in a paper and then he show the word too, the teacher can show illustrate situation.

- The blackboard: the teacher or students can use it to draw picture, diagrams, maps, etc.

- Real objects: (some times call regalia) the teacher can use things in the classroom and bring things into the class, food, clothes container, house hold objects, etc.

The teacher can use things to teach better and the students motivate too, there is a better teaching learning and they participate when the student take things that teacher bring such as keys, mirror, pencil, book, fruits, vegetables, etc.

Real objects are many ways the easiest kind of visual aid to use in class, as they need no special preparation or materials, simple objects can be used not only for teaching vocabulary but also al prompts to practice structure and develop – situations.

- Measurements (width / height length / depth / area / volume / weight)

- Shape (geometric, triangular, oval, informally – expressed)

- Colors (pore, yellow, purple, combination, read, brown)

- Texture of surfaces (smooth, ridged, bumpy)

- Pattern and decoration (floral, striped, crisscrossed

- Material (wooden, brass, denim)

- Physical properties (transparent, hard, bittle, combustible)

- Position (part, bottom, end, upper – edge, relational position eg, on, by, near, inside)

- Other categories that could be useful concern the notions of valve, quality, use and sensory impressions.

We must describe the objects very clear in order to improve a better learning and language acquisition.

5.1 USE OF THE TV

The use of a video and a TV is meaningful.   Students watch explanations of different topics at different levels and they are in touch with reality for example TV shows commercial television.

What is visualization?

Visualization involves the creation of real or unreal images throughout eyes and mind. I will use it to refer to visual images, images of sound, movement, touch, taste and smell.

Introducing visualization to students

The following script is one way to introducing visualization to students who have no experience of it if you would like to experience it yourself, record the script on to a cassette. The listen to it following the instructions.

Script.

1. Sit with your back straight – take a few deep breaths. Now close your eyes and breathe normally. If you do not want to close your eyes. That's fine listen to the sound of your breath coming in and going out (20 – 30 seconds)

2. Imagine you have a T.V. set in front of you eyes when you switch on the T.V. Id like you to see a white screen. Switch on your T.V. now and see the white screen (20 seconds)

3. Now write your name on the screen in black using your left or right hand.

4. You are now going to turn up the volume. When you turn up the volume, you will hear and watching your favorite.

5. Now let the music or program or other activities that you are making.

PRACTICAL APPLICATION OF VISUALITATION

- Visualizations can be used for speaking practice as they create natural information for the T.V.

- For description for example, a visualization of a student's relative, focusing on personality and physical appearance, can be followed by students describing the relative to a partner.

- To stimulate speaking. For example, after a visualization of an airport depurative lounge where students hear the conversation of a variety of different people.

- For narrating, for example after a visualization of a memorable event, students ask each other about the program or topic using the questions from the visualization.

- They can be used for revising vocabulary. Students write sentences with new words on their T.V. screens bases on question.

- They can be used to develop student's self-confidence. For example a visualization of a successful learning.

Why use visualization?

- It can bring classroom activities to life and make them more memorable with the T.V.
- It creates a natural information gap.
- It combines left and right–braing functions.
- It can help students to develop their ability to create different sensory images.
- It can add variety to your teaching.

13

- It can help students to learn to relax making then more receptive.
- It can help students to learn to relax making then more receptive.
- Have a clear aim for the visualization.

5.2 BOOKS

When in a classroom the students use text book, they can develop the four abilities.
In the speaking skill when the students take turn asking questions about of a texts while other summarize or predict what will come next and clarify questions and answer, here in this activity the students develop listening skill when they listen the oral participations in this activity.
To interpret a text. They develop the analyzes the activities in the post-reading.

