



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: "The use of visual aids to improve english as a foreign language in a first secondary school grade"

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## DEDICATORIA

Este documento está dedicado principalmente a mis padres. Por apoyarme y alentarme a seguir adelante en mis metas. Por siempre tener una palabra de que todo estará bien. Porque por más cansados que estén día a día se levantan a trabajar para poder darme a mí y a mis hermanas lo que necesitamos y mucho más. No hay palabras para agradecerles, sólo puedo decirles que todo su esfuerzo y sacrificio se ve aquí recompensado. LOS QUIERO

A mi papá quien me informó de la licenciatura y a pesar de las dudas que yo tenía me motivó y encontró las palabras adecuadas para que yo pudiera continuar con mis estudios y llegar hoy a la meta deseada.

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## INTRODUCTION

The selected topic for this pedagogical essay is the use of visual aids to improve English as a Foreign Language in the first-grade group C. With this dissertation, I intend to prove that the use of visual aids, especially flashcards and wall charts may help students to understand better the English Language.

One of the reasons why I have chosen this topic is that when I began to learn English in secondary school it was boring for me because my teacher only used the board and in some cases, we used the textbook so I thought my teacher could have used another teaching material like flashcards, images etcetera.

It is believed that people never stop being little children, because, one way or another they still enjoy all little living things as children do. When we are in kindergarten, the materials we used were colored sheets of paper, glue, images, toys, etcetera, so in secondary school, it does not have to be different students are still kids and these kind of materials make them feel excited.

For this pedagogical essay, I have three purposes to achieve.

- A. To increase students' knowledge of the English Language while using flashcards and wall charts.
- B. To evaluate students' participation in order to know if they have understood the topic.
- C. To create a different learning environment.

If these three purposes are achieved I will prove that the use of visual aids, especially flashcards and posters is a helpful resource to use in English class. Perhaps, I would observe the student's response when the lesson is explained with these helpful materials.

The difficulties I faced when developing this essay were concerned of creating and choosing the material that will be used for my class because the selected material needs to be attractive and easy to understand for students or they would not understand the topic.

I had a difficult situation at the moment of designing my lesson plans because I included the flashcards and posters in each one and also I related them to the topic. It was complicated to relate the visual material with the topics due to the lack of time during class time.

In spite of the fact that I had problems with the development of my applied sequences, this essay shows the importance and advantages of using visual aids in English class. Besides, it suggests the skills that could be developed with the use of flashcards and posters.

This essay may help in further works because it may reinforce the use of visual aids in future teachers. Therefore, English class could be different, and students would have a better response because of the use of visual materials that will ease them to learn a new language.

# **1. TOPIC OF STUDY**

## 1.1 NUCLEUS AND TOPIC LINE

Nowadays the use of didactic materials in a classroom is essential in the teaching process and students' learning. These help the teacher to do a better class also because didactic materials motivate students to participate by making the lesson more appealing. Cohen, H (1972) mentioned the didactic material is the media in which the learning process occurs to create a formal learning process. That is the reason why didactic materials are important in our classes to reach the students' educational achievement.

Cohen, H (1972) mentions that materials are instruments through which students focus their personal understanding of the content. So at the moment of selecting the didactic material, they have to be related to the topic and the content in order to adjust them to the students' interest.

The visual materials could have two functions that are:

1. Serving as a support for the teacher to teach a lesson.
2. To bolster the students' interest and participation.

The first point refers to the use of visual materials in an English class. With these, an English class could be dynamic and colorful, and students would be curious and interested in the English class.

The second point, it could be seen that this didactic resource helps to encourage the students' interest and participation. This situation was perceived when students mentioned that the English class is difficult. Perhaps, the reason for this is the fact that it is the first students' encounter with the foreign language. For that reason, they feel uncomfortable with the lesson.

The didactic material in one's study group could be important, with it, I would try to make easier English learning. Martos, M (2007) suggested the use of the didactic material makes the language learning suitable and interested for students. With this, an English class would be different and students could feel motivated.

As we know, keep students' interest is difficult. The visual aids could help students to perceive the information differently; otherwise, they could lose interest in the class. The materials I selected (Flashcards and wall charts) could make easy students understanding, for the reason that, there are people that learn better the new vocabulary and topics through the use of visual material.

Throughout one's trajectory, I have had the opportunity to observe and practice in different schools. I have noticed is necessary to implement different resources in order to stimulate students' interest in the class. With this, learners would be motivated to participate in the activities in order to increase their English level.

My topic belongs to the **thematic line**: "Analysis of Teaching Experiences." It is aimed to develop the teaching competences, such as design, apply and analyze the teaching activities that occur within the classroom.

On the other hand, the topic corresponds in the **nucleus**: The didactic competence of training teachers for teaching specialty. I expect to improve my abilities on how to design, organize and apply didactic activities in secondary school.

## 1.2 DESCRIPTION OF THE CASE BEING STUDIED

I have been studying different subjects during these eight semesters at the BECENE. These subjects are established in Plan y Programa de Estudios. Their purpose is to introduce us to the teaching practice and make us understand the importance of it. The previous courses helped me to understand how to teach a new language. Also, taught me how to create different activities in order to involve students. The subjects should be detailed in the following paragraphs.

Observación y Práctica Docente III course taught me the different forms planning can be developed. The lesson plans have to be related to the students' context and needs. That is the reason why before going to practice it is necessary to visit the school to know more about the students and their school environment.

The subject Adolescentes y el Aprendizaje del Inglés was related to the students' characteristics and needs. In secondary the students are in the adolescence stage, they are between 12 and 15 years old. This subject taught me each boy and girl is different also, they need different ways to work with.

In order to, make students feel comfortable in the English class the teacher needs to create activities in which they can be involved. The first activity a teacher has to do is memorize the student's name because this could make them feel important.

