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LANGUAGE IN SECONDARY SCHOOL STUDENTS”**

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Primero y antes que nada, dar gracias a Dios, por estar conmigo en cada paso que doy, por fortalecer mi corazón e iluminar mi mente y por haber puesto en mi camino a aquellas personas que han sido mi soporte y compañía durante todo el periodo de estudio.

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INTRODUCTION

“THE IMPACT OF VISUAL AIDS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SECONDARY SCHOOL STUDENTS”

This pedagogical essay is based on second grade students in the secondary school “Antonio Dias Soto y Gama” located in San Luis Potosí. The purpose of this document is to know the impact of the effects, problems and challenges faced with the use of visual aids (Flashcards and Posters) in a second grade secondary class. The creation of visual aids was based on the characteristics of the school and even more on the characteristics of my students.

The acquisition of the English as a foreign language is promoted in the English Study Program (SEP, 2006). Considering the methodology and terminology that this program establishes. It was found necessary to use the term “Foreign Language” instead of “Second Language” and thus having the title of this document be the following: “The Impact of Visual Aids in Teaching English as a Foreign Language in Secondary School Students”.

Using teaching aids in classroom can be considered a good tool to deal with the language teaching which involves real life factors in a classroom. Teaching aids include visual, audio and audiovisual aids that take an important place in the teaching process, this may help to reduce teachers talking time and help students to acquire new information. According to Joshi B. (1995) visual aids are used to increase the effectiveness of a classroom and the teaching-learning process

Taking into account the school characteristics and students' needs, it was necessary to find a strategy in which the students could work in an environment that could help them to acquire the language according to the SEP (Secretaría de Educación Pública) requirements. The use of visual aids (Flashcards and posters) was the strategy followed in which students could learn, interact and at the same time achieve the school and government purposes.

With the use of visual aids, it was intended to develop an environment in which students could learn the language, see real life examples and interact with the didactic material and with other classmates. In chapter 1 you will find the nucleus, topic line and purpose followed in the development of this document, school information that describes the physical structure of it, the number of students and places near the school, social characteristics of the students and previous information about this pedagogical essay.

In chapter 2, you will find the instruments, lesson plans' steps and visual aids used in this pedagogical essay. In order to obtain objective information, different instruments were applied, such surveys, personal observations and photographs. It must be clarified that visual material was integrated within the lesson plans applied in order to detect the impact that they had on students of second grade.

In this pedagogical essay different problems and challenges were faced, it was necessary to find different strategies in order to manage students' behavior. There were some class suspensions, for example CTE (Consejo Técnico Escolar) in which the last Friday of each month, the teachers needed to talk about the school problems, goals and possible solutions and due to the fact I needed to apply or change the class purposes and materials for the students. The lack of English books in the library in order to support the ideas in this pedagogical essay was a challenge

faced in the development of this essay because it took a long time to find information that could be used in the development of this document.

In the application of this topic, I developed different strategies like classroom management, students' evaluation and materials used in order to know the students' needs. The use of visual aids is a strategy that helps students to acquire the English as a Foreign Language and let them interact with others. The development of this document and previous knowledge acquired at the BECENE (Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí) let me find that the teacher plays an important role in language acquisition (LA).

Wong L. and Catherine B. (2000) stated that:

Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. They need to help them become more aware of how language functions in various modes of communication across the curriculum. They need to understand how language works well enough to select materials that will help expand their students' linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning (Wong Fillmore & Snow, 2000, p. 7).

1. CHAPTER I

In the following chapter, you will find why this pedagogical essay placed the topic in a specific topic line and how it corresponds to a nucleus. The school Antonio Dias Soto y Gama is located in San Luis Potosi, in the school year 2013- 2014, the school covered 364 students divided in 3 school grades. This school has different areas that could be used by the teachers and students but some technological resources were not able to be used because those were not available.

Managing to meet individual learner needs through pre-pared materials is part of a big dilemma teachers face in trying to implement learner-centered language programs in a group. O’Neill R. (1982) said that each group is so unique that its needs cannot be met by materials designed for another group. That means that not only presupposes predict the language needs of students beyond the classroom, but also ignores the common linguistic and learning needs of many learners. In order to know the students’ needs, it was necessary to apply a survey based on social and economic situations that integrated the students’ previous knowledge in the English language.

Using teaching aids in classroom can be considered a good tool to deal with the language teaching that involves real life factors in a classroom. Teaching aids include visual, audio and audiovisual aids that take an important place in the teaching process that may help to reduce teachers talking time and help students to acquire new information. According to Joshi B. (1995) visual aids are used to increase the effectiveness of classroom and teaching-learning process.

Therefore, by adding effective visual aids to your presentation you will increase the possibility of your students remember the message. Learning is faster and therefore more effective when students are interested. Visual-aids make it easier for them to see patterns and relationships and for students to form mental images of

abstract ideas. Considering this information and my experience with 2°B, I have to focus this pedagogical essay on the following topic: “The Impact of Visual Aids in Teaching English as a Foreign Language in Secondary School Students”.

1.1 TOPIC LINE

This pedagogical essay is based on one of the 3 topic lines seen in “Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I & II SEP (2003) which are: “The adolescents”, “The didactic competence in teaching the specialty” and “The school and the adolescent context”; This topic called as “The Impact of Visual Aids in Teaching English as a Foreign Language in Secondary School Students” can be placed in the following topic line: “**The Didactic Competence in Teaching the Specialty**” because during the different teaching practice periods in the English class, different instruments will be applied in order to know how visual aids work within second grade students.

1.2 NUCLEUS

In Orientaciones Académicas para la Elaboración del Documento Recepcional SEP, (2002), I have seen three nuclei which are: “Analysis of the teaching practice”, “Analysis of the common problematic cases within the school practice, The school functions” and “The experimentation of a didactic proposal”. The nucleus this pedagogical essay follows is “**Analysis of the teaching practice**” in which the period of time to collect the data of the Impact of visual aids will be developed during the teaching practice periods.

1.3 DESCRIPTION OF THE CASE BEING STUDIED

1.3.1 Previous Observations

In the school “Antonio Dias Soto y Gama”, there was an observation period from August 19th to 30th 2014 in which I observed the groups 2°B, 2°D, 1°C and 1°E. I focused this pedagogical document in the group of 2°B because the information that the pupils saw in the class were posters with a lot of information in which the pupils needed to write the information without using it. I think it could have been possible to accomplish more with the adequate use of that poster in which the students could practice the information in order to learn how to use it. Teachers from other subjects used the student’s books more because this is a material that the government provides them and is available for each student divided by subject. In the secondary school it was detected that teachers do not use materials because of the cost, the time that the creation of this represents and the number of groups they cover.

The lesson plans are very important because they have the different steps of the class and at the same time, lesson plans help teachers not to lose activities they have planned. The lesson plans that will be used in this topic have to include the steps to follow activities in a certain time and materials in order to support the information. In the first practice period (September 16th, 2013 to October 11th 2013) 12 lesson plans were applied in which I have observed that students were participating more in classes with visual aids (Flashcards, posters), answering fewer doubts and using less teacher talking time than in classes without materials. In the class without the use of materials, the students did not participate in class, there were a lot of doubts and the teacher talking time was a lot.

The 2°B classroom did not have technological resources like TV, Computer, Projector, Printer, intelligent board and or a CD player. The classroom has the

following furniture: a teacher’s desk, 34 students’ chairs, a white board and a cupboard. This was the principal reason why the English teacher sometimes prefers to bring visual materials like posters or students’ book because they did not need the use of technological resources that the classroom or the school did not have.

1.3.2 What Was Detected?

During the first period of practice and observation’s period, I have found that 2°B students did not have technological resources in which the teacher could support or bring new information instead of creating a learning environment. I think, the students needed to interact and practice more with visual materials that the teacher brings in order to learn how to use the information in real life situations. The teachers needed to create materials based on the topic, purpose of the class and the students’ needs and not minimize the importance of the use of materials in another period of time.

The students’ books are good resources to work with, but it is necessary to bring new visual materials in order to support the information and bring examples of real life situations. Therefore, due to the infrastructure of the classroom, it is necessary to bring other materials in order to accomplish the personal, educative and student’s goals.

1.4 PURPOSE

The English Language is used for communication all over the world, many researchers say that the result of teaching and learning English is considered unsatisfactory. It has been demonstrated that most students who have graduated from junior high school still have low ability in the English language. They cannot rely on their ability whenever it is required. According to the observations in 2°B students

and the characteristics seen inside the class, **the purpose of this document is to know the impact in the problems and the challenges faced in the use of visual aids (Flashcards and Posters) in a second grade secondary students.**

1.5 SCHOOL GEOGRAPHICAL INFORMATION

1.5.1 School Location

The secondary school in which this pedagogical essay was placed is called “Escuela Secundaria N° 7, Antonio Dias Soto y Gama”, it is located in the following address: Padre Eusebio Kino Street N°6 on FOVISSSTE, San Luis Potosí, S.L.P. This school is 24 years old. The classes are held from 7:30 am to 1:40 pm. With the work center number 24DES0072T. (Appendix I)

1.5.2 Spaces near the School

The secondary school is located on FOVISSSTE in San Luis Potosí, near this neighborhood are Las Piedras and Manuel José Othon at the north, Lomas de Santiago del Rio in the west and Eucaliptos in the south. There is an important avenue called “Muñoz” in which there are some shops, grocery stores, a library, gyms, and restaurants. Next to the school is an institution called “IPOJUVE” that provides different services for the people like English, dancing, painting classes and support in different problems that the population may have and in the opposite of the school is an elementary school.

1.5.3 Physical Structure of the School

The secondary school has enough classrooms and physical structure to cover the educative services needed to by students. This school has 5 buildings with different places that help in the educative teaching process. The library is a workshop and at the same time the Spanish Subject uses it in the free time, there are different English fairy tales, dictionaries and so forth that could help the English Class. There is a laboratory (chemistry and biology) in which the only material that could help in the learning process of this subject was a TV that it was a furniture bought for the English class, but due to the number of students and the subjects, it was necessary to use the TV in other educative purposes. There are 2 sports fields, 3 workshops (Electricity, Computer and Clothes' design), 3 Administrative offices, a Central Store and the USAER's room (Unidad de Servicios de Apoyo a la Educación Regular) that helps the students with educational needs.

In this school, there are 13 classrooms in which 10 of them contain enough chairs for the students in each classroom, a whiteboard and a cupboard. Some rooms contain the necessary electrical devices to plug electronic materials in it, and 3 classrooms equipped with technological resources with a teacher's desk, different chairs for the students and an intelligent board and a whiteboard.

1.5.4 Number of Students

Originally, the school Antonio Dias Soto y Gama attended 2 schedules with approximately 40 to 50 students in each group, but due to the different secondary schools located near this school, now the school covered 1 schedule with 28 to 35 students in each classroom. The number of students that attended this school were approximately 364 students. In spite of past years, the principal and teachers were creating new ways of working in order to increase the student's population. This

pedagogical essay will help in the English subject by attending to a specific educative need presented by students including some school regulations like “Actividad para iniciar bien el día” that let students be interested in the subjects and do not live at school and bring activities in order to increase student’s final grades.

1.6 SOCIAL CHARACTERISTICS

In the group that this pedagogical essay will be placed, there were 29 students when the course started and before this pedagogical essay was done, the number of students increase to 31 pupils. In order to know the social characteristics of 2°B, a survey was applied and it consisted in 10 questions that included the English language contact, house facilities and didactic materials that they used in the English class, the survey was answered by 25 students and categorized in economical aspect, educative aspect and student’s preference. (Appendix II)

In the economical aspect it was necessary to know the facilities that the students’ houses had in order to find a way in which the students could work (do homework) at home taking into account their economic situation. In the question: **What basic facilities does your house have?** 14 students mentioned that their houses had water, Electric, Telephone, Internet and Cable television services, 4 students mentioned they had the same services at home but they did not have internet, 1 student said that he did not have television by cable but the house had the other services, 3 students did not have internet nor television by cable, 1 student did not have internet and phone service, and 2 students just had the basic services like water and energy.

In the question: **How do you arrive to school?** 1 student said he walked and went by car, 2 students take a bus or arrive at school by walking, 5 students take a

bus, 7 arrive by car and 10 students live near the school and they walk. This question was important because the school closed the doors at 7:30am and the students could not pass without an adult, sometimes the traffic does not let students arrive to school on time.