They develop too the writing skill when they write or answer the question of a theme when they gore your own opinion and other activities than we can with the books, for example to do a summary, to meet a main ideas, etc

We can develop the reading skill when the students read the activities than they do.
INEP don'have this type resource to obtain a textbook for each group of students, less for each student. The students can't buy a textbook, because materials how this is very expensive, too lot of them don't have money and they have to participate in big group to copy the topic assigned by English teacher, which difficult to teacher as students visualize image presented on it some topic can not be give by teacher because they require are look by students.

"When in a classroom lack the resources, the books are important in the teaching learning process overcoat if that have colorful pictures".

It a classroom the teachers have not teaching material the books are important over coat if the book have colorful pictures because the illustration is a form to.

If a book has not illustration this is bored for the students, because they need to look and read. When the students look and read is better for them. The leaning is more effective; the students involved in creating the visuals that are related to the lesson helps engages students in the learning process by introducing them to the context as well as to relevant vocabulary. With the books threading and writing are integral to development and must be include in the activities of every classroom every day.

The books are important in the learning to the students because they interest and change routine them, if a student look a colored leaves in the tree that fall; he is observing what happens, because he id connecting that he watching with the words that he is reading. It this moment the eye sense is capturing, memorizing, and recall and is more easily.

The books help in the leaning, and in the writing the students watch the words write and they learn to write better the word because they are watching its written.

The books help in the reading, because they are discovering new words and this do they resources, and learn new words.

Students read a reading, the student practice her / him analyzes, because when the student read, he need to know that means or which is the message, the student learn to read better the words.
The books is a material important because the students can manipulate in the home in the classroom and this make student can head o they can study of a form self-taught.

The books help them to do the exercise with absolute certainty.
"A reader comprehends a message when he is able to describe the message" (Anderson Gidell)
To say that one has comprehended a text is to say that she / he has found a mental information in the text or else that has modified an existing mental information in order to accommodate that new information, and he is capable to transmitter the information.

The textbooks published before the 1970 do not include pre-reading activities, the reader is often plunged into the text and comprehension el evaluated through pos-reading questions that emphasize recognition or recall.

The books were progressively reflected in materials after the 1970 when textbooks gradually began to include exercise to aid the student's top-down processing.

Today, many textbooks echo the ideas to use of pre-reading, during-reading and post-reading activities, the aim of these books is to assist students in developing academic reading skills, and the pre-reading activities are prevalent.

PRE – READING

Is activity proposed prediction, the brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

Predictions, according to him, are questions the readers ask the world and comprehension is receiving the answer.

Obviously, the role of the teacher is paramount to activate and build schemata a first task is to select texts according to the students needs, preferences, individual differences. The goal is to provide meaningful texts to the students understands the message. The use the book the teacher must follow three stages of activities, these activities are typically used to activate and build students schemata.

1. **Pre-reading:** at the important stage the teacher should make sure that students have the relevant schema for understanding in the text. This is achieved by having students think, write and discuss every thing, they know about the topic.

Pre-reading is an activity for the students, so the students participate about they know of the topic, is an activity that help them, because is a motivated activity where they discover and they say know about topic.

This activity helps them in the speaking.

DURING – READING

These stages requite the teacher to guide and monitor the interaction between the reader and the text. One important skill teachers can important at this stage is note – lacking, will allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinion.

In this stage is important that teacher has most much participation only necessary and so the students have most participation.

POST – READING

The post-reading stage offers the chance to evaluate student's adequacy of interpretation, while bearing in min that accuracy is relative and that readership must be respected as long as the writer's intentions are addressed.

In the post-reading activities focus on wide range of questions that allow for different interpretation. This activity provides an excellent range of simple to complex questions and activities that are perfects, in this activity too the students is able to build new schemata and provide information received when the student comprehend a text, he / she is able to modified a existing mental information in order to accommodate that new information.

5.3 THE BENEFITS OF USING VIDEO IN THE CLASSROOM

Video communicates meaning better than other media.

Video presents language in context in ways that a cassette can't.

Learners can see who's (or what's) speaking. Where the speaker are, what they're doing, etc all these visual clues can help comprehension.