Finally, Inglés II taught me the different kinds of materials I could use in one's practice and with the students. I learned how to create materials and related them with the SEP secondary level contents.

The reason I chose this topic was based on the previous subjects. Thanks to these subjects I learned how to create and use the materials. This topic was interesting and easy for me because, when I practiced in different schools I realized

that there are not materials to use because of this, I have to create them to do an effective class

The use of visual aids could be useful for students because could facilitate their knowledge and learning. The use of visual aids could be helpful to create a different learning environment in order to acquire English as a Foreign Language. I have been talking about the learning environment but, what is a learning environment? The answer is detailed in the following paragraph.

“A learning environment refers to the diverse physical locations, context and culture in which students learn”. Glossary of Education Reform, (2013). The classroom is the place in which students learn therefore, this place has to be comfortable for them.

Students have been routinely accustomed to using the board, the textbook, and notebooks. Even though this practice is good, there is more material to use in an English class. For my lessons, one would employ different class resources such as flashcards and wall charts and so based upon the lesson content. With this, an English class could be different and colorful, and students would be curious and interested in the English class.

### 1.3 CONTEXT

In order to have an idea about the school and its characteristics, it is important to describe the school in all aspects: infrastructure, teachers' and students' function, the activities that occur inside and outside school hours and also one's teaching practice in it.

The description of one's practice and observation period at Jaime Torres Bodet secondary school with first-grade group C should be detailed in the following paragraphs. After it, the corresponding facts about the students' needs, and school general information would be described for a better comprehension of the whole situation.

I began practicing in this school on August of 2013 at the Consejo Técnico Escolar meeting. This meeting is intended for teachers organizing teaching activities, they could get together to propose solutions to teaching-learning issues.

In the first two weeks of observation, from August 19<sup>th</sup> to August 30<sup>th</sup> 2013 in the school, I helped my tutor. A tutor is the teacher that is in charge of the groups during the school year and with whom I have to work with. I helped her to apply the diagnostic test on all the classes she works with. After that, I helped her to grade the tests. Thanks to this test I came to realize and estimate the English of these classes.

The observation period finished on August 30<sup>th</sup> 2013 and was assigned me the four groups in which I have to practice my teaching abilities. Besides that, I have to help my tutor three hours per week in what she needs related with taking attendance or check students' notebook, this is called assistantship. According to Secretaria de Educacion Publica the English program includes 9 hours per week but in my teaching practice I had to cover 15 hours for that reason I was assigned 4 groups and assistantship.

Finally, the next three points are related to the school and its geographic location, the English committee and classroom environment in the study group.

### 1.3.1. Training Secondary School Geographical Location: “Escuela Secundaria General Jaime Torres Bodet”

Escuela Secundaria General Jaime Torres Bodet (work code 24DES0012E) is located in San Luis Potosí city. Its address is 201 Nicolás Zapata Avenue; it is surrounded on its left side by Pedro Moreno Street. The ZIP code is 78250. The secondary school operates in two shifts: the first one takes place from 07:30 hrs to 13:40 hrs and the second one starts at 14:00 hrs and finishes at 20:20 hrs.

The school has the following services: electric power supply, water supply, and telephone. Outside the school, there is a bus stop from which different routes can be boarded. A hospital –IMSS #2- is located next to the school, as well as an elementary school, which is placed across the street.

The school has eighteen classrooms, six per grade, besides, eight different workshops, a cubicle for the English teachers and an English laboratory, unfortunately, the English lab is not working for the lack of equipment.

Teachers and students are in the school from 07:30hrs to 13:40hrs. During the scholar period, there are different events in which parents and students are involved. With this, parents have an idea about the education of their son.

Students use different transportation to arrive at the school. Some students take the bus, others use private transport and some of them walk from their house to the school because they live near.

In each classroom there are 40 students; each one has a table and chair to work with and they are sitting in lines. In some classrooms, students are sitting in

pairs or individually, most of the classrooms have a smartboard, a projector, and a computer, but, unfortunately, the projector and the computer cannot be used. The classroom has very large windows, thus allows more illumination, due to this turning the lights on is not required until night time.

### 1.3.2 English Academy

The teachers are divided into academies according to the subject they teach. In the institution there are two English teachers who integrate the English academy; One of them is the president. She works the complete shift; she works with all third-grade groups and four first-grade groups. The other teacher is Rosa María Vinaja Aguilar; she works with all second-grade groups and two first-grade groups.

The members of the academy have some responsibilities, some of them are:

- 1.- Elaborate the extraordinary exam for those students who did not pass the regular evaluation periods.
- 2.- One month at year elaborate the school's mural.
- 3.- On December create an activity with students' participation.
- 4.- Attended the school necessities.

The English Academy has several functions, one of them was the organization of two activities with the purpose of raising money for future events, because of that, the teacher who I was working was unable to be in some of my classes and other classes, for that reason, I had to be alone in my groups and I had to attend other groups.

Despite this fact, I learned how to control the classroom by myself and it has given me the confidence to work with the students that I have not worked with and I have not the pleasure of meeting yet.

### 1.3.3 Classroom Environment

The first-grade group C is made up of 39 students; 19 men and 20 women (See Appendix I) from different localities of San Luis Potosí. For that reason the students' characteristics and attitudes are different.

The students are quiet and pay attention to class. Some of them learn the basic English vocabulary (alphabet, numbers) in primary school. This fact represents an advantage because they already have some knowledge of the language.

According to the diagnostic test which took place on August of 2013, there are 5 students who had the highest grades of the group. Two students had the highest level of English because they are taking English private classes.

The group has a medium level. In the diagnostic test half of the group got a grade between 6 and 4. My tutor (the teacher I work with) told me 4 is a good grade because these students have an idea of the English, and with works and practice they could improve their grade. On the other hand, there were learners with the lowest grades; they need to work hard to increase their level.