The other category called “Educative aspect” helped to know the students level in order to create visual aids according to their needs. In the question: **Have you ever taken an English course?** Everybody answered “no” that means that the only contact they had with the language was at school, in this case, the topic of this essay helped the students to face English real life situations.

Do you have family members living in another country? 15 students confirmed that they had family members living in another country and the rest said that they did not. The country the students mentioned was the United States of America in which the official language is English. This could help students to face real life situations and feel motivated to learn this language.

Have you ever traveled or lived in another country? 21 students answered that they have not taken a trip to another country, just 4 students traveled to USA (United States of America), this helped in this pedagogical essay because the students could help other students or bring examples.

Now student’s preference was around the following questions: **When you see a movie in English, what do you do?** 12 students answered that they put the subtitles in Spanish, 9 students said that they change the language, 3 students do not do anything and they just watch it and 1 student doesn’t watch it. This gave the idea about how the students watched movies during their free time and the English contact they had during this process.

What language do you listen to songs in? 5 pupils said the music they have listened to is in English, 13 students said that the songs they play at home are in Spanish, and 7 students answered that they listen to Spanish and English songs.

What materials does your teacher use in the class? The students said that the teacher uses posters and pictures, sometimes audios and hardly ever the projector because the teacher did not have the facilities to use them due to the fact that the school did not have enough technological resources for each subject.

The conclusions of this survey is that the majority of the students are in contact with the English language by songs, movies, family members or just in the class, they have more than the basic services at home, they do not feel bored with the English class, they think the class is a challenge and they mentioned that the teacher uses visual aids that motivate them.

1.7 WHAT IS KNOWN ABOUT THE TOPIC

Graddol D. (1997) considered that the fast-growing language community in USA was (and is) Hispanic and in a future year the American continent will be an English-Spanish bilingual zone and he suggested that in 2040 there will be 3 billion English speakers. According to the English Study Program (SEP, 2006), the students learned the English as a foreign language and the lesson plans were based on this way of thinking.

1.7.1 Visual Aids in an EFL Class

English as a Foreign Language is when students describe situations where they

learn in order to use it in another language. They usually take classes inside the country and this is especially when they do not use English as tourists or business people. An important feature of the Educación Básica Secundaria, English Study Program SEP (2006) is that the purposes of teaching English as a foreign language in secondary education are defined considering both international standards and national demands and possibilities. It must also be mentioned that these purposes are not isolated or limited to English. They derive from a general purpose of language teaching in basic education, which includes the areas of Spanish and foreign languages in preschool, primary and secondary education.

Taking into account these aspects, I consider of vital importance to support my classes with posters and flashcards, since my students are not naturally immersed in the English language. I saw that the students in Antonio Dias Soto y Gama needed more visual support in order to actively include them in their English Learning Process. Canning C. (2000) states that there is considerable confidence placed in the value of audio-visual aids to enhance the learning of foreign languages. Therefore, I will use posters and flashcards to enhance 2°B students' learning English.

1.7.2 Repetition and Visual Aids

Repetition plays an important part in language learning just helping students to transfer knowledge. Driscoll, M. (2000) established that repetition is an instructional strategy used to maintain information in working memory. With maintenance rehearsal, repetition is used to retain information for a certain period of time. For example, memorizing a phone number until you make the call and no longer needing it in short-term storage. However, for information to reach long-term memory, maintenance rehearsal is insufficient. While repetition may lead to successfully

retaining overlearned material such as math facts or spelling words, it cannot ensure that more complex and meaningful information will be stored into long-term memory.

In the development of this pedagogical essay, repetition will be placed during the classes in order to help students in the pronunciation of words and supported with visual. Flashcards will be used to facilitate the learning of vocabulary; it is recommended for teachers to implement flashcards this way. According to Haycraft J. (1978), flashcards can be used for consolidating vocabulary learning, practicing structure and word order.

I will promote the learning vocabulary through the use of visual aids, it would be placed in the second step of the lesson plan called “Presentation stage” in which it is important to give students the word’s pronunciation and let pupils the opportunity to repeat them in order to be familiar with the vocabulary and their pronunciation.

1.7.3 How Visual Aids Affect Learning Motivation

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Douglas B. (2001) states that motivation includes the need for ego enhancement as a prime motivator, this is the need for the self to be known and to be approved by others. This is a basic idea of why people do things they like; they spend time doing things others do not do because they are motivated.

When students are presented a prepared class with visual aids, they tend to be more involved in what is instated to be accomplished. I have noticed this through my practice experience. As to increase motivation in my students, I will get to know them and their interest, so that the material (Flashcards and Posters) that I will use could have a positive effect and truly motivate them. This will allow their self to be identified

with the material presented and at the same time, pupils will have the opportunity to reflect the common interest with others.

The use of Visual material will improve student’s motivation and interaction in class as well as learning of particular language skills and knowledge but visual aids will need to be attractive to students and at the same time based in learning purposes that will be placed in the lesson plans.

1.7.4 Grammar Implemented with Visual Aids

Many people think that grammar is a rather boring school subject which has little use in a real life. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. We need a theory of grammar or language which helps us understand how texts work. English teachers need to know how a text works so they can explicitly help learners learn how to understand and produce written information in various contexts for various purposes.

According to Parrot M. (2010), grammar is not the most important thing in teaching process but if you make a lot of mistakes it may be more difficult to understand you. This is important in the English class because the students need to understand the grammar structure in order to communicate more successfully if they can make their English reasonably correct. According to Scrivener J. (2005), grammar are rules about sentence formation, tenses, and verb patterns in reference to the book moment by moment structuring of what the learner says it being spoken. This could be reach by the use of visual aids in which the grammar rules are the base of the English teaching process

Education, according to Coombs H. (1970), consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined. As a conclusion, grammar in Teaching English is important in order to facilitate the learning process supported with the use of visual aids.

I will use posters to give students the grammar input needed for the understanding of the different topics. This will be done so that students have a grammar guide and for them to have concrete visual input of what is expected for them to learn.

1.7.5 Instructional Resources and their Relation with Visual Aids

The Instructional resources mentioned as educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales J. (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Savoury N. (1958) also added that, a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse student's interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Savoury N. (1958) suggested a catalogue of useful visual aids that are good for teaching history i.e pictures, post cards, diagrams, maps, filmstrips and models. He said that materials' selection related to the basic contents of a course or a lesson,

helps in depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby calling their attention and thus, motivating them to learn. He suggested a catalogue of aids which could be used to teach history. He advocated the use of pictures which could help children in grounding their thoughts and feelings. He said that pictures are used as alternatives to real objects where it is impossible to show students the real objects, and they do serve effectively than in imagined activities.

1.7.6 Visual Aids to Classify Vocabulary

In the use of visual aids, the students are exposed to a lot of new vocabulary during lessons: by the teacher a lot of this vocabulary is automatically absorbed. According to Thornbury S. (2004) he established that beside the acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items” and this can be located in the use of Lesson plans that are based on the English Study Program SEP (2006).

As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” Pre-teaching activities often around students’ attention and desire to explore a particular topic or subject in greater detail.

Both McCarthy (1992) and Thornbury S. (2004) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa, the form is introduced first, followed up with illustration of the meaning. According to Harmer J. (1993) the latest forms of vocabulary are often presented in text or another form of context and students are encouraged to discover meanings

and other properties of words themselves. This type of activity is called the discovery technique.

In the lesson plans, it is intended to follow this activity called “Discovery Technique” supported with flashcards and posters, this is due to the fact the students will acquire the English as a foreign language and new vocabulary could help them to understand the language through the use of flashcards and posters. I will use them in different forms.

1.7.7 Flashcards and Posters as Teaching Aids

As foreign language, English is not used daily in society, English is considered a difficult subject studied by students. So it needs an approach consideration and strategy. In studying English in for it be easy and interested an English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in the teaching and learning process. If teachers only use one method, students will get bored with the subject.

According to Eastern Kentucky University (EKU), a good aid is like a window, it should not call attention to itself. It should just let in the light. Teaching aids provide a means of liberating lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce the lesson. They can be broken down into four board categories, there are bulletin boards, charts, flashcard, manipulative and experiment. In other words, teaching aids are called media. Media comes from Latin language “medius”. It means is middle, intermediary or companion. In Arabic, media are intermediary or message delivery from the sender to the receiver. The Association for Education and Communication

Technology (AECT) defined that media is all tools used for information delivery process.

In this pedagogical essay, I will work with visual aids (Flashcards and Posters) because this is media which can be seen and be touched by students. Visual aids are one of media which makes students be interested. Visual aids have an important role in the teaching learning activity. It can make student's understanding easier and to reinforce memory. It also develops student's interest and gives a connection between material and real matter. In order to be more effective, visual aid should create a context, have meaning and students have to interact with the image convinced that they created information processing.

1.8 QUESTIONS THIS CASE WILL BE ATTENDING

In the questions, **How did visual aids help students to achieve the class purpose?** It is necessary to know if the visual aids (Poster and Flashcards) that are used in this essay could achieve the class purpose of the class using the lesson plans based on the school and government purposes located in the English Study Program SEP (2006).

What are 2^oB grade students' perceptions towards the use of visual aids in the EFL process?

It is expected to find the real perceptions and feelings in students about the use of visual aids through the use of surveys in the English class.

What stand out in 2°B grade students during the teaching-learning process without use of visual aids?

In the different practice periods, there were classes without the use of visual aids in order to collect data about the students' perceptions in this type of classes.

Did I encountered any problems when using visual aids to teach vocabulary?

The vocabulary is an important fact in a foreign English class and this will be supported by the didactic materials. In the practice periods of practice different lesson plans will be applied in order to know the problems in the use of visual aids in teaching new vocabulary.

What were the advantages and Disadvantages of the flashcards? What were the advantages and Disadvantages of the posters?

The keywords of this questions are advantages vs disadvantages in the use of visual aid in second grade student's class.

In this pedagogical essay I apply the following activities. During the observation period in the 7th semester I observed for 3 weeks the way students worked, they need, the special needs of some students, the classroom management and the activities the students develop during that period of time.

There were some special times where I needed to go to the BECENE specially

to the library of the Cicyt building to find books According to the topic of this essay in which can be based the theories and methodologies of class, the problem found during this period of research of information is that some books cannot be used outside the library because they are unique materials.

In the school a survey was applied in 2°B in order to know some information of the students, how they are in touch with the language, the services they have at home and the way they feel within the class. 12 lesson plans were applied during the practice period that helped me to choose the 5 students, According to the performance in class. An exam was applied with the students in order to know what topics need to be reinforced and how the visual aids worked in the class.

2. CHAPTER II

2. CHAPTER II

In different schools in San Luis Potosí the infrastructure and school materials play an important way in the teaching task. In some classrooms you might find projectors, interactive white boards, speakers for different audio materials and a computer with internet connection in contrast with the real situation of the school Antonio Dias Soto y Gama the only materials that can be found in the classroom are the white board, the notebooks and English student's book but there are a lot of things that the teacher might do with minimum or even no resources.

In the Junior High School “Antonio Dias Soto y Gama”, the 2°B group was selected in which 31 students will work with visual aids and then find the impact of the use of visual aids. In the class, different instruments were applied according to the information obtained and located in the journal. The purpose of this pedagogical essay is to know the impact of the effects, problems and challenges faced in the use of visual aids (Flashcards and Posters) in a second grade secondary students.

In this pedagogical essay I will analyze the effects, problems and challenges forced by the use of visual aids (Flashcards and Posters) in a second grade students class. According to Van der Stoep et al. (1973) that used the term "teaching aid" to summarize instructional and learning aid. Instructional aids are what the teacher uses in presenting a lesson while learning aids are used by the pupils. Visual aids are a very important tool because inside the classroom, there are different ways to learn and respond to different learning modalities.

In the following chapter, different materials used in the class will be described in which the principal questions will be answer According to the material selected for the class. In the sequences the students' and teacher' feelings and thoughts and

some results comparing periods of practice, will be mentioned, also how the visual aids (Flashcards and Posters) were created in order to obtain meaningful results.

2.1 INSTRUMENTS TO COLLECT DATA

To provide validity and reliability to this research project, it was important to take into account students' opinions about their experience working with the visual tools, as well as teacher-researcher's perceptions using the instructional material teaching a foreign language. Accordingly, some instruments (Survey, Interview, and Photographs) were used in order to collect data, providing information to address the research project and to achieve the established objectives. The following tools facilitated the procedure of data collection during classroom sessions with 2^oB grade students.