Video represents a positive explotation of technology.

Teenagers, in particular, have a positive attitude towards television and video. It is seen as being modern compared to books.

Once the decision has been made to use a video in class. Should be given as to what purpose the video is being used. The way the video will depend on the role the video is to take.

The video is an important material in the English teaching because, first is a motivation that an important factor, the teacher must prepare activities before the students watching the video and so there is a better learning, the students must have a guide and the teacher orientate them.
The video is important in the leaning because they have the following benefits.

- Children enjoy language learning with video. One of the aims of teaching English to the students is to instill in them the idea that language learning is a happy experience and video creates and attractive enjoyable learning environment.

- Video is an effective way of studying body language.

  Younger language reamers are still learning about the world around them.

- Children gain confidence though repetition.

The students like to hear the sounds and video create image and the students like to watch video several times and they learn by absorption and imitation.

BELOW ARE FOUR POSSIBLE RULES FOR VIDEO

Developing listening skill.

In this case the students develop listening skills, because they are listening different voices and they are watching gestures, etc.

To provide information.

The provides content relevant to students need and interests.

Presenting or reinforcing language.

The students learn grammar, vocabulary, functions.

Stimulating language production.

Video used as a base for discussion, a model for learners to follow, a visual aid.

When the students watch a video develop listening skill to enable learners to extract the relevant information. It could be used to develop vocabulary on the topic of lives.

The video is an important factor to learn a language and this help to comprehend it better too.

When the teacher is going to show a video, the teacher must select it to use in the classroom.

To choose a video will be interesting and attractive for teacher and students in order have focused in the content.   A video with a full motivated improve the learning in a topic.

At survey students' report that once in a whole term about a year they saw a video presentation.   And at that activity the English teacher gave them a worksheet and prompts.   Students did pair work.   The participation was excellent due to students enjoyed the activity and improve their learning in vocabulary, pronunciation and meaningful acquisition of the sub – skill language

5.5 USING PICTURES

With the use of picture is more effective for students understanding a foreign language. It's recommendable to the more funny the leaning – teaching.

Since pictures can be describing with detail, the larger and more precise your vocabulary, the better your descriptive writing will be.

The picture there is different descriptions.

a. Picture about the people: in this picture the students can describe about of physical description, character and habits, height, age, clothes, facial, and body expressions, and they can speak or orally describe, too they can describe using the written, when a student is describing orally he is practicing the listening skill.

b. Picture about the places: in this activity the students can look and to describe about the towns, cities, villages, river, etc. if they are near, far, in the centre, in the suburbs in the surrounding, etc.

Here students can describe the different picture, teacher show and they describe the picture more liked. In this activity, teacher must show about our country or our town.

Here the students too, they can develop four skills with the creativity if the teacher.

To develop the speaking skill the students describe the place where is? How are? Its characteristics etc. and they can develop too the listening skill when they listen to the partner is describing. The writing skill, they can write a summary than they listened or write a small paragraph about they like or don't like of the place, or too they can describe.

Then they can read the written and this manner they can develop the writing skill.

c. Picture about the object: in this activity the students can describe

   1. Shape (geometric: triangular / oval / shaped)

   2. The measurements (height / width / length / depth / area / volume / weight)

   3. Color (black, yellow, blue, white, purple, etc)

   4. Texture of surfaces (smooth – ridged – bumpy)

   5. Material (wooden, brass, denim)

   6. Patter and decoration (floral, stripe, cross, crossed)

   7. Physical properties (transparent, hard, brittle, combustible)

   8. Position (bottom, end, upper, edge, relational position, by, near, inside, on, etc.)

   9. Other categories that could be useful concern the notion of value, quality, and sensory impressions.

In this activity to describe picture about of object is an activity very funny and enriched because it has different activities no only a type.

Here the teacher can make different activities with each one of them, he or she can develop the four skills in his / her students.

With the oral descriptions the students develop the speaking skill.