Students have a good response in the class but, the same students are the ones who participate in the activities. With the implementation of flashcards and wallcharts, I would motivate the group. Caturra, E. (1998) mentions, motivation is the clue to obtain the objectives we have. With these materials, I could develop students' abilities and they could learn the English language.

## 1.4 RELEVANT SOCIAL CHARACTERISTICS

Two surveys were applied in order to obtain students' specific information. The first one was about social and economic framework, and the second one was about the English language background. The survey's results should be detailed on the following paragraphs.

### 1.4.1 Social and economic framework

The survey was applied on November 11<sup>th</sup>, 2013; (See Appendix II) in this class there were only 32 students who answered the questionnaire. When I analyzed the information, I found that 3 students have health problems because of that they need medical supervision.

One question of this survey was: whom do you live with? The objective of this question was to know about students' familiar context. This question enables me to know that 28 students live with their parents and their brothers and sisters, 2 students answered they are living only with their mother, and 2 students are living with their mother and their brothers and sisters. (See Appendix III)

In relation to their families, another question asked was in order to know about their parents' occupation. There are 11 cases in which the mothers work at home so, the father is who keeps the household financially. 21 students mentioned that both parents have a job. The work areas are their own business, agriculture, education and different trades like electrician, carpenter, stylist, and mailman. (See Appendix IV)

Students have different activities after school like have a job. In this classroom, there are 4 students who work, the places where they work are, a department store, a flower shop, helping in basketball games and a store. (See Appendix V)

What kind of services do you have in your house? As a result, it noticed that the 32 students count with the basic services: water supply and electrical power supply. 27 students count on a phone line, 26 pupils have a computer, 23 of them have the internet at home and the 32 pupils have a TV. (See Appendix VI)

The previous information is important for the current essay. It lets infer the situation students live in regard to their social status. Therefore, by knowing more about the services students have contact with, it can be perceived as a clearer view of the students' interests and needs.

Students use different transportation means to arrive at the school. The result of this question was: 15 students use public transport (bus), 15 out of 32 use a private vehicle (car) and 2 students walk to school. (See Appendix VII)

The last question of this survey was: what kind of activities do you like to do in your free time? The results were: 15 students answered they watch TV during their free time, five students prefer to read a book; seven students go for a walk; three students like do exercise and two students do a different activity. The outcomes of this question helped me to know about the students' activities after school hours. (See Appendix VIII)

This information is useful for me because, with it, I could have an idea of students' lifestyle, likes, and needs. With this, in my teaching practice, I would take into account only the necessary things without pressure students with things they cannot get.

#### 1.4.2 Learning English and Visual Material

The questionnaire was applied on November 11<sup>th</sup>, 2013 (See Appendix IX). The purpose was to know the students' interest in English. The first questions were about English general knowledge and the last ones were about the class.

The first question was: Do you like English? The students who said yes were 25, the reasons were: English is fun, it is interesting and very useful for life. On the other hand, seven students answered no because they think English is boring and they do not understand. With that, I realize that 15 students attend English private classes. (See Appendix X)

The use of English is common and important, with the use of technology and social networks we can use it anywhere and everywhere. In the survey, I asked students, when do you use English? With this question, I wanted to know if learners are in contact with the English in different contexts.

The results were: 30 students out of 32 said their only contact with the English is in the class, which means that almost 100 percent of the learners do not use this language outside the classroom and the only place in which they practice their knowledge is at school.

English music is famous especially with teenagers because there are young artists who attract their attention. Students are in contact with the English when they are listening to music. This means they are practicing listening skills in an informal way. The students use English when they watch a movie or TV. As well as, when they surf the net, chat with other people or when they have a conversation with their families. (See Appendix XI)

The next question was: “do you think it is possible to learn English in your school?” The answers were yes and no, the students’ reasons were: the teachers teach very well, I like the class and it is useful for my future. Besides that, the negative reasons were: English is difficult and useless for me. (See Appendix XII)

The students during the English class have different attitudes and feelings. The question I used to know their feelings was: how do you feel in the English class? I found in this question that students have different emotions like worry, happiness, tension and apathy. These results showed me that I need to use new strategies to make the class more interesting for students. (See Appendix XIII)

## **1.5 WHAT IS KNOWN ABOUT THE TOPIC**

English teaching in basic education, especially in Mexico, is supported by the Lengua Extranjera Plan y Programa de Estudios 2006. This document makes mention of “learning a foreign language contributes to achieving the characteristics desirable of students who complete basic education” Lengua Extranjera Plan y Programa de Estudios SEP (2006)

According to, Lengua Extranjera Plan y Programa de Estudios 2006, secondary school students are learning English as a Foreign Language. Harmer. J. (2007) referred to, English as a Foreign Language: “described situation where the student was learning English in order to use it with any other English speaker in the world, students often study EFL in their own country.” With this, I would focus on the use of visual aids to facilitate new language learning.

Didactic material is important in the classes so, the definition of material should be detailed in the following lines. Cassany, D. Luna, M. and Sanz, G. (2007) state, “the didactic materials are all materials, publishing or not, real or not, that we can use to create learning situations”. The pedagogical essay was developed with

the use of flashcards and wall charts, these materials could create real learning situations in order to make easy students' learning.

Didactic material has many functions. Martos, M. (2000) mentions, didactic material makes the class more enjoyable besides, motivate students of all ages; it is useful to introduce the language in meaningful contexts. Visual aids help students to have a better response in class.

Martos, M. (2000) mentions, the main objective of didactic material is: develop and make easier students' capacity, understanding and communication using the new language in oral and written expressions. The classroom is the space in which this purpose could be developed. The didactic material would create a different learning environment motivating students to participate.

Teachers had told me materials are important in class. The observation and practice period had taught me materials are important to get students' attention and interest. This resource helps them to learn new vocabulary.

Flashcards are the most common material used in English class. "Flashcards are large-size cards with one illustration". Martos, M (2000). These visual aids make easy vocabulary teaching that is the reason why I chose this material.