2.1.1 Survey:

This instrument was used during 10 sessions. It looked for the structural as well as the organizational characteristics that created the classroom environment. As Burns suggested "Descriptions and accounts of observed events, including non-verbal information, physical settings, group structures, interactions between participants. Regular dated accounts of teaching/learning plans, activities and events, including personal philosophies, feelings, reactions, reflections and explanations" as Burns A. (1999) states , also, this instrument looked at how students behaved, interacted, and followed the development of different tasks and activities to identify individual strategies, challenges, likes and dislikes. (Appendix III)

2.1.2 Interview:

I considered this instrument very important to collect data because it allowed students to explain their real and personal opinions. Based on Kvale’s (1996) contributions, interviews are plenty useful because those describes the participants’ experiences and opinions. The interviewer needs to understand what the interviewee wants to convey, in other words to interpret what the interviewee responds.

The structured questions that were designed by the teacher-researcher to ask to all interviewees for their opinions about the use of visual aids in an EFL classroom, since this design, facilitated faster interviews that could be easily analyzed and compared, for this reason it was necessary to transcribe the interview into the English language due the pedagogical essay requirements. As Freeman D. (1998) suggests transcripts are the essential written forms of students’ verbal recordings in which the researcher can examine students’ interventions. The teacher-researcher provided confidentiality and anonymity when performing the interview.

2.1.3 Photographs:

The use of this instrument provided information collected during the sessions. This included students’ outcome, group interaction, workplace, classroom settings, and classroom atmosphere to focus more clearly on the physical environment and to get an idea of how the classroom functioned. Freeman D. (1998) has drawn awareness of how photographs can be included as a research tool, which captures researcher’s attention about the classroom social practices. This instrument enriched the analysis of the data by having another source of information to illustrate what was observed in the field notes.

2.2. - ORGANIZATION OF THE CLASS (LESSON PLANS)

In the school Antonio Dias Soto y Gama, The English teachers were working with the Study Program SEP (2006) that promotes the English as a Foreign Language, for this reason in 2°B students, the PPP (Presentation-Practice-Production) approach was followed in order to prepare the classes and include visual aids in organized stages. This method is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today, the three Ps correspond, in this order: presentation, practice and production. This procedure is also called the “school model” by Sánchez (1993, 2001, and 2004).

In an initial stage I included a warm-up, presentation, practice, production and warm-up in which the visual aid prepared for the class was used in the majority of the stages in the same class. In fact, the advantages of the use of this approach in the class helped the way to teach and give the information to the students. The different stages followed in the lesson plan were: (Appendix IV)

2.2.1 Warm- up

The warm-up was the initial stage took between 5 to 8 minutes after the classes started; this part helped to set the tone of the lesson in which the students played a fun activity which raised their energy in the activity, it got students to begin thinking and focusing on the English language and these activities applied in the class let the pupils activated pre-existing knowledge in the subject like ideas, vocabulary, or even grammar important to the lesson.

2.2.2 Presentation

In this stage, I took control of the teaching/learning process. The materials in this phase contain all necessary information of the topic. This part of the class also called “discovery learning”, students themselves were provided by the teacher’s materials with sample structures and/or vocabulary contextualized in which students had to induce the underlying rules and meanings.

2.2.3 Practice

In this phase was reflected the classroom control and the students’ examples in which I checked what the students said instead of provided a positive feedback, corrected mistakes and used the correct forms to the students. This was a specific time where the students practiced the information presented by speaking, writing, reading or listening activities.

2.2.4 Production

The production stage tried to develop student’s autonomy and their creativity in order to achieve the principal class purpose, encouraged to use the new language in a freer way either for their own purposes or meanings in a similar. This part of the lesson plan provided students the opportunity to personalize the language learnt by the practice stage in controlled tasks using their own ideas. This could be the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language.

2.2.5 Wrap up

A wrap up, on the other hand was the last section of the lesson plan that was used to know the students understanding of the topic and be prepared to leave the classroom in a relaxed way. After the activity was completed, the pupils summarized the topic in which they described what happened and what people learned by examples.

2.3. MATERIALS USED

Visual aids explore the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience. In English teaching, visual aids make a class vivid and memorable. Although computer generates and projects visuals but in this case the school Antonio Dias Soto y Gama does not have appropriated technology in the classroom.

From the different types of visual materials that exist and taking into account the school context I decided to use the ones in which involves the student's preferences and the information that is trying to be presented in the class, according to the English Study Program SEP (2006). In order to determine visual aids used in each didactic sequence, two elements were taken into consideration in the appropriated selection of the visual aids, those are the students 'context according to the topic and the purpose of the lesson. Therefore, the teacher needs to take advantage of materials thereby benefiting students by allowing them to understand a central message or purpose.

Paivio's A. (1986) dual coding theory basically outlines the idea that the cognitive process of the human brain proceeds in relation to the processing of information

derived through interplay of both verbal and visual elements (p. 102). It is a theory which has had significant implications for education. Its importance has been especially recognized by those interested in the use of multimedia in education.

In this case, the visual aids created for 2°B students were flashcards and posters because those materials do not need specific instructions or accomplish with other technological resources the classroom does not have in order to support the English class. Nowadays there are different didactic materials, it is the main reason the teacher needs to select some criteria in order to find best material for the class.

(Appendix V)

The criteria followed in this pedagogical essay was: Visual aid needs to be contextualized According to student's need observed during the practice periods. In 2°B the principal need was for information to be contextualized with real life examples, a way in which students could interact with the topics seen in the English Study Program SEP 2006 and use them in real life situations. Finally, during the practice period, I notice that one day during the week, the English class started at the end of the school's schedule and this could be a factor in which the student needed the use of visual aids as a result of their environment.

The materials selected needed to follow the pedagogical characteristics in which students' attention was immersed in the curiosity for using them. Visual aids could be recycling and durable because students would manipulate them and they could be damaged by students or in their transportation to school.

2.3.1 Visual aids (Flashcards and Posters) and their characteristics.

In the effective selection of visual aids, the criteria mentioned in the last paragraph was very useful and for that reason during the observation gender, age, likes and dislikes period were collected by students and on the other hand the topic, purpose of the class and classroom physical characteristics. In this case the information obtained in that observation period helped me to create clear materials with pictures and text as simple as possible in order to help students to understand the information and be familiarized with the topic of the class. This information would help me to reach the purpose of this pedagogical essay in order to know the impact in which the effects, problems and challenges faced in the use of visual aids (Flashcards and Posters) in a second grade secondary students.

2.3.1.1 Flashcards.

During the English class (inside the teaching learning process) visual aids in which flashcards are included with contextualized pictures or realia were used. According to Kasihani (2007), kinds of pictures are served in card form. These are flash cards, circular cards, flip cards, etc. The use of such material may help to fluent the teaching learning process.

These cards can be used for individual activities or as a group. Harmer (2002) stated that the teacher has always used pictures or graphics taken from books, newspapers, magazines or photographs that are used to facilitate the learning process, those pictures can be in form in flashcards that are small cards in which the teacher can hold up in front of the students According to the purpose of activity.

According to Macmillan dictionary, flashcards are small cards printed with words, pictures or numbers that help students to learn a topic established in the English Study Program SEP (2006). This was considered for the development of this pedagogical essay that describes the way in which this material was created for students and their physical characteristics.

A flashcard is a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic. Usually each flashcard is simply in an index card or sheet of paper that has the question, problem, or situation to consider on one side of the card and the answer to the question or problem or the evaluation of the situations on the other side of the card. As a result, flashcards are a very simple but very effective way for an individual to study a particular topic.

In fact, there are key advantages to use flashcards in studying for an exam, interview, or other similar purpose and according to Sarah Phillips, flashcards are picture cards which are an invaluable way of introducing and revising vocabulary and it can be used to drill simple structure and function. (Appendix VI)

The flashcards used in this pedagogical essay were created by computer with internet connection and printed in letter page size, this size was selected because it could help students to see the information around the classroom. The pictures chosen are related with the topic and purpose of the class and those images were printed without text and logos, this is because this material would be recycled in the class with different topics and at the same time this is allowed by the school because it does not promote any product or store of the country.

2.3.1.2 Poster

A poster consists on pictures, words and or numbers drawn on a large flat sheet of paper, cloth or card. It needed to be as big as possible with clear and short message illustrated or written. In the creation of the posters I concentrated on four elements in order to get student’s attention. Those elements were the designed, message, audience and the purpose.

Posters may be the most commonly used visual aid as they are relatively inexpensive and easy to make. This can be created by computer or by hand that gives a learning experience to the students. In this case the posters were created by computer and by hand moreover the computer posters were printed because the classroom does not have technological devices due to the specific characteristics of the school and my group, in order to show the relevant information to the students.

Size, information, paper and color are other sub-elements in the of design of a poster; It needed to be large enough for the students to see, the lettering requirements were 5 cm and the images need to be enlarged. The text written by hand was done first by pencil, second by black and blue markers and then erased the pencil marks. (Appendix VII)

As Bundese (1983) The color played an important role because it is visual stimuli for the brain because it makes a cognitive map within it, this is an interaction between color and shape when the brain is processing information. Color automatically assists visual perception to connect directly with the set of responses, responding to a selection process. In this case, the visual aids could be preserved longer as well as recognized what the information is presented in them.

2.4. VISUAL AIDS IN THE CLASSROOM (RESULT INTERPRETATIONS)

In the following part different activities will be found, materials used, the purpose of the lesson and the instruments for the purpose of collecting the data in each class, then support the results that were obtained and made the interpretations applied with 2°B students in the secondary school Antonio Dias Soto y Gama. In some sequences qualitative and quantitative techniques were used. Quantitative analysis was done through student’s productions (Writing). On the other hand, qualitative analysis of data was done by categorizing student’s information like feelings and thoughts.

2.4.1 How did Visual Aids Help Students to Achieve the Class Purpose?

In this question, I will proceed to describe two specific classes with different material, the events will be find in the description that took place in order to give an idea of how visual aids were used in the class. This will help to identify if the class purpose was achieved.

2.4.1.1 Poster

On January 14th 2014 from 12:50pm to 1:40pm with 2°B students, the topic “What do you like best?” was presented. The purpose of the lesson was that at the end of the class the students could ask for cost and describe the clothes and their color. In this class, there were 25 students from the 31 of the official list. The visual aid used was a poster. (Appendix VIII)

Warm-Up: I pasted a poster on the wall with different items and in the last part the basic colors. Students answered the following 2 questions: Which of these items do you have? Which do you need to buy? In this part the students took some ideas of the poster and other pupils used their previous knowledge but every student's example was based on the poster's example.

Presentation: In this stage of the class I played an audio in which the students needed to listen and repeat the items presented in the poster. Then teacher pointed at each color and students identified the color in English. This part was very easy because the students saw the basic colors they remembered. I asked students to describe the items and their color based on the poster's pictures. At the first time students made translation mistakes because they said: That backpack yellow and examples like that. In this case this helped me to explain that when we described colors, sizes, etc the color always is before the item.

Practice: Students were giving correct examples after the explanation. At this time of the class just the half of the purpose was achieved by the students in which they could describe items and their colors. After the activity, I hung a conversation in which the students listened and answered the following questions: Where are the people? What are they talking about? How much are the gloves and the scarf? I played the audio twice and asked students to label the cost of each item in the poster based on the audio. After that, I asked students to find the question in order to ask for price, then students deduced the question How much does ____ cost?

Production: In the production stage, students worked in pairs and asked questions to each other, they needed to answer the questions according to the cost and the item. In this part of the activity, the poster was useful because students could

see the poster, the cost and then create and ask questions on their own. This was a written production.

Wrap-up: At the end of the class some students were participating, first I asked for the cost of certain item and then they needed to tell me the cost and the color.

Results Interpretation: The poster (Visual aid) helped students to achieve the goal of the class, in this case the student could ask for cost and describe clothes and their color. In 4 of the 5 stages of the class, the visual aid selected was useful because students used the different items and the characteristics displayed in the poster in order to describe the item and ask for prices. Students used their own examples and finally used the information given in the presentation stage and then, they needed to model and produce the information by their own performance. Sanhueza (2006) states that constructive learning is a construction created through a mental process that helped to acquire a new knowledge. In this process, students constructed their knowledge and after that, the pupils develop a skill that in this case, they developed the writing and speaking skills.