Using each description than was show.

When the other students are listening the description, they develop listening skill. Too they can participate describing the objects and this way, they can have a conversation, so this manner they can develop the speaking skill, too they can write or describe other place they know, they each one of them can read the written and this way the student develop the writing and reading skills.

When the class are funny or motivated the students increase the interest, and the learning is more effective, they learn for all the life.

Other activity is when the teacher or some student dictates words about the picture (object, people, place, etc.) and one student try to draw, when the student finish to draw, the picture is compare with the first picture and this form the students learn more. All these activities or techniques teacher can make into the classroom and the students develop the abilities.

5.4 FLASH CARDS

They are simple, versatile, yet often under exploited resource. The flash card, the student's hold up the flashcard to show what they really look like, with this activity the students could practice using each set, words or practicing structure. In this activity students improve speaking skill asking them about a description for example in a picture. And at the same time they improve their listening.

USING FLASH CARDS

With single picture which can be help up by the teacher. They can be user for presenting and practicing new words and structures and for revision.

Teacher elaborate a set of flash card with simple pictures of numbers or stick on a picture from a magazine, these flash card can have about clothes, foods, places, action, etc.

With this activity teacher can develop in its students the listening skill of the following manner.

He or she chooses one card, but don't show to the class, teacher ask about the picture, the students listen quietly and then they participate trying to guess, when they speak of answering to the questions, so this manner they develop the speaking and listening skill.

In this activity, the teacher can introduce a new word and the students can guess, when they try to guess, answering the questions.

Then the students looked the picture in the flash card or the new words, they can write about the characteristic than they have, this activity can be in pair or small group after they write, they can read their written, and in this way they can read their written, and way they are development the writing and reading skills. In addition they can other activities as complete the sentences, small paragraph, summary, etc.

ACTIVITIES FOR USING FLASH CARDS

The activities are divided into the following categories: memory, drilling, identification and TPR activities.

MEMORY ACTIVITIES

Memory tester

- Place a selection of flash cards on the floor in a circle.

- Students have one minute to memorize the cards.

- In group, they have two minutes to write as many of the names they can remember.

Drilling Activities

Invisible flash cards.

- Stick flash cards on the board and draw a grid around of them.

- Use a pen or a pointer to drill the words. Always point to the flash card you are drilling.

- Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.

- When the first card is removed and you point to the blank space, not your head to encourage children to say the world of the remove flash card.

- Students should remember and continue as if the flash were they seem to be amazed that they can remember the pictures.

- Depending on the age group, I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to, come up and write the world in the correct place on the grid.

- This activity highlights the impact of visual aids. It really proves that the images stick in student's minds.

Identification Activities

Reveal the world.

- Cover the flash card or world cards with a piece of card and slowly reveal it.

- Students guess which one it is.

- Once the card is show; chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the worlds. Children will automatically copy your voice.

- Alternatively, flip the card over very quickly so the students just get a quick glimpse.

- Repeat until they have guessed the world.

TPR activities

Point or race to the flash cards

- Stick flash cards around the class.

- Say one of them and students point or race to it.

- Students can then give then instruction to classmates.

- You can extend this by saying hop to the cat or even "if you have blonde hair, swim to the fish".

These are a series the activities that teacher can do with the students, and these activities have to be good made.

- In the institute Eliseo Picado does not use this type material the teachers because this center doesn't have teaching resources and they don't prepare material because they work two or three shifts for the economical situation in the home.

5.6 USING GUESS THE SENTENCE

In this activity teacher write sentences on a piece or paper or card, he or she doesn't show the sentence, but teacher or some student writes the basic structure on the board. Students must guess the exact sentence.

When the students try to guess about the sentence, the students practice the speaking skill and when the teacher or some student writes the basic structure on the board the students practice reading skill they can practice other activities to develop. The listening and writing skills for example when they write about think them of the sentence or when they write a small paragraph of their participations, then they can read the written that they have done and this way they develop the reading skill.