Posters are illustrations in a big size; they promote student's visual ability and represent different illustrations such as family, a day on the beach, etcetera. The posters improve speaking because students can practice it; the posters improve their memory and visual perception.

## **1.6 QUESTIONS THIS CASE WILL BE ATTENDING**

This pedagogical essay was made up of 6 questions that were used for evaluating the success of the visual aid. These questions assessed the essay development and the results of each question should be detailed following paragraphs.

These questions are the central part of the essay. The following questions could help me to know the importance of the didactic material in English class. Also, estimate the effect visual aids could have with secondary students.

1. What kind of visual aids could be useful for developing new vocabulary?
2. What are the advantages of using visual aids during an English class?
3. What skills could be developed as a result of applying visual aids in an English class?
4. Which were the results of using flashcards?
5. Which were the results of the usage of wall charts?

English class is interesting for some students but, others do not think the same about it. The didactic material would create a different class to involve students in this language. The next chapter developed each question in order to get a conclusion about the use of visual aids.

## 2. DEVELOPMENT OF THE TOPIC

## 2.1 ANSWERS TO THE QUESTIONS PREVIOUSLY STATED

In this chapter, I responded to the questions that I selected to create this pedagogical essay with these questions I intended to achieve three purposes such as:

- To use different visual aids (flashcards and wall charts) to increase students' knowledge.
- To evaluate students' knowledge through participation and worksheets.
- To create a different learning environment in the classroom.

The answer of each question should be detailed in the following paragraphs. I developed each question in order to get an idea about the usefulness and benefit of visual aids. The facts concerning the materials I used would be described for a better comprehension of the whole class.

I used flashcards and wall charts in my class. I chose these materials because I consider are more interesting for students also, are easy to obtain or create. Martos (2000) said flashcards are big cards with illustrations in order to students can look at them. For that reason, I chose them.

Martos, M. (2000) describes, the wall charts as a big size material in order for all students can look at them. They follow a pedagogical purpose, show scenes of specific topics, they facilitate the oral and written expressions increasing observation sense. This material is useful for large groups. In the classroom there are 38 students so; wall charts are useful to practice reading.

### **2.1.1 What kind of visual aids could be useful for developing new vocabulary?**

A visual aid is something you look at, that is used to make something easier to understand. MERRIAM-WEBSTER (2014) A visual aid could be a flashcard, an image or a wall chart because students can look at them also, they help to understand the vocabulary.

During my practice period at Jaime Torres Bodet Secondary School, I had noticed that students were more interested in the class when I used different materials like flashcards or wall charts. Students' response was better when I used flashcards. Hubbard, Jones, Thomton and Wheeler (2000) made mention of, flashcards can include details impossible to include in a hastily drawn blackboard picture; they have the advantage of cutting down greatly on time as well as providing variety.

In my practice, I had noticed that flashcards could be useful for the students. I came to this conclusion because flashcards could be useful to introduce new vocabulary and with them would be easy to understand the vocabulary without the need of translating it. Flashcards gave students an interesting concept of the class. This visual aid could help students to remember the vocabulary easily because they can see the image.

### **2.1.2 What are the advantages to use visual aids during an English class?**

The use of visual aids in the classroom could help children to be more interested in the subject. Visual aids are meant to be a tool to help teach a subject. eHow (2014)

Besides that, visual aids could make the class enjoyable and interested for students because they could develop new ideas regarding the topic seen in the

class. Visual aids could include details impossible to include in a normal class, they show the key points of the lesson.

Flashcards and wall charts could have a positive function. They would change the concept of the class. Instead of, write on the board the key words, they could include concepts impossible to describe in a normal explanation.

Visual aids could be useful because with them introduce new vocabulary, create different context and stimulate students' participation could be easy. Edufisico (2012). These resources could help students to remember what they had been learned.

### **2.1.3 What skills could be developed as a result of applying visual aids in an English class?**

According to Orientaciones Metodológicas, it is necessary to create activities including the four basic skills: listening, speaking, reading and writing. Flashcards would create activities to develop each skill. Edufisico (2012). The abilities students could develop through the use of visual aids are: reading, writing and speaking.

The visual aids I used in my class were flashcards and wallcharts. These materials had a specific function in each class. The purpose to used flashcards was point out the new vocabulary and showed the correct form to write the word. The wallcharts purpose was practice the reading skill.

The skill that could be developed as a result of applying wall charts was reading. This resource was helpful to read articles or dialogues related to the topic. I used a daily reading because was something that the English academy agreed on the Consejo Técnico Escolar, practice the reading in the groups either in English or Spanish.

The writing skill could be developing through the use of flashcards because students could link the image with its writing. Jack C. Richards W, Renandya, A. (2002) mentioned, "These materials encourage the process and provide additional practice for those who need it".

Finally, flashcards and wall charts could develop speaking skills. These materials were helpful because with the wall charts students practiced reading and with the flashcards they learned new vocabulary in an indirect way and at the moment of repeated the words they were practicing the speaking.

In addition to his, these skills would be developed, students need lots of practice and dedication to learn this new language. It is not impossible to learn it but it needs a lot of work from teachers and students.

#### **2.1.4 What were the results of using flashcards?**

Flashcards are well accepted by students because they are attractive. Flashcards include a huge variety of illustrations that help students to have a better understanding of Edufisico (2012). The reason I used flashcards was to catch students' attention and encourage their participation.

The flashcards are images that are used to introduce new vocabulary or create stories. The flashcards helped me to present the new topics and reviewed the previous one also, they helped me with examples.

Flashcards helped me to show illustrations clearly. I thought that using them I would not translate the image but in some cases, I had to translate the word. This visual aid interested the students in the class and they made the concepts easy to understand. This didactic material encourages students to pay attention to the class and make them interested in the English language.