After the class, I checked the students' notebooks in which some spelling mistakes were detected although the poster contained the name of each item. (Quantitative evaluation), in the survey applied at the end of the class, the 24 students mentioned the topic of the class, what they have learnt and they mentioned that the visual aid used help them to learn the topic of the class.

In order to accomplish the objective and goals of each activity, students were encouraged to work on self-control, emphasizing social responsibility in the form of good behavior. Concerning this research, I took a strategy to use flashcards as visual aids in teaching simple present tense, because it helped students not only in

improving student’s understanding but how to describe clothes, it also helped them to memorize the intended vocabulary especially clothes.

The purpose of this class was that at the end the students could ask for cost and describe the clothes and their color. My students achieved this goal through the use of Posters, this was evident in the written and oral production.

2.4.1.2. Flashcard

On March 13th 2014 from 9:10am to 10am with 2°B students, the topic “Services in a house for rent” was presented. The purpose of the lesson was that at the end of the class the students could describe the services in a house for rent. In this class 28 students attended the class from the 31 of the official list. In this class the visual aid used were 8 flashcards. (Appendix IX).

Warm-Up: I pasted 8 flashcards of services on the wall with different. I told students an experience about what happened in a hotel the last vacation. Then I asked the students about: What do you look for in a hotel? The majority of the students said: services, low cost and good view.

Presentation: In this part of the class, I pointed at each flashcard and the students tried to find the service. A group of 5 students mentioned the services in Spanish but on the other hand, I wrote in mi participation’s list 14 people that gave English examples. When the students give the correct label of the pictures then I wrote them in each flashcard in order to match the meaning with each flashcard. In the top of the blackboard I wrote the sentence “In my ideal house for rent” instead of

telling students what was expected of them. I gave the first example using the 8 sentences, like “there is an internet connection”.

Practice: In this stage, pupils wrote the 9 examples in their notebooks using there is and there are but when I walked around the class I noticed that students made a mistake when they wrote “There is” because they did not mention the “a” or “an” after “is”. I decided to explain the grammar again in order to correct the common mistakes students had. Students gave the example and then everybody checked if the sentences correct. If the sentence was not correct the students gave the correct examples. (Appendix X)

Production: In this part of the class, students made a small poster in their notebooks, in which they needed to include the information (Type of house and Rooms in the house) seen in previous classes. The flashcards helped students to create their poster of the house for rent using the new information. (Appendix XI).

Wrap-up: The teacher chooses 4 students randomly and the pupils shared their information, the students selected the best poster from the other classmates.

Result Interpretation: The use of flashcards in this class helped students to learn new vocabulary and correct mistakes. The mistakes that students had were eliminated with the help of the flashcards because the pupils looked at the flashcard, then found if the image represent plural or singular nouns, and then wrote the correct sentence. The purpose of the lesson was achieved because at the end of the class the students shared their posters using the information presented in the flashcards and in the other hand, information seen in previous classes. Students could achieve the goal of the class due to the use of the flashcard. In this case they could identify and talk about the services in a house they create for rent.

In this case, students made a grammar mistake, some of them used “There is internet connection” instead of “There is an internet connection”. In this case Martin Parrot M. (2004) mentioned that grammar is not the most important thing in the world but if you make a lot of mistakes, it may be more difficult to be understood, and some kinds of people may look down on you or not take you seriously. Hardly anybody speaks or writes a foreign language perfectly, but you will communicate more successfully if you can make your English reasonably correct.

I used flashcards to help students describe the services in a house for rent because this is a real life situation that students could face in the future and due to the fact it is established in the English Study Program SEP (2006). The result was that students could describe the services they could have in a house for rent, so I considered that the use of flashcards was successful by students to achieve the purpose of the lesson.

2.4.2 What are 2°B grade students’ perceptions towards the use of visual aids in use of visual aids?

The use of visual aids in an English as a Foreign Language classroom is a great tool to work with, but one idea was what the teacher thought about the use of this material and on the other hand, it was very important to know what the feelings and their thoughts were. In collected the data, a survey of 3 free questions was applied to 21 students. This survey was applied on February 24th 2014 after 3 classes with the use of visual aids. The original survey was answered in Spanish in order to let the students transmit their real feelings in their own words. (Appendix XII)

In 2°B classroom 21 students identified flashcards and posters that were used in the classes, those were the flashcards, posters and worksheets. In the free

questions, 17 students mentioned that they felt good with the use of the visual aids, and the other 4 students mentioned ideas like: Working with visual aids was enjoyable but at the same time it represented a challenge in develop the writing skill.

3 pupils mentioned that the only thing they didn't like about using visual aids is the noise that students made during the activities but in fact the use of visual aids helped them to acquire new vocabulary. At the same time students found that well planned classes that incorporates visual aids changed the class perceptions. The student perceived that the use of visual aids helped them to link ideas with visual images and then used in real life situations. They thought that the doubts about vocabulary were less than in other classes without the use of visual aids.

The Instructional resources (Flashcards and Posters) are of vital importance to the teaching of any subject in the school curriculum. Wales J. (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Savoury N. (1958) also added that, a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse student's interest by giving them something practical to see and do, and at the same time helping to train them to think things for themselves.

2.4.3 What stands out in 2°B grade students during the teaching-learning process without use of visual aids?

On February 25th 2014 from 12:50pm to 1:40pm with 2°B students, the topic “Furniture” was presented. The purpose of the lesson was that at the end of the class the students were able to describe the things they have in a part of the house. In this class 25 students attended the class from the 31 of the official list.

Warm-Up: I asked students about the parts of the house, they mentioned 4 from the 8, I gave them. Then I wrote the parts of the house on the board.

Presentation: In this part of the class, I told students to make a chart, in which they needed to write 10 furniture items they have in the kitchen. In this part on the class I made a mistake and I wrote 2 utensils. After I correct the mistake, the students drew the furniture. I asked the students about the way to mention the furniture. The different answers to this questions were focused in “there is a” and “There are”. I described the furniture I have in my kitchen.

Practice: In this stage, students wrote sentences describing the furniture their kitchen has. It was a little bit difficult to explain a vocabulary without the use of any support (Visual aids) because every time the students asked for meaning of the words.

Production: The students described 3 other parts of the house and what was inside each place. This activity worked in the activity even though, there were no visual aids in the classwork. The students used the structure “there is” and “there are” instead of describing the furniture in the places the students chose.

Result Interpretation: There were some straight points in the development of the class, students at the end of the class described the furniture but there were doubts at the time the students wrote the furniture. Tenses are mostly known as difficult subject, the use of flashcard in this class could get the students’ interest in order to let the students easy to the material and be motivated in learning.

The time I spent on writing on a whiteboard took more than in other classes in which the information showed in the board let them think about the topic. The white board helped me give feedback to the students and correct mistakes. In the warm up after this class the students mentioned they felt upset and doubtful because the lack of use of a support in the classroom.

The problems presented were the lack of materials that did not let students visualize the vocabulary, students had doubts in the meaning of the words, I spent a lot of time writing on the whiteboard and it gave students to lose their class control. I should use visual aids in order to prevent those situations that affect the class development.

2.4.4 What were the advantages and Disadvantages of the flashcards and posters?

Flashcards and posters are the visual aid which can be used in the teaching and learning process. It helped students to understand the vocabulary, match ideas and create mental images. There are some advantages of flashcards and posters that I could notice in my period of practice the following information.

Flashcards and posters were useful and effective method to help the 2°B students to study vocabulary and at the same time, it was a very easy material to carry anywhere. In fact, the flashcards and posters helped in summarizing and memorizing new concepts, so by using flashcard the students did not need to study from the book with long pages with a lot of information that could make students feel confused. The goals were achieved using both materials (Posters and flashcards) selected for the students According to their needs.

Beside of the advantages of flashcards and posters, these were some disadvantages of the use of flashcards in the classroom. Some Flashcards and posters were not big enough and usually the students sat in front the class in order to see the visual aids.

3 CONCLUSIONS

3. CONCLUSIONS

In the development of this pedagogical essay I saw the importance of the English language as cultural and universal tool because it helps the people to transmit a message in different situations. Nowadays the English language is the principal business language around the world.

In this document, it was necessary to find a specific place inside the school in which the students could feel confident and encouraged with the language in order to build a knowledge and increase the opportunities outside the school. Due to this and the school infrastructure, the topic was developed inside the 2°B classroom with specific elements that were taken into account. In this case: The Lesson plans were based on the English Study Program SEP (2006), students’ needs and school materials.

In the first chapter, the students’ context, classroom materials, school context were explained. The 2°B students had contact with the English language in different situations, some of the students had family members living in USA (United States of America) in which English is the first language. At home, the pupils were in touch with the language (English) with different elements like movies and songs, those could help to see the English level that the students had and how they listened or watched each one. In the survey applied before the use of visual aids, I noticed that students’ background had great opportunity areas in order to increase their pronunciation and practice the language with materials that they have in their real life.

With all this information, the best option was the use of visual aids in which students could think, interact and work with them due to the school and students’

needs. The topic of this document is the impact that visual aids in teaching English as a foreign language (flashcards and posters) shows in second grade students

The lesson plans were the best tool in the teaching process and in the use of visual aids because it helped to organize the activities with specific time in the classroom and the possible problems and solutions that could happen. The different steps that were followed in the classes were the warm-up, presentation, practice, production and wrap-up. When all these steps were planned, they demonstrated a class organization, students were concentrated in the activities and the visual aids were of vital importance in each step.

Each visual aid had a specific purpose According to the students' needs and the ones that I decided for each class linked with the one seen in the Study Program SEP (2006). When I worked with the students of 2°B, I noticed that the flashcards and posters used in the class helped the students reach the purpose of the lesson and in the acquisitions of new knowledge in which students build their own knowledge based on the examples seen in them. In order to accomplish the objective and goals of each activity, students were encouraged to work on self-control, emphasizing social responsibility in the form of good behavior and visual aid was taken as a teaching strategy.

When new vocabulary was presented in the class, the best visual aid that could help students to acquire the words and reach the purpose of the lesson were flashcards. The 2°B students liked the way they worked with visual aids, first I showed the pictures, second, students labeled them, and final, students repeated them in order to find the correct pronunciation of the words. When it happened, the students' doubts decreased because they saw the information pasted on the whiteboard and the activities were done with minor mistakes.

Posters used as didactic material helped students to find real life examples. The information was used in several context and According to the purpose of each. It could develop reading and speaking skills in students that favored the acquisition and use of a language previously presented. I considered the teaching process needed a specific environment that was covered by the use of visual aids in which the content organization attended the students’ needs and ways of learning. It helped students to develop their speaking, listening and writing skills and at the same time increased their final production ‘quality.

There were several disadvantages that came up during the development of my sequences using visual aids, some of them were the size of the poster, the clarity of the information and the visibility. When a poster had a spelling mistake the principal purpose of the course (acquire a language) could not be reach because the information could not be the one the students were waiting for and finally the disadvantage of the use of visual aids were that students could get confused with the pictures that gave other idea than the principal one.

The advantages in the use of visual aids were that students could acquire new knowledge contextualized, the didactic material could be used in several classes with a different purpose, the student’s doubts decrease and they could give real life examples using the ones presented in the visual aid. In the interaction with the didactic material, students developed exchanges with others and worked as a team and therefore encourage complete communication.

I conclude this pedagogical essay in which I identified some opportunity areas in the use of visual aids with different class purposes in which the students’ needs and English Study Program SEP (2006) were the base of the class. The students felt motivated in classes with visual aids than in classes without the use of materials and

it allowed students to acquire and develop skills in the English language that helped them to reach the purpose of the lesson. This could help students to be included in the society and could facilitated open new doors wherever they were.

This pedagogical essay gave me some future areas of investigation; those are:

¿What other didactic materials could help in the teaching process?

¿What other resources could I use to evaluate a visual aid?

¿How could students create their own visual aids?

Related with the “Graduating profile”, I developed knowledge, abilities, competences, attitudes and values during my training that allowed me to bring the teaching service with responsibility, ethic and to be involved in the teaching process. This is in order to help students and school context and is based on the experience and on continuous personal learning. (Appendix XIII)

After all these years of hard work, now I have a different point of view based on the conclusions of this pedagogical essay. I would like to add that Visual aids are really necessary in education; it promotes English acquisition.

Considering the infrastructure of the majority of the schools in San Luis Potosí, I have found it necessary to perform a diagnostic exam to my students before planning a class, in order to identify the different learning styles, multiple intelligences, study habits and the internal and external context. After looking at the results and taking

into consideration the school infrastructure, I start planning my lessons using the same PPP approach. It is really interesting that student's attention increase when they use visual aids (Flashcards and posters) in every step of the lesson.