The makes this activity the teacher must to have enough time and he or she must be creative.

This activity is very funny for the students and this help them to increase interest for the class.

The students of the Eliseo Picado in 8th grade they do not have this type of activity and they bored the class is not motivated the class are traditional.

The say is better with material the class because there is interest and they learn more easily.

5.7 USING MIME

Language can be verbal as well as non – verbal, the facial expression, gesture and other body gesture convey a message, the meaning of which are culturally specific (Sam Shepherd, English Teacher, New Zeeland)

Teachers can make different gesture with their face or their body and the students can guess.

In addition teachers can call a student in front of the classroom and whisper a sentence previous written which describe a simple activity the student mimes the activity and the other students try to guess the situation.

To show a picture in front of the class placed movements or action to elicit yes / no answers asking to the students guessing about the picture.

Could be a funny activity due to all of the students are involved. They improve their skills in listening and speaking and reading and writing if they write about the picture.

However lack if activities at teachers' classrooms become in a reject for English which could see at English classroom at Eliseo Picado Institute from Matagalpa.

5.8 USING MAGAZINES

The magazine is an important teaching material, because it has colorful picture and different information that the students like. (Volume 43 number 4, 2002)

The magazines have posters, illustrations and a variety of publications produced for young readers that the students like.

With the use if magazines teachers can choose depending on the usual factor:

- Topic
- Target language area
- Skills
- Students need and their interest.

It's not good trying to get your students fascinated by a text in the magazine if they are fans of a determined topic. You might as well save your time and energy and just use the magazine.

When students use magazine, they are motivated because they are looking and reading and with this material they can choose different activities for small group and then they speak about the topic chooser for them, in this way they are developing the language skills.

Real objects (sometimes called "realia")

The teacher can use things in the classroom and bring into the class, food, clothes, containers, household, object etc.

The students enjoy talking about the objects, specially because the teacher brings different ones to each sessions. Realia is not only good for stimulating conversation; it lends to make the sessions especially memorable. Every time that the teacher shows an object in the class motivates. Students to make a pre conversation or a pre reading, but the most important in this case is the participation, they can give to the class.

Structures we can study with real objects
1. Preposition of place : in-on-beside-etc
2. Presents perfect: tense-have just…
3. is there ?- are the ?
4. x is made of
5. Expressions of colors, shape, size, and real objects can be used too:

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

Real objects are in many ways the easiest kind of visual aid to use in class, as they don't need a special preparation or materials. Simple objects can be used not only for teaching vocabulary, but also as prompts to practice structures and develop situations. To make this clear give a few examples of how the packet of tea shown in the activity might be used

- to teach the words "tea" and "packet" (contrasted with other containers, e.g. a bag of sugar)
- to develop of description of making tea : " First you open the packet , and then you put some tea in the pot…(the teacher could also bring a pot, a spoon, etc.
- as a part of a shopping dialog, asking about price : how much is a packet of a tea ? "50 piaster" etc
- to develop an imaginative dialogue, practicing "LEND", e.g. price.
  - S.1   could you lend me some tea?
  - S.2   Yes of course. What do you what it for?
  - S.1   My relatives have come to visit me.

Ask the students to look at the picture and discuss how the objects could used.
Imagine that you have these real objects available in your classroom. Which one could you use to practice the language in the circles?
   Possible answer   preposition of place: the box and others objects, etc.
"The pen is in the box"
"The apple is on the box"

x is made of……all the manufactured objects, e.g. "The bag is made of leather", "The telephone is made of plastic".

Present perfect tense : teacher holds up an object, students what he or she has just done, e.g. soap : "you've just bought some shoes".

Is there?   Are there?

In this case the teachers don't use enough materials of this type only use materials that there are in the classroom and student bore because isn't a new material.

Whiteboard use

To obtain maximum use of white board the teacher will must analyse her/his own ability : critique and objectively.