### **2.1.5 Which were the results of the usage of wall charts?**

Wall charts have some benefits such as, attract students' attention, motivate their curiosity and make them curious to investigate more about the subject. The result of applying posters in the English class was that students could look at the images in a bigger size and that facilitates the explanation about the topics. I used different wall charts in class.

I decide to use wall charts but I had to consider if they could be appropriate for students or not. The topics I taught were easy but, in some topics, the wallcharts were not useful. For that reason, I chose to use the wall charts to practice the daily reading related to the topic or to explain the class.

I considered there were two main wall charts; one of them was a clock and the other one a graphic about frequency adverbs. I consider the clock's wall chart was useful because I could reuse it in two classes, in the first class I taught how to say the hour and the second one helped students to practice it. I considered this wall chart was useful because students learned with suitable material.

The second wall chart was a graphic about frequency adverbs. I decide to use a graphic because I considered it could be easier to learn the adverbs if students look at the level of each one instead of just mention them.

Wall charts were useful because with them I could generate students' interest and they could practice in a real context. I made them with the purpose all the group could look at them and understand because if it is complicated the students would not understand it.

## 2.2 RECONSTRUCTION OF THE ACTIVITIES

During these three years in the Normal del Estado, I had obtained knowledge that helped me to develop my classes in the different schools I had practice. In the Egress Profile there are points that at this moment I consider I had achieved, the benefit of them is that now I have confidence when I am in front of the groups.

The point that I achieve related to my pedagogical essay is the trainee teacher known teaching materials and resources available and used them with creativity, flexibility and clarity purpose, combining them with others, especially those offered by the school environment.

I consider I achieve this point because my teachers told me about the different materials I could use in my teaching practice. I create these materials with the purpose of interest students in the class and to recycle them into different topics.

The next activities and the sequences were developed with the use of the Lengua Extranjera Planes y Programas 2006, the units that were related to the topics I taught were:

1. Unit One "Personal Identification"
2. Unit Three "Hobbies, Leisure and Sport"
3. Unit Four "Daily Routines"

I developed each activity during my practice period (7<sup>th</sup> and 8<sup>th</sup> semester) I worked with flashcards and wall charts due to the fact these were the materials I selected and used in my classes to grow my pedagogical essay.

The first two activities were applied in the 7<sup>th</sup> semester. I chose these activities because they were the beginning of the development of my pedagogical essay the

reason was that, with these activities, I introduced my visual material in order to know the students' response.

The next three activities were the sequence I used to develop the topics of the third unit "Daily Routines" that sequences were applied in the 8<sup>th</sup> semester. The activities and the sequences were described in the same form.

The activities were divided into five stages that are:

1. Warm up
2. Presentation
3. Practice
4. Production
5. Wrap up

The warm up consisted of exercises to relax students and introduce them into the topic, the purpose of this stage is to have students' attention.

A variation on Audio-lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice and Production. In this procedure, the teacher introduces a situation that contextualizes the language to be taught. English Teaching Methods (2011)

In the stage of presentation Harmer (2007, p,) states, "the teacher introduces a situation which contextualizes the language to be taught." In this stage and in all my lesson plans I introduced the topic using the visual aids either the flashcards or the wall charts.

I could understand more about the PPP approach. For example, according to Jeremy Harmer (2007, p.64) “in the practice stage, the students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition or cue-response drills.” I used wall charts in this stage, with them students practice reading about the topics.

Harmer (2007, p.65) referred, “the students, using the new language, make sentences of their own, and this is referred to as production.” In this stage, learners did simple exercises like answered worksheets and questions related to the topic.

Finally, the wrap-up stage, in this part of the lesson, the purpose is ending the class with an activity in order to reaffirm students’ understanding. In my practice, unfortunately, I could not finish the class as I wanted because of the lack of time.

I wanted the reader to imagine and understand how my classes were developed and what the benefit of using flashcards and wall charts was. The activities reconstruction described each of my lessons. Honestly, not all the lessons were perfect but, they helped me to improve my practice.

### **Activity one: Verb To be**

This activity took place on November 12<sup>th</sup> in first-grade group C, the class was from 12:00 to 12:50, this was the second hour after the break. This class was the first class of my second period of practice. In this class there was my tutor, she was observing my class. The purpose of this class was, to know and understand the meaning and use of the verb to be.

The context of this class was uncomfortable especially for me because I spend three weeks at the Normal del Estado. So, when I went back to secondary school I felt nervous. My classes were divided into five stages: warm-up,

presentation, practice, production and wrap up; these stages had a specific time to cover the whole class. To have the idea of how my classes were developed, I described the lesson and the stages in which were divided.(See Appendix XIV)

**Warm-up:** The class started when I asked students about the verb to be. Also, I asked the pronouns in order to know if they know the pronouns and if they remember each one.

**Presentation:** In this class, I used a wall chart with the pronouns and the verb to be. (See Appendix VX) I taught students the affirmative form and then I taught them the negative form. I used these two forms because I considered that if I showed them the interrogative form they could get confused so I preferred started with something simple.

**Practice:** Students read a text about personal pronouns, but they had to fill the blanks with the missing pronoun. The purpose of this activity was students practice and remembers the use of the pronouns, after that, students read the text as a group. Finally, I asked if someone wants to participate and read the text alone but only some students read it.

**Production:** Students answered a worksheet about the verb to be. This worksheet contained sentences with a blank so, students had to fill the blank with the correct pronoun.

**Warm-up:** I could not finish my class because the time is up, this happened because I spend too much time in the second stage. Some students did not understand the topic so I had to repeat it several times. I think does not matter if I could not finish my class. The most important is the students´ understanding.

This class was very well because this was an easy topic and it was easy to explain it. If this activity had something bad, it could be that I could not complete

my lesson but I thought this not affect my class because for me what went well was that scholars were honest and told me they do not understand the topic so, I repeated the explanation several times.