Flashcards and posters can be used for different purposes according to class objectives in every activity of the lesson. There are plenty of visual aids that teachers can handle but those depends a lot in the equipment needed in order to show it to the students, the economic budget, the number of students, the space intended (Walls, windows, door, whiteboard) and the most important, its durability. I have concluded through my experience that flashcards and posters are the most adaptable material to every context additionally they are easy to carry around the school.

The years that have gone by from the moment this study was carried out to my actual professional exam and the opportunity to explain my study, has help me to increase different aspects as a professional teacher. In my everyday tasks I have taken courses and exams to increase my language proficiency and to improve my teacher competences. Considering that there is no end in my personal education, by this I mean that passing an exam does not imply the end to your continual professional growth and learning process.

4. BIBLIOGRAPHY

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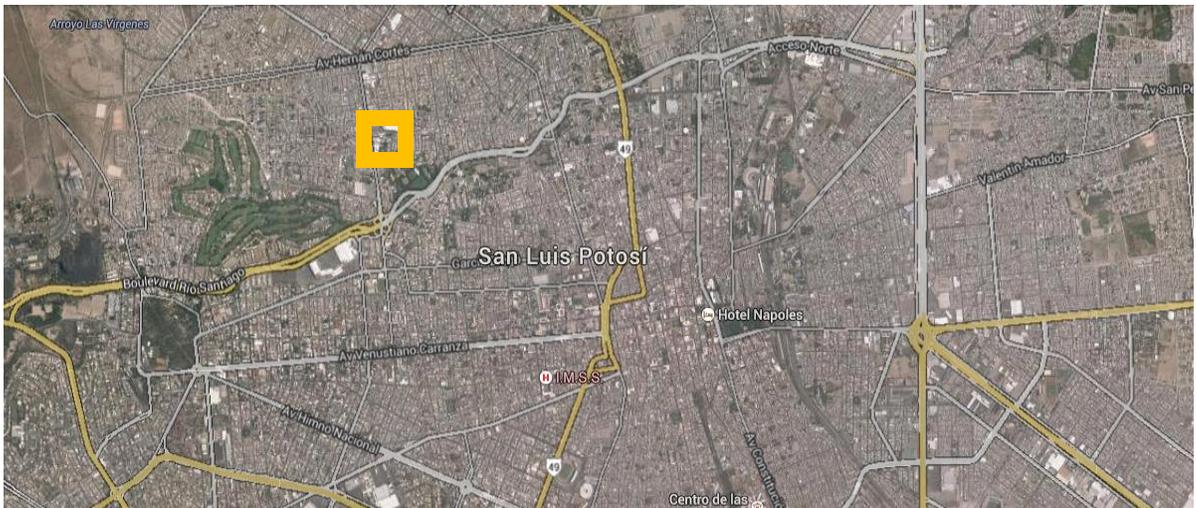
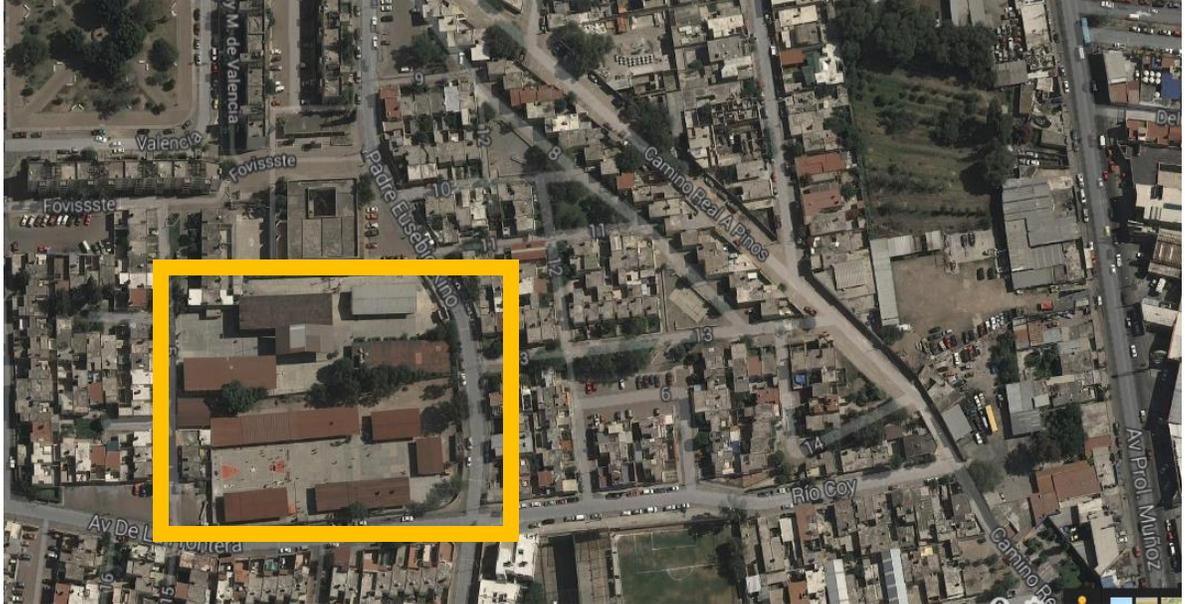
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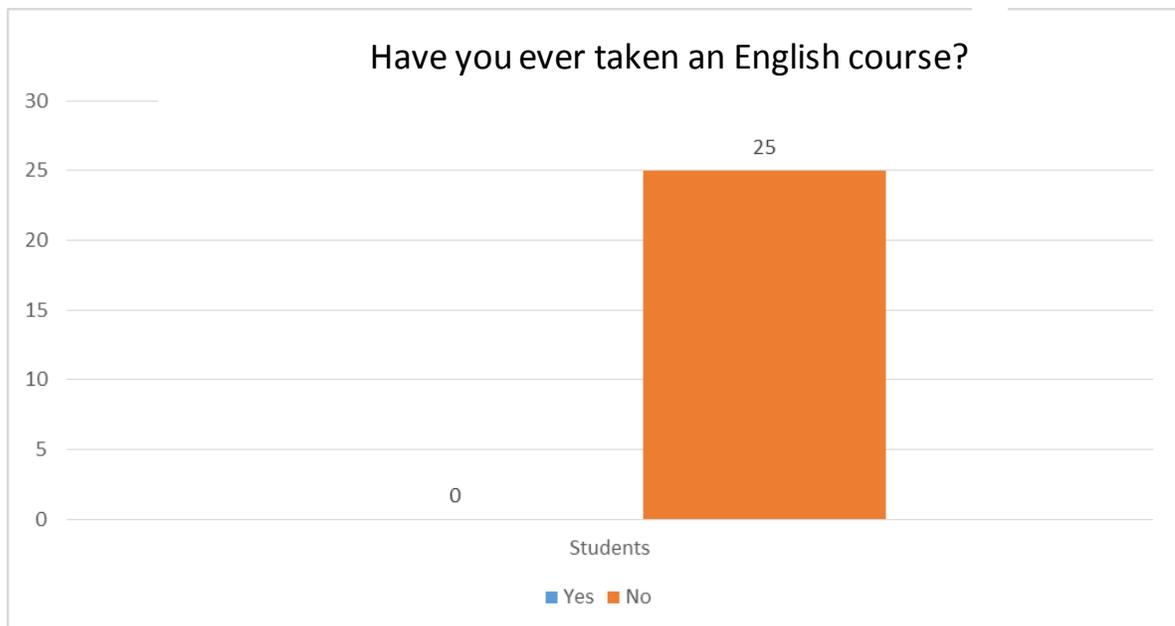
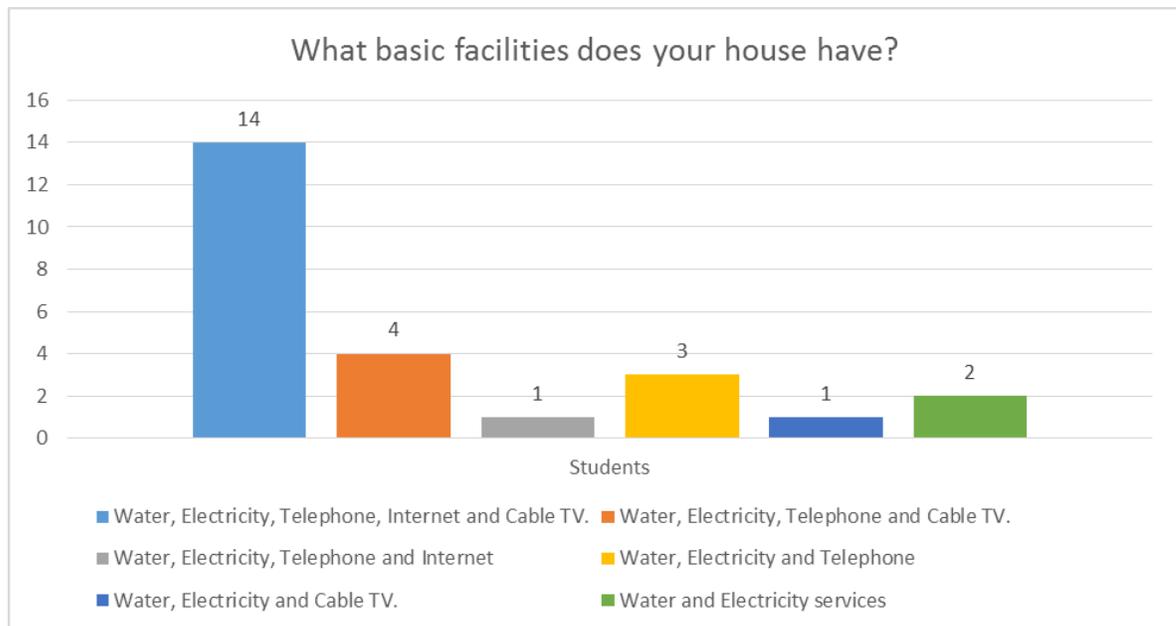
5 Appendix

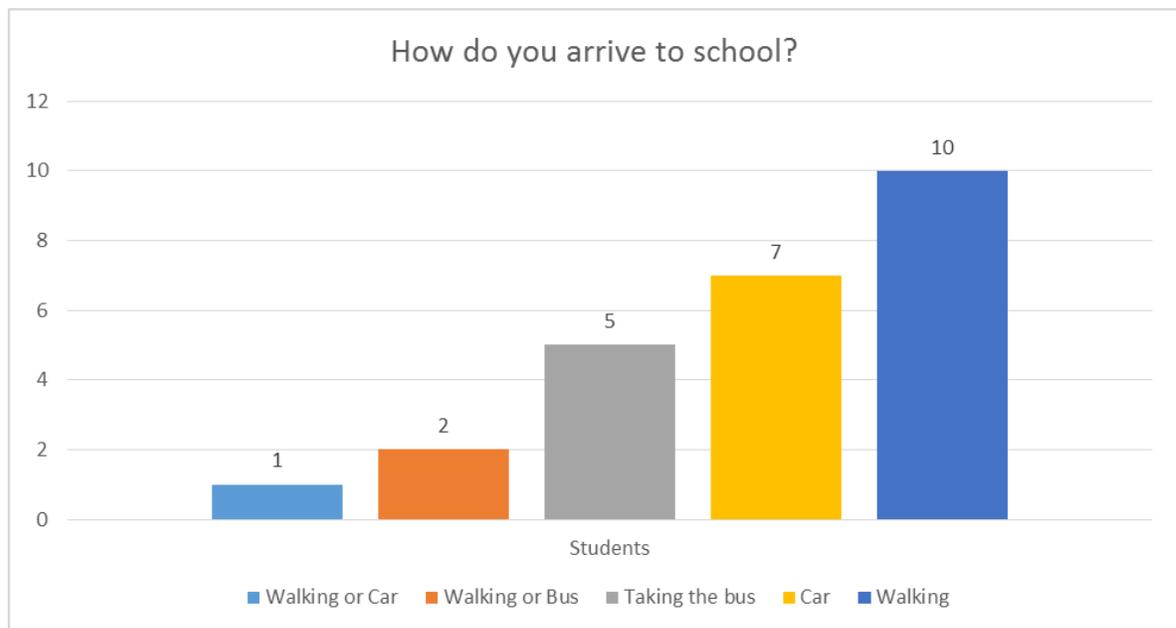
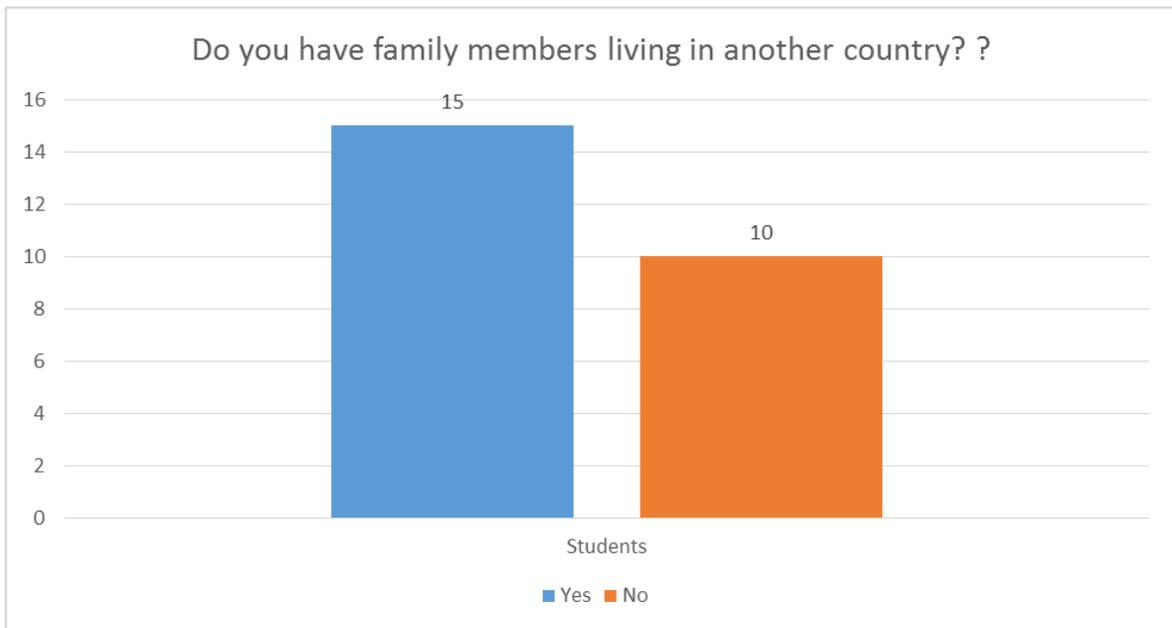
Appendix I