Basic rules

1. clean the whiteboard
2. when write or draw stop help to and don't stand up in front of the message and turn around frequently to the class and more constantly
3. when write, more along of the whiteboard, it will help that lines are right
4. make complicate draws, before start the class.
5. the erase pass uniformly the eraser up and down.
6. don't put too much material at the sometime on whiteboard, maintain easy the presentation
7. use an indicator to show important elements
8. Feel security

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

-New words examples of structures.

-structures tables prompts for practice (word of picture)

-pictures to show the meaning of words.

-pictures to show and complete situations.

Decide what you?

Examples: where can we use the blackboard?

Write new words, phrases or sentences, on the blackboard and discuss items with your students.

Make simple drawings on the blackboard. Even if you have little talent as an artist, you can make stick figures to represent people and drawn simple outlines of objects with you can then use as elements in the composition of a dialogue , an improvisation or a story , or discussion topic in general

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

Even this short item my elicit a surprisingly large number of questions.
We must show structures clearly by under lining or by means tables example.

He work in an office

I work		bank
	In a	
She works		factory

White board

this aid according to is use in 100%, so that English teacher utilize in with more frequency, because they don't have sufficient resources to prepare other aids an students made referent that this aid is very bored and tired, because they always hope that English teachers copy on it

Dictionary

With respect to this visual aid, I can look at that the students don't have dictionary and in the library of this center don't have dictionaries too; teacher try to explain the mean and he or she write the translate of the word on the white board

CONCLUSIONS

With this research the following conclusions were found.

- The lack of visual and audio materials affect the student understands considerably.

- Most of the teachers don't prepare teaching means for their classes.

- Scholar direction doesn't facilitate the necessary teaching means.

- The class is more traditional them participative.

- The few material used by teachers are not adequate.

- The English teachers don't facilitate enough teaching material to the students according to the class.

SUGGESTIONS

The English teachers must creative, innovator materials according their necessities.

To manage through organizations financing to prepare teaching aid's room.

The teachers can prepare his/her own didactic materials.

Activities with the direction and students for buy audiovisual means.

The teacher and students can serve as model.

To take real object to the class.

To take the suggestions to the use of the different aids that is presented in the development of this research.

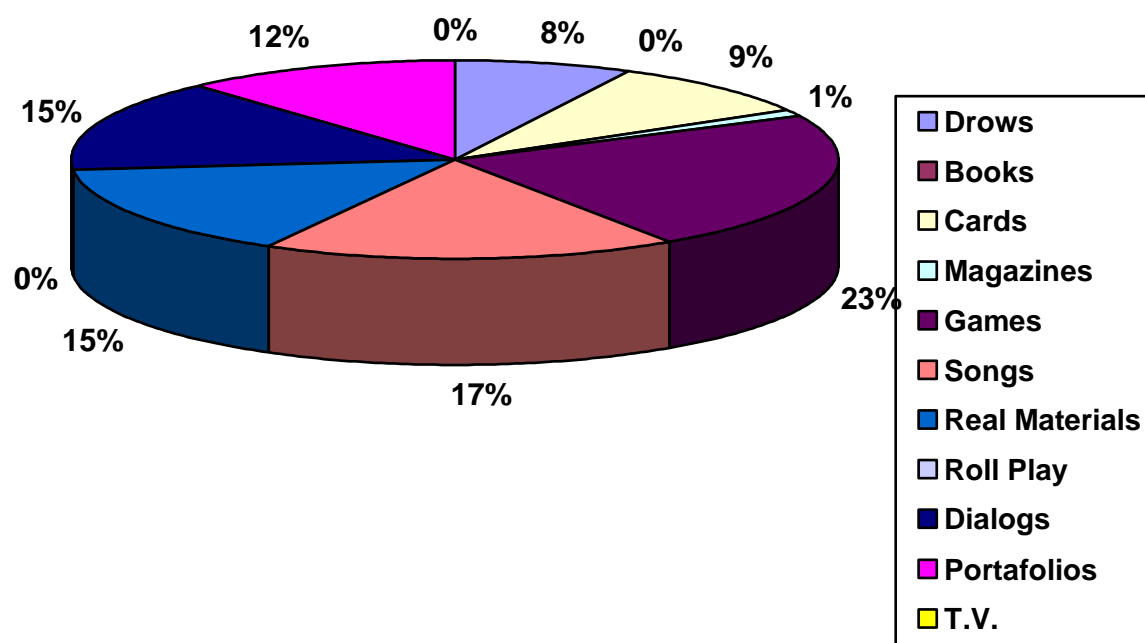To reduce considerably the writing information excess on the whiteboard, combining this aid with others.