If I had to repeat the class I would not change anything because I consider this was one of my best classes. Even though, I was nervous because for three weeks I did not see my students. Besides that, students had a good reaction with me and with the class.

### **Activity two: Likes and Dislikes**

This class was applied on January 13<sup>th</sup> in first-grade group C from 12:00 to 12:50. This class was observed by my tutor; she supported me with the students. In this class the topic was likes and dislikes. The purpose of this class was, students, know and understand the use and meaning of likes and dislikes and when they can use them.

The context of this class was, as always, some students pay attention to the class and some of them were doing other things and did not pay attention. This happened not only in this class this had been happening in other classes but I learned how to control students. I know all students' names so it facilitated classroom management. Next, I described my activity according to my lesson plans. (See Appendix XVI)

**Warm up:** I asked students if they know the meaning of likes and dislikes. The purpose was to know if they had previous knowledge about the topic and to know what I had to do to explain the topic and the activities.

**Presentation:** I showed to students different flashcards with different feelings such as like, love dislike and hate (see Appendix XVII). I paste each

flashcard on the board and wrote the name next to the image. Students copied the image and the name in their notebooks.

**Practice:** Students read a dialogue (See Appendix XVIII) about likes and dislikes, the dialogue had blanks, that blanks contained an image about likes and dislikes so students had to replace the image with the word in order to complete the dialogue. After that, students read the complete dialogue as a group reading.

**Production:** Students read the dialogue one more time. Then they answered five questions about the dialogue in order to know if they identify the mean idea of it. Also, to know if they understood the meaning of like, love, dislike, and hate.

**Warm up:** Students shared their answers as a group. The dynamic consisted on exchanging their notebooks with each other so; they could check and corrected the results. It was necessary for me to write the correct answers on the board.

When the class started, I felt confident because I thought my material was helpful and it was but not as I wanted. At the end of the class, I felt disappointed because I could notice that my material especially the wall chart did not cause any reaction on the students they only did the exercise and they did not make any comment about the material so I thought the material needed to be more colorful.

I learned that planning and material could be the same but the groups are not. I noticed that when I applied the same activity in first-grade group F and the student's reaction was more positive. They seemed to be excited with the flashcards and the wall charts and I know that because I saw their reaction and I heard what they said about it.

To prevent this happened again I could create better and bigger material in order to catch students' attention. What I wanted with the use of these didactic materials was made the class different and colorful.

### **Activity Three: Daily Routines**

This activity was applied on March 3<sup>rd</sup>, 2014. In this class, there were my practice partner and the assessor. They were recorded and observed me. My tutor was not in my class because she had a commission with the principal. This class started at 12:00 o'clock and finished at 12:50 p.m. this was the penultimate class. The purpose of this class was, to know and identify the use and meaning of daily routines.

The context of the classroom was normal and I said this because the students acted in the same way they act every day it does not matter there were more people inside the classroom. On the other hand, the students talked among themselves, but they also pay attention to the class.

The result of this lesson was that students participated in the activities. They always participate in the activities and this is good because I could notice that they were interested to learn this new language. I know it could be difficult but students make their best effort. (See Appendix XIX)

**Warm up:** I wrote on the board "Daily Routines" and I asked students if they know what this title means. Some of the students answer correctly that daily routines consist of the actions I could do in my day and other students had a similar idea.

**Presentation:** To introduce the topic Daily Routines I used the flashcards that contains actions about daily routines (See Appendix XX). To develop this stage I showed one flashcard to students and I asked them if they know what this

image meant and they had to answer me what they thought. The first flashcard was brushed my teeth.

T: Do you know the meaning of this image?

S: Are teeth

T: And what am I doing with my teeth?

S: Brushing

T: So what would be the action?

S: Brush my teeth

T: that's right now I am going to paste the image on the board and next to the image I will write the name of the action so copy this in your notebooks,

In this class, I presented around eight flashcards with eight actions which were: get up, wake up, brush my teeth, get dressed, take a shower, have breakfast, wash the dishes and make my bed. I asked the students if they know the name of the action in English.

**Practice:** I used a wall chart (See Appendix XXI) which contained a conversation between two people (Ana and Uri) who were talking about the activities they did before going to school. This activity consisted on reading the text.

T: Ok guys we will read the text, what do you prefer? Read the text by yourself? Or I read the text and you repeat it after me?

S: Repeat after you

T: Ok, started the count of three.....

After reading the text I asked the students:

T: Do you understand the text?

S: Yes

S: No

T: Students who said yes, what did you understand?

S: Talk about the actions

T: Students who said no, what did you not understand?

S: Nothing

After hearing the students' answers I helped students to translate the text in order for the whole group to understand what the text was about. I know this was not allowed but my tutor told me that I had to translate the readings I used because students have to know what they are reading and doing, otherwise, students did the activity without having meaningful learning.

After that students wrote the text in their notebooks. The purpose of this was that at the end of the class students checked their notebook. If students had the text in their notebooks they got a grade that helped them with their grades. This is called a continuous assessment.

**Production:** In this stage students have to produce something by themselves. But, in this class, they just did an activity related to the text. In this case, I gave each student a worksheet which includes the daily activities Ana does before going to school. The activity consisted on enlist form 1 to 10 the activities Ana does since she wakes up to going to school.

**Warm up:** To finish the class I asked students the answers.

T: Are you finished the activity?

S: Yes

T: Ok, now we are going to share the answers put a check if you have the correct answer and if not correct the number.

When the bell rang there were missing some answers to share so meanwhile, the other teacher arrived I used more time (five minutes) to finish the activity and asked the students if there were doubts. The next class would continue with the daily activities explanation.

When my class started, I felt nervous because one's classmate and my assessor were observed me. This activity was normal in a trainee teacher, but I am used to working only with my tutor and that she is the only one who observed my classes.

Making an analysis of this class, what was good about the experience was that now I could face the pressure of feeling that more people were observing me and this pressure made me grow as a teacher because this was the beginning of my professional life.