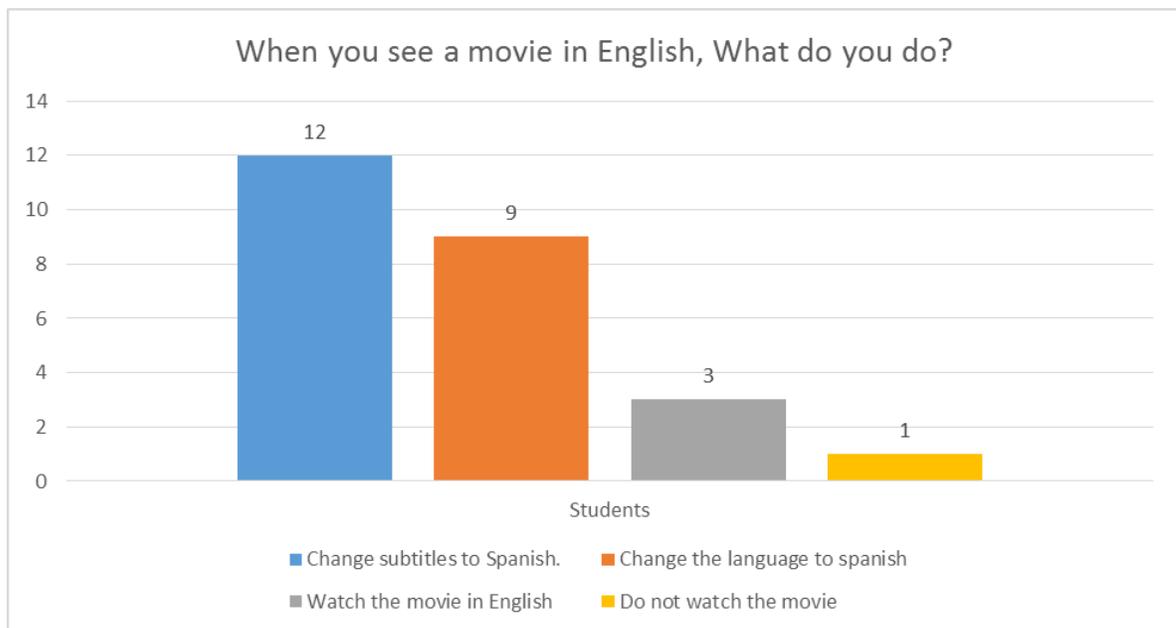
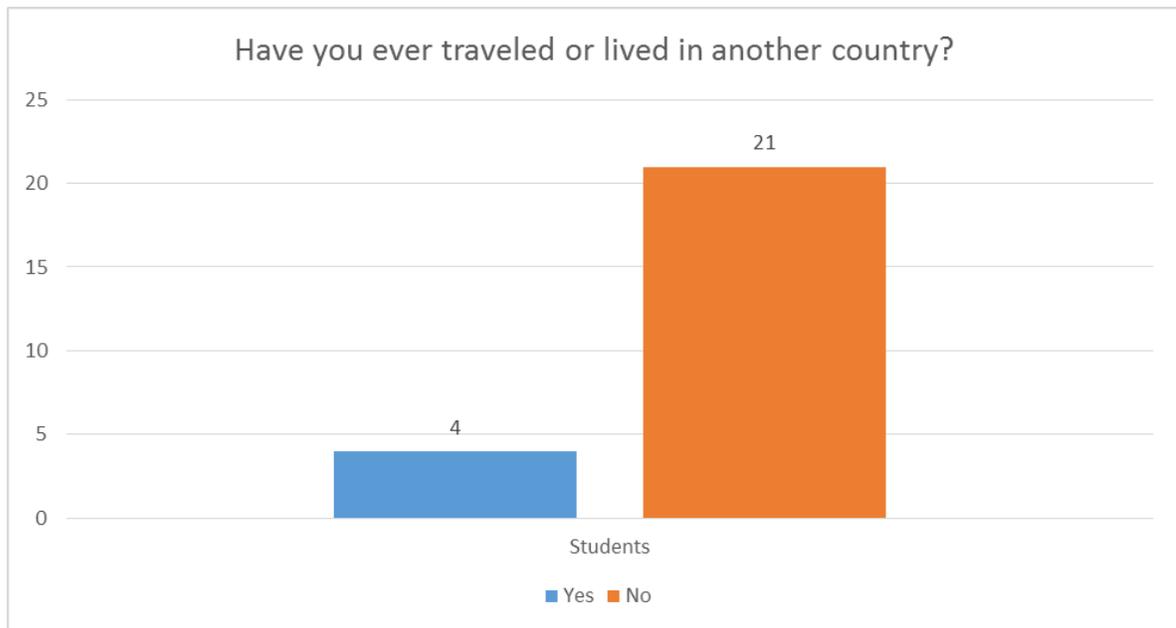
School Geographical location

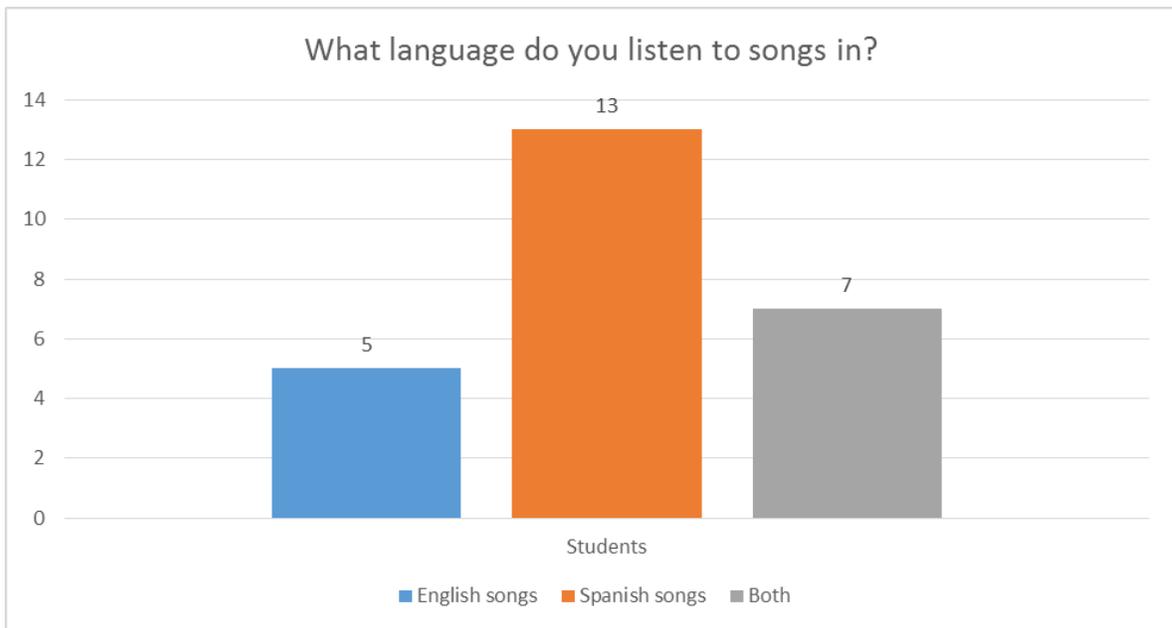


Appendix II Survey Results









Appendix III

Example of a survey applied after each class.

Encuesta

Nombre: Sarahi Marian Alvarez Contreras Fecha: 15-01-19

1.- ¿Cuál fue el tema de la clase de hoy? what do you like best?

2.- ¿Qué material se utilizó en el la clase de inglés?

a) Imágenes b) Cartel c) Audio d) Otra: _____

3.- ¿El material te ayudo a comprender mejor el tema de la clase?

a) Si b) No preste atención c) No (Me senti : _____)

4.- ¿Qué aprendiste el día de hoy del tema?

como aprender a hacer oraciones

5.- ¿Que podrias mejorar de la clase?

nada

6.- Opción extra (De acuerdo al profesor)

Appendix IV Lesson plans used

1 Practice week: February 17th to March January 14th **Topic:** Unit 4 Daily life (What time is it?)
Objective/Aim: Ss' will be able to give information about the hours and minutes.

Stage & Timing	Activity / Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Evidence/ Competence	Possible problems and solutions																
Warm-up 5 minutes	<ul style="list-style-type: none"> -Teacher will ask students: <ul style="list-style-type: none"> -Do you have a watch? -How do you ask the time? -Students will make their own watch (clock). (Teacher will call role) -Teacher will paste a poster of a watch and he will describe the following ways to say the time: <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>12:00 It's twelve o'clock.</td> <td>1:15 It's one fifteen.</td> <td>2:30 It's two thirty.</td> <td>3:45 It's three forty-five.</td> </tr> <tr> <td>(12:00A.M. = midnight)</td> <td>It's a quarter after one,</td> <td>It's half past two.</td> <td>It's a quarter to four.</td> </tr> <tr> <td>4:00 A.M. It's four in the morning.</td> <td>5:00 P.M. It's five o'clock at night.</td> <td>6:12 It's six twelve.</td> <td>7:50 It's seven fifty.</td> </tr> <tr> <td>It's four A.M.</td> <td>It's five after six P.M.</td> <td>It's twelve after six.</td> <td>It's ten to eight.</td> </tr> </table> 	12:00 It's twelve o'clock.	1:15 It's one fifteen.	2:30 It's two thirty.	3:45 It's three forty-five.	(12:00A.M. = midnight)	It's a quarter after one,	It's half past two.	It's a quarter to four.	4:00 A.M. It's four in the morning.	5:00 P.M. It's five o'clock at night.	6:12 It's six twelve.	7:50 It's seven fifty.	It's four A.M.	It's five after six P.M.	It's twelve after six.	It's ten to eight.	Procedural		Individual	Watch	Teacher will hand out colored pieces of paper to start their creativity
12:00 It's twelve o'clock.	1:15 It's one fifteen.	2:30 It's two thirty.	3:45 It's three forty-five.																			
(12:00A.M. = midnight)	It's a quarter after one,	It's half past two.	It's a quarter to four.																			
4:00 A.M. It's four in the morning.	5:00 P.M. It's five o'clock at night.	6:12 It's six twelve.	7:50 It's seven fifty.																			
It's four A.M.	It's five after six P.M.	It's twelve after six.	It's ten to eight.																			
Presentation 15 minutes	<ul style="list-style-type: none"> And questions for asking time: <ul style="list-style-type: none"> -What time is it? -Have you got the time? - Could you tell me the time please? - Would you mind telling me the time? - Have you got the time on you? - You wouldn't know the time, would you? - Do you know the time? Teacher will hand out a worksheet with 8 watches in order to copy the information in their notebooks. 	Writing	Poster	Whole group	Notebook	The students need to write at the same time the teacher is explaining in order to finish in time the activity																
Practice 10 minutes	<ul style="list-style-type: none"> Students will share the watch with a partner. -The first student will select a special time and he will ask to the other student: "What time is it? And the other student will answer, It is" -Turn one by one and the first student that finished 5 times correctly, he will have an extra participation. 	Speaking		Pairs																		
Production 15 minutes	<ul style="list-style-type: none"> Teacher will paste 7 different watches on the board, the students will draw them in their notebooks and under the image they will write the time. Students will listen a conversation and they will put a check in the times are mentioned. Students will share the answers as a whole group. Students will select a special time in their watches, students will paste them on the wall, teacher will point at each clock and students will tell the time ----What time is it? 	Writing Listening	7 watches	Individual Whole group	Notebook																	
Wrap-up		Speaking		Whole group	Participation																	