To motivate the students using visual aids.

BIBLIOGRAPHY

➢ Anderson Gidell, Importance of the books 2003 page 54

➢ Cooper Lavery, video oxford 1991 page 46

➢ Date, Edgard, page 2478audiovisual Methods in Teaching

➢ Downing Jhannette handout 2006 page 2

➢ English teaching FORUM magazine 2005 page 15 volume 43 number 4

➢ Ericson, Carlton-Fundamentals of teaching with Audiovisual

➢ Lavery Mark. Using Mime http:/www.mime.lancs.ac uk/ handout page 20

➢ McDonough Allan, Assessment of Young Learners Magazine, page 34, 2003

➢ Shepherd Sam use of material 1998 page 49

➢ Shepherd Sam, English Teacher, New Zealand, page 49, 1997

➢ Teaching materials, handout, compiled by English Major Ligia Pineda CUR Matagalpa 2005 page 15

➢ Tierney and Pearson, Forum English Teaching, Volume 44 number 1, page 9, 2006

➢ www.how.3477visualaids/during.h.t.m

➢ www.visual/htm

ANNEXES

Material used for the students

Legend:
- Drows
- Books
- Cards
- Magazines
- Games
- Songs
- Real Materials
- Roll Play
- Dialogs
- Portafolios
- T.V.

Values shown: 0%, 8%, 0%, 9%, 1%, 23%, 17%, 15%, 0%, 15%, 12%

Analysis of Results

My purpose in this work is the importance of visual aids; in the English object the results presented here are products of the observation guide of the students of second year

To continuation I present the analysis with respect to each one of the Visual Aids used by English Teachers.

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
MATAGALPA**

OBSERVATION GUIDE

General Data: _____

Observer name: _____

Level: _____

Subject: _____

Section: _____

Date: _____

I. TEACHING MEANS OF THE STUDENTS

	Yes	**No**
whiteboard		
Book:		
Notebook:		
Pencil:		
Pamphlet:		
Cards:		
Non cards:		
Dictionary:		
Work sheet:		
T. V.		
D. V. D.		
Songs:		

II. PRACTICE ACTIVITIES IN

Group: _____

Pairs: _____

Small group: _____

Big group: _____

Alone: _____

III. TEACHING MEANS USED BY THE STUDENTS

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
MATAGALPA

TEACHER INTERVIEW

General Data: _____
Subject: _____
School: _____
Graduate: _____
Date: _____
Time: _____
Level: _____
Nº graduate: _____
Nº students: _____

Dear teacher:

Please. Answer some questions about the use of teaching means in the class.

I. ANSWER THE FOLLOWING QUESTIONS.

1. How long have you been teaching English?

2. What kind of material do you use?

3. What materials do you make?

4. What abilities or skills do you develop using teaching means?

5. What problems do you have about the use or not of teaching means?

6. What are the results in your students when you use teaching means?

Thanks you for your collaboration

Circle the picture

1. **television**

2. **book**

3. **bicycle**

4. **car**

5. **coffee**

6. **dog**

7. **football**

8. **house**

9. **movie**

10. **salad**

FLASHCARDS

• •

uncle

aunt

grandfather

grandmother