However, not everything was good there were things that did not go so well like in the production stage. After thinking about it, I realized that I could have done a more difficult activity in which students made an effort to think or write in English. For instance, I could have used the wall chart as an example. Students could have written a little description about what they do before going to school.

On the other hand, I could do different things in the whole class, first of all in the practice stage instead of translating the text I could use my material to give students the idea of what the text was about. And with that, I introduced only the English language instead of using Spanish.

Finally, in this class I learned that I need to exploit the whole material I used in order to get student's attention in the whole class. Also because for them the material is attractive and if I used I could take advantage of it, besides I have to use more English instead of Spanish.

#### **Activity four: What time is it?**

This class was on March 7<sup>th</sup>, 2014 in first-grade group C, in this class there was my tutor and my classmate. My classmate was recorded and observed me and one's tutor was observing me and checked students' notebook. This class was from

11:10 to 12:00. The purpose of this lesson was, students know and understand the hour in its formal and informal way besides, practice the writing numbers.

This class was after the break so, at the beginning of the class the students were restless and took me like five minutes to enable students to sit down because they were outside the classroom talking with their friends and others were eating, so my tutor helped me to control the students.

**Warm up:** The class began asking students if they know how to give the hour, (See Appendix XXII) some students said yes and some of them said no so, the class continues when I asked students if they know the meaning of what time is it? Students said the correct answer and some of them said that they do not know what time is it means, but they thought is something related to the clock.

**Presentation:** I paste the wall chart of a clock (See Appendix XXIII) on the wall in order to everybody could see it. Then I explained how the clock is divided and the two different forms we could use to tell the hour (formal and informal).

**Practice:** To practice the topic, I used the wall chart. I asked students who wanted to participate. The first two students who raised their hand were the ones who participated; the first one walked the board and he marked the hour on the wall chart and the second student told him a formal hour. After that I asked students:

T: Is the hour corrects?

S: Yes/No

T: Why do you say yes? And why do you say no?

If the answers were wrong, one student could correct it and then another student could pass in front and wrote the informal hour. One student could say it, I asked the same questions:

T: is the hour correct?

S: Yes/ No

T: why do you say yes? And why do you say no?

**Production:** In a worksheet student answered an exercise about the hour. This worksheet contained some clocks without the hour so students had to write the correct hour in each clock. With this exercise, they practiced the writing numbers.

**Wrap up:** At the end of the class students exchange their worksheets but, unfortunately, the time was up and I could not do the activity. So, what I did was asked student to keep the worksheet and in the next class check it. This would be the warm up for the next class.

In this lesson, I felt confident because I felt that my material was good and this was a big support to introduce the topic. At that moment I thought the class could be easy but it was not because I had to repeat several times the formal and informal form of how to say the hour, even though, some students did not understand the topic.

When I read my tutor's diary I could read that she noticed the problem I had with the explanation of the topic and also she congratulate me for my material. In her journal my tutor wrote:

“Te felicito Wendy por el magnífico material que trajiste, es un tema difícil el reloj a todos los niños se les dificulta, como te diste cuenta yo aprovecho para enseñar las dos formas, pero aun así es confuso para algunos, tienes que explicarlo cuantas veces sea necesario y hacer y practicar muchas veces con los alumnos”.  
(Tutor's Journal 2014)

I congratulate you, Wendy, for the magnificent material you brought; this is a difficult topic and all the students had problems with it, as you could see I taught the two forms but even though is confusing for some students, you have to explain this topic as many times as students need and practice it many times with the students. (Tutor's journal) I made the translation of my tutor's comment because she wrote it in Spanish.

I made the translation of my tutor's comment because she wrote it in Spanish. When I read it I felt excited because one's tutor always supports me in everything. In each lesson, my tutor always gave me and advice of how to handle with the evaluations, the students, the classroom management even personal advice for being a better teacher.

On the other hand, this class makes me think about the good and the bad things of my performance. The good thing was that my material was a huge support in this class because it was big and all the students could see it. One aspect that I appreciated, my students were very honest and they said they did not understand the topic so, I repeat the explanation several times.

What did not go so well was the time was up because I spend too much time in the practice stage the reason was that students wanted to participate in the activity. Even though the time was up I felt pleasant because the students' response was good.

When the class finished students did not finish the exercise and I did not check their productions so, they had to bring it for homework and in the class, all the group would check their answers with their classmates' answers.

As a conclusion of this activity, I realize that it does not matter how many times I have to explain the topic. The most important of this was students

understanding because they are the reason why I do what I do. Sometimes I think students do not know anything about this language but in this class, I was wrong because there were students that already know this topic so I also learned that I have not to make suppositions about the students.

### **Activity five: Frequency adverbs.**

This activity was on March 10<sup>th</sup> in first-grade group C. (See Appendix XXIV). In this class there were my tutor and my assessor, both were observed my class but also my tutor was checking students' notebook. The class was from 12:00 to 12:50. The purpose of this lesson was that students identify the meaning of frequency adverbs and when they can use them.

The classroom context was as always, the students were talking with another student, paying attention to the class, in the restroom and were doing other things. This was a normal day in school.

Before start with the class, I paste the wall chart of frequency adverbs (See Appendix XXV) on the wall. I continued with the **warm up**, in this stage I asked students if they know what frequency adverbs means or if they already know the topic.

Some of the learners told me they know the frequency adverbs because they saw them in primary school or because they take private English classes. On the other hand, one student told me they do not know the frequency adverbs because this is the first time he took an English class.

**Presentation:** The wall chart was on the wall. The wall chart contained a graphic of the frequency adverbs in which was showed the percentage of each one in order to facilitate the understanding. In this stage, I explained the correct order to use the frequency adverb.

**Practice:** I wrote 5 questions on the board, the questions consisted on how often you do an activity. I explained each question to students to facilitate their understanding. After that, students had to answer each question and finally, I asked them the answer of each question.