11 Practice week: February 17th to March January 14th **Topic:** Unit 4 Daily life (Where did I put it)
Objective/Aim: Ss' will be able to describe an animal care

Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-up 5 minutes	Students will solve a math problem	Procedural		Individual
Presentation 15 minutes	Teacher will explain the prepositions of place Students will perform each one using thing near them. Teacher will perform the question: How many _____ is there/ are there _____? There is, there are _____ Teacher will paste the latest poster (communication tablet poster) Teacher will start with 2 examples like How many _____ is there/ are there _____? There is, there are _____	Writing		Whole group
Practice 10 minutes	Students will follow the teacher example (Teacher should ask students for examples) They will practice with a partner (They will write the questions and answers according with the poster)	Speaking Writing	Previous Poster	Pairs
Production 15 minutes	Students will listen to a conversation and they will answer a work sheet Students will make a small draw of each sentence created in the worksheet	Listening Writing	worksheet	Individual
Wrap-up 5 minutes	Teacher will write a sentence like: My guitar is inside the closet , the first student who finished a draw first, wins	Writing		Whole group

9 Practice week: February 17th to March January 14th **Topic:** Unit 4 Daily life (Homes around the world)
Objective/Aim: Ss' will describe a typical morning in their homes.

Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm- up 5 minutes	Students will answer a math problem	procedural		Individual
Presentation 15 minutes	Teacher will show the same flashcards types of home. Students will Unscramble the words and they will match the name according with the flashcard Teacher will paste some locations name. Students will think about the type of home and where it can be located. Students will make sentences like: The ___ are located _____	Writing	Flashcards Scrambled words	Whole group
Practice 10 minutes	Teacher will read or play a track students will listen to and they will fill in the following exercise From ___ castles ___ to ___ igloos ___, and from: ___ mansions ___ to ___ tepees ___ What type of home does the caller ask about? ___ igloos ___ Teacher will ask students: Would you like to live in a igloo? Why? Would you like to visit an igloo hotel?	Listening	Track or conversation	Individual Whole group
Production 15 minutes	Students will make a small description about a type of home they want to live and the thinks they have. (30 words)	writing		Individual
Wrap-up 5 minutes	Students will read it in front of the classroom	speaking		Whole group

7 Practice week: February 17th to March January 14th **Topic:** Unit 4 (International student’s accommodation)
Objective/Aim: Ss’ will be to describe the spaces at their homes.

Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm- up 5 minutes	Students will solve a math problem	Procedural		Individual
Presentation 15 minutes	Teacher will past flashcards of some services in a student’s house service. Students will classify the flashcards according with: -Individual apartment amenities -Shared common amenities Teacher will paste a poster of a brochure	Speaking Writing	Flashcards poster	Whole group
Practice 10 minutes	Students will read the poster Teacher will paste some flashcards and students will answer according with the poster (True-false sentences)	Writing Speaking		Individual
Production 15 minutes	Students will imagine, they are renting a homestay Students will create their how brochure	Writing Speaking		
Wrap-up 5 minutes	Students will share their brochures	speaking		

3 Practice week: February 17th to March January 14th **Topic:** Unit 4 (furniture)
Objective/Aim: Ss' will describe a typical morning in their homes.

Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-up 5 minutes	Teacher will show a math problem (sequence) Teacher will ask students about what is their favourite place in their house and why -What furniture does it have?	Procedural		Whole group
Presentation 15 minutes	Teacher will paste a poster of 4 places with different furniture (studio, living room, kitchen ,dining room) Students will label the furniture in each place Students will make a chart with the 4 places and they will write the possible furniture they have.	Speaking Writing	Poster (Places of the house)	Whole group Individual
Practice 10 minutes	Students will make sentences like : In the studio there is /there are according with the poster	Speaking		Individual
Production 15 minutes	Students will divide their notebook paper in 4 parts, they will make a small draw (1 thing) of each place They will write the title and describe the things they have in each place at home	Writing Procedural		Individual
Wrap-up 5 minutes	Students will share their answer in front of the group-	speaking		Whole group

1 Practice week: February 17th to March January 14th

Objective/Aim: Ss' will be to describe the spaces at their homes.

Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns									
Warm- up 5 minutes	<p>Students will make a chart like this, students will try to fill the gaps with numbers. At the end of each Colum or row, the students will have 15 points.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">2</td> <td>7</td> <td style="background-color: #cccccc;">6</td> </tr> <tr> <td>9</td> <td style="background-color: #cccccc;">5</td> <td>1</td> </tr> <tr> <td>4</td> <td>3</td> <td>8</td> </tr> </table> <p>Teacher will call role at the same time students finish this math problem.</p>	2	7	6	9	5	1	4	3	8	Procedural		Whole group
2	7	6											
9	5	1											
4	3	8											
Presentation 15 minutes	<p>Teacher will paste a poster of different places, students will label them Teacher will paste a second poster with some parts of the house Teacher will ask: Do you have a In your house? Etc</p>	writing	<p>Poster 1 (places) Poster 2 (parts of the house)</p>	Whole group									
Practice 10 minutes	<p>Students will make a list of the parts of their houses.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Downstairs</td> <td>Upstairs</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Students will think in which position of the house are located.</p>	Downstairs	Upstairs			Writing		individual					
Downstairs	Upstairs												
Production 15 minutes	<p>Students will create a plan of their houses and they will make sentences describing the plan. -My house has...</p>	Writing		individual									
Wrap-up	<p>Students will share the designs with the other students and the winner will have an extra participation.</p>	Speaking		Whole group									

4 Practice week: February 17th to March January 14th **Topic:** Unit 4 (furniture)
Objective/Aim: Ss' will describe their favourite part of their houses.

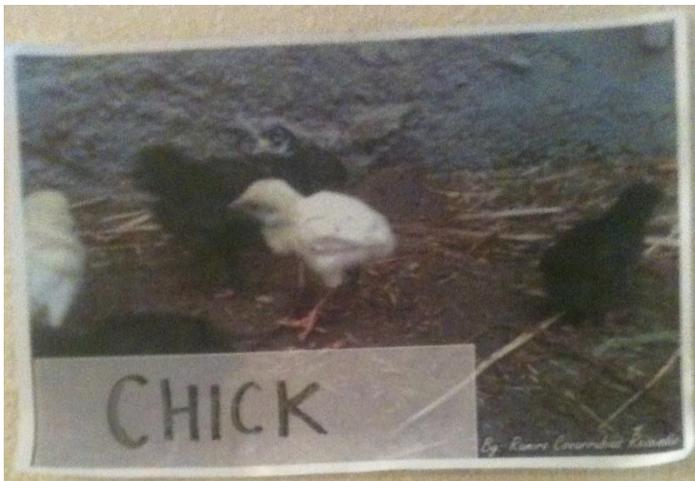
Stage & Timing	Activity/ Procedure	Skill	Material, Equipment or Aids	Interaction Patterns
Warm-up 5 minutes	Teacher will show a math problem (sequence) Teacher will ask students about what is their favourite place in their house and why -What furniture does it have?	Procedural		Whole group
Presentation 15 minutes	Teacher will paste a poster of 4 places with different furniture (bedroom, bathroom, laundry, garden(yard)) Students will label the furniture in each place Students will make a chart with the 4 places and they will write the possible furniture they have.	Speaking Writing	Poster (Places of the house)	Whole group Individual
Practice 10 minutes	Students will make sentences like : In the _____ there is /there are according with the poster	Speaking		Individual
Production 15 minutes	Students will divide their notebook paper in 4 parts, they will make a small draw (1 thing) of each place They will write the title and describe the things they have in each place at home	Writing Procedural		Individual
Wrap-up 5 minutes	Students will share their answer in front of the group-	Speaking		Whole group

Appendix V
Flashcards and Posters used in the topic “House and Home” Unit 4
(Vocabulary class)



Appendix VI

Example of a flashcard used with the students in the topic “Animals” Unit 2



Appendix VII

Example of a poster used in the Unit 4 “House and home”



Example of a poster used in the Unit 4 “House and home”



Appendix VIII

Poster used in the topic Unit 3 “What do you like best”



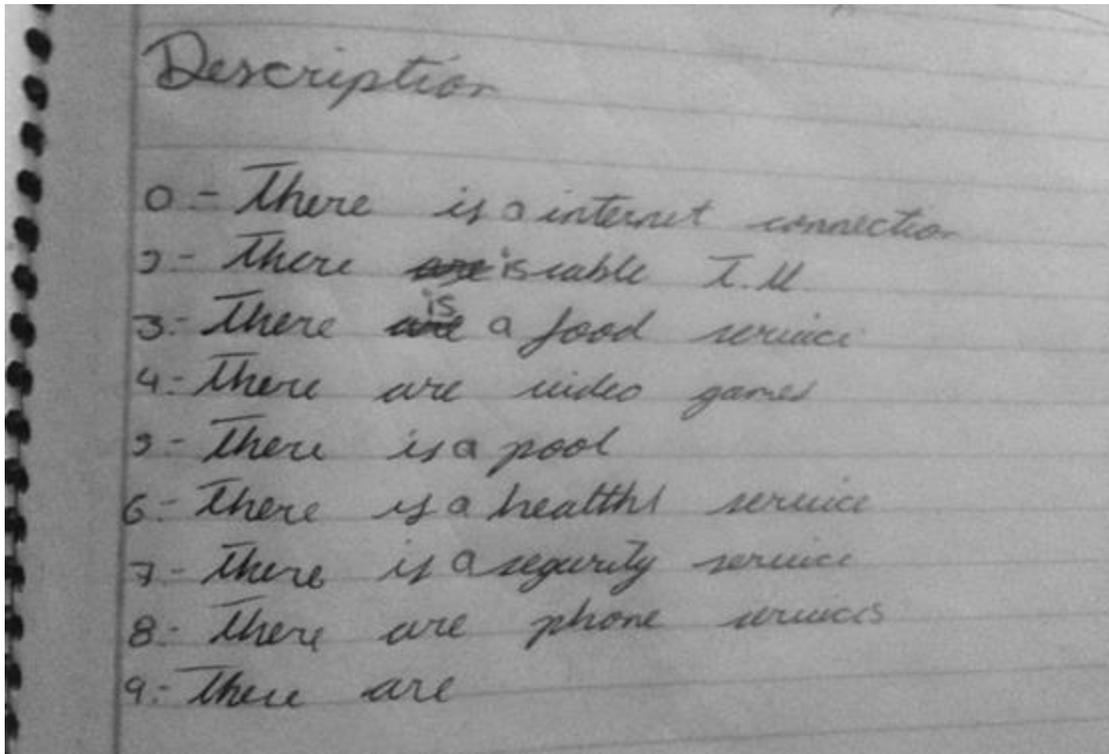
Appendix IX

Flashcards used in Unit 4 “House and home” services.



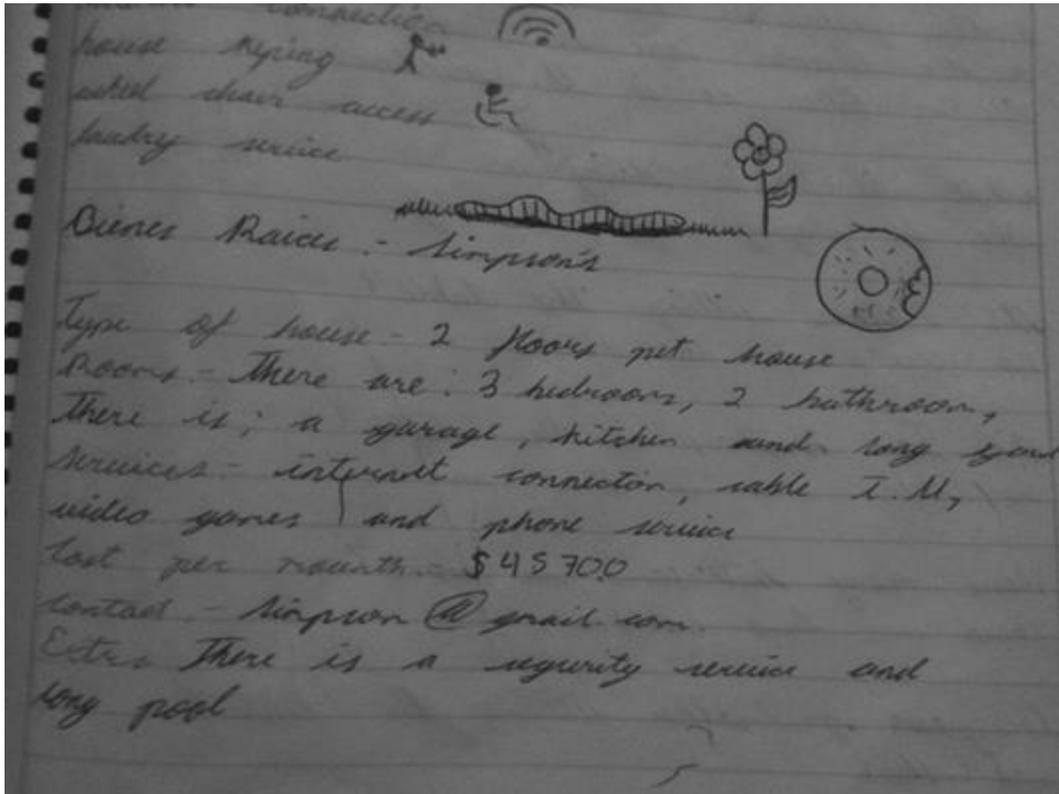
Appendix X

Student's grammar mistake Unit 3 topic "What do you like best?"



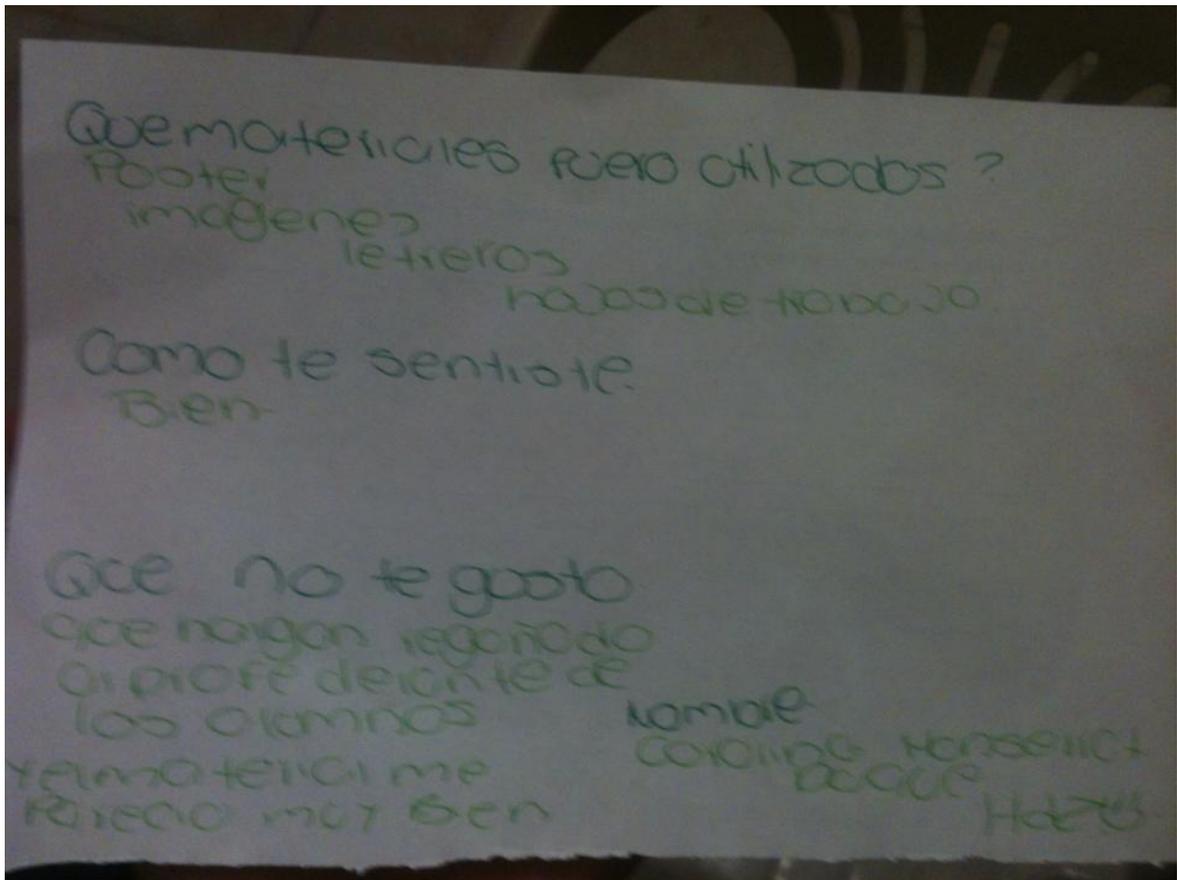
Appendix XI

Student's production Unit 3 topic "What do you like best?"



Appendix XII

Survey applied in order to know the students' feelings and thoughts”



Appendix XIII

Egress Profile “Licenciatura en Educación Secundaria con Especialidad en Inglés”

Habilidades intelectuales específicas

- a. Posee alta capacidad de comprensión del material escrito y tiene el hábito de la lectura; en particular, valora críticamente lo que lee y lo relaciona con la realidad y, especialmente, con su práctica profesional.
- b. Expresa sus ideas con claridad, sencillez y corrección en forma escrita y oral; en especial, ha desarrollado las capacidades de describir, narrar, explicar y argumentar, adaptándose al desarrollo y características culturales de sus alumnos.
- c. Plantea, analiza y resuelve problemas, enfrenta desafíos intelectuales generando respuestas propias a partir de sus conocimientos y experiencias. En consecuencia, es capaz de orientar a sus alumnos para que éstos adquieran la capacidad de analizar situaciones y de resolver problemas.
- d. Tiene disposición y capacidades propicias para la investigación científica: curiosidad, capacidad de observación, método para plantear preguntas y para poner a prueba respuestas, y reflexión crítica. Aplica esas capacidades para mejorar los resultados de su labor educativa.
- e. Localiza, selecciona y utiliza información de diverso tipo, tanto de fuentes escritas como de material audiovisual, en especial la que necesita para su actividad profesional.

Dominio de los propósitos y los contenidos de la educación secundaria

- a. Conoce con profundidad los propósitos, los contenidos y el enfoque de enseñanza de la asignatura que imparte, y reconoce que el trabajo con los contenidos de su especialidad contribuye al logro de los propósitos generales de la educación secundaria.

- b. Tiene dominio del campo disciplinario de su especialidad para manejar con seguridad y fluidez los temas incluidos en los programas de estudio, y reconoce la secuencia de los contenidos en los tres grados de la educación secundaria.
- c. Reconoce la articulación entre los propósitos de la educación primaria y la educación secundaria y asume a ésta como el tramo final de la educación básica en el que deben consolidarse los conocimientos básicos, habilidades, actitudes y valores, establecidos en los planes de estudio.
- d. Sabe establecer una correspondencia adecuada entre la naturaleza y grado de complejidad de los contenidos educativos con los procesos cognitivos y el nivel de desarrollo de sus alumnos.

Competencias didácticas

- a. Sabe diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas de desarrollo de los adolescentes, así como a las características sociales y culturales de éstos y de su entorno familiar, con el fin de que los educandos alcancen los propósitos de conocimiento, de desarrollo de habilidades y de formación valoral establecidos en el plan y programas de estudio de la educación secundaria.
- b. Reconoce las diferencias individuales de los educandos que influyen en los procesos de aprendizaje y aplica estrategias didácticas para estimularlos; en especial, es capaz de favorecer el aprendizaje de los alumnos en riesgo de fracaso escolar.
- c. Identifica necesidades especiales de educación que pueden presentar algunos de sus alumnos, las atiende, si es posible, mediante propuestas didácticas particulares y sabe dónde obtener orientación y apoyo para hacerlo.
- d. Conoce y aplica distintas estrategias y formas de evaluación sobre el proceso educativo que le permiten valorar efectivamente el aprendizaje de los

- alumnos y la calidad de su desempeño docente. A partir de la evaluación, tiene la disposición de modificar los procedimientos didácticos que aplica.
- e. Es capaz de establecer un clima de trabajo que favorece actitudes de confianza, autoestima, respeto, disciplina, creatividad, curiosidad y placer por el estudio, así como el fortalecimiento de la autonomía personal de los educandos.
 - f. Reconoce los procesos de cambio que experimentan los adolescentes, pero distingue que esos procesos no se presentan de forma idéntica en todos, sino de manera individual y única. A partir de este conocimiento aplica estrategias adecuadas para atender las necesidades e inquietudes de sus alumnos.
 - g. Conoce los materiales de enseñanza y los recursos didácticos disponibles y los utiliza con creatividad, flexibilidad y propósitos claros.

Identidad profesional y ética

- a. Asume, como principios de su acción y de sus relaciones con los alumnos, las madres y los padres de familia y sus colegas, los valores que la humanidad ha creado y consagrado a lo largo de la historia: respeto y aprecio a la dignidad humana, libertad, justicia, igualdad, democracia, solidaridad, tolerancia, honestidad y apego a la verdad.
- b. Reconoce, a partir de una valoración realista, el significado que su trabajo tiene para los alumnos, las familias de éstos y la sociedad.
- c. Tiene información suficiente sobre la orientación filosófica, los principios legales y la organización del sistema educativo mexicano; en particular, asume y promueve el carácter nacional, democrático, gratuito y laico de la educación pública.
- d. Conoce los principales problemas, necesidades y deficiencias que deben resolverse para fortalecer el sistema educativo mexicano, en especial las que se ubican en su campo de trabajo y en la entidad donde vive.

- e. Asume su profesión como una carrera de vida, conoce sus derechos y obligaciones y utiliza los recursos al alcance para el mejoramiento de su capacidad profesional.
- f. Valora el trabajo en equipo como un medio para la formación continua y el mejoramiento de la escuela, y tiene actitudes favorables para la cooperación y el diálogo con sus colegas.
- g. Identifica y valora los elementos más importantes de la tradición educativa mexicana; en particular, reconoce la importancia de la educación pública como componente esencial de una política basada en la justicia, la democracia y la equidad.

Capacidad de percepción y respuesta a las condiciones sociales del entorno de la escuela

- a. Aprecia y respeta la diversidad regional, social, cultural y étnica del país como un componente valioso de la nacionalidad, y acepta que dicha diversidad estará presente en las situaciones en las que realice su trabajo.
- b. Valora la función educativa de la familia, se relaciona con las madres y los padres de los alumnos de manera receptiva, colaborativa y respetuosa, y es capaz de orientarlos para que participen en la formación del educando.
- c. Promueve la solidaridad y el apoyo de la comunidad hacia la escuela, tomando en cuenta los recursos y las limitaciones del medio en que trabaja.
- d. Reconoce los principales problemas que enfrenta la comunidad en la que labora y tiene la disposición para contribuir a su solución con la información necesaria, a través de la participación directa o mediante la búsqueda de apoyos externos, sin que ello implique el descuido de las tareas educativas.
- e. Asume y promueve el uso racional de los recursos naturales y es capaz de enseñar a los alumnos a actuar personal y colectivamente con el fin de proteger el ambiente.