**Production:** To reinforce the topic, students worked using a worksheet and answered an exercise that consisted of fill the blanks with the correct frequency adverb. The exercise had six sentences in which students had to order the sentence.

**Wrap up:** In this stage, students had to share their answers and wrote them on the board. They could not do it because the time was up so they had to finish the activity for homework and for the next class they would share the answers.

In this class I felt disappointed because I could do another activity in the practice stage, Instead of; I wrote the questions on the board. I think was a bad idea started with the questions because the topic was frequency adverbs in affirmative form.

In this activity I had good and bad things, the good one was about the wallchart with it the students understood the idea of the frequency adverbs, and the bad one was that the activity took a lot of time, for that reason I could not finish the production activity to close the class.

As a conclusion of this activity, I have to order the activities I would use otherwise, I could confuse the students. I mentioned that because I felt I confuse my students because I used questions and honestly I did not need them. In this lesson, I had to use sentences in affirmative form and I did not do it.

When I finished applying my activities and sequences I spend a few days to ask students how they felt with the classes and with the use of the visual material. I

applied a survey with 8 questions (see appendix XXVI) related with the material. I chose this kind of resource because with

The day a applied the survey there were 35 students. First of all, I asked students if they know what the didactic material is, the majority of them answered they know the didactic material and only two of them answered they did not know what is it. I began the survey with this question because I consider is important to know if students know the didactic material.

I wanted to know students' opinions about the use of the didactic material in the classes so, I asked if they consider important use it, 28 students said it is important, 5 wrote sometimes, and 2 I do not care. With these results, I know that with the use of my visual aids I could increase their interest. (See Appendix XXVII)

With the next question, I feel pleased, I asked, what do you think about the didactic material in the English class? More than half of the class (22 students) answered the material was excellent. With this answer, I knew that my job was good at the moment of making my material and my effort was worth.

Another question in this survey was: do you think that using teaching materials you can learn better the subject? 27 learners said yes, 4 said it is the same, 2 said no, and 2 said it is more enjoyable. Again, more than half of the pupils took advantage of the material. (See Appendix XXVIII)

Although, the pupils appreciate the flashcards and the wall charts in the survey they answered they prefer to use movies in the English class, only three of them prefer to use books as a material. Movies and books could be useful but I consider sometimes they have a high level of English and it could be difficult for students to understand them.

At the end of the survey students wrote a comment about the class, the comments were the following:

El material didáctico facilita el aprendizaje para los alumnos.

The didactic material facilitates students' learning.

Me gusta mucho porque con el material didáctico aprendo de una forma divertida y se me hace más fácil entender la material.

I like the didactic material because with it I learn in a fun way and I find the class easy to understand. (See appendix XXIX)

These comments make me think that my work was worth it, however, the didactic material I used was simple and concise and I think that if I had used another kind of material like videos, pictures or the use of the internet, the students' learning would have been better.

# **3. CONCLUSION**

## CONCLUSION

This pedagogical essay was elaborate with five questions about the use of flashcards and wallcharts in an English class. These questions helped me to reflect on the use of my materials in my study group. The flashcards and wall charts results are explained in the following paragraphs.

These materials helped me to obtain different results in my English class, first of all, they made my activities easy and helped me to explain the topics I presented also, the flashcards and the wallcharts made the class more colorful and attractive.

With the use of flashcards, I created a different class and a new environment; perhaps, I could introduce the topics I taught in the different units and periods of practice. Finally, the visual aids elicit students to participate in different lessons.

The wallcharts were useful because with them the students practice the topics I taught them; also, with these wallcharts students practice their reading. This material contained a writing text about a specific topic; the principal function of the wall chart was practice the group reading and in some cases the individual reading.

This practice helped students to lost the fear of reading. At the beginning, any student wanted to participate so I read the text and they repeat it after me. The last classes I asked who wanted to read alone and some students raised their hands to participate but, sometimes the same students participate.

The skill that I could not develop was speaking because students were afraid to talk in English and they felt uncomfortable. Besides that, I could increase

their reading and writing but not at a hundred percent. Students still have weaknesses but with a lot of practice, they could increase their knowledge.

This work helped me to understand that teaching is not easy because each day you have to implement new activities, in my case, it was difficult to design the visual aids I used in my lessons for the reason that, each student is different and has different needs.

Thanks to this work I increase my knowledge about the use of visual aids. I know that the material needs to be appropriate for students because the more complicated it is, the less useful it is. Also, the visual aids have to be related with the topic because these can distract the teacher's explanation.

The visual aids must have a good size because if they are too small, it is hard for students to see them. The didactic material can fail the lesson purpose for that reason, it is necessary to create a lesson plan and the material according to the topic.

This work let me know that use visual aids are helpful in a class but, they are just a helping tool I do not have to depend on them to teach a class. Also, I have to be very patient because despite the use of the material students can have problems with the subject.

I have to consider some aspects for future works. Some of them are students' interest and appropriate material. I mention them because to students have a good understanding is necessary to develop new ideas easy to understand. With this, students can easily remember what they learn and the concept of an English class can change.

Nowadays I am working in a private school, the context is very different from the one I had when I was at the BECENE. In this school, I do not use the material I

used to write this essay. Time has changed, for this reason, I have to use current material to make the class interesting. The Internet has a very important role in my classes because of this I do not make didactic material anymore, I change the flashcards and wallcharts for videos, images and I pads.

To conclude, the didactic material will always be necessary to teach, but it will be different in each school besides, students have a different way to learn. At the present time teaching has become a very difficult job due to the fact that students are involved in different circumstances.

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# 5. APPENDICES



APPENDIX II  
Socio economic survey

Nombre: \_\_\_\_\_ Grupo: \_\_\_\_\_

Presenta algún problema de salud: \_\_\_\_\_ ¿Cuál? \_\_\_\_\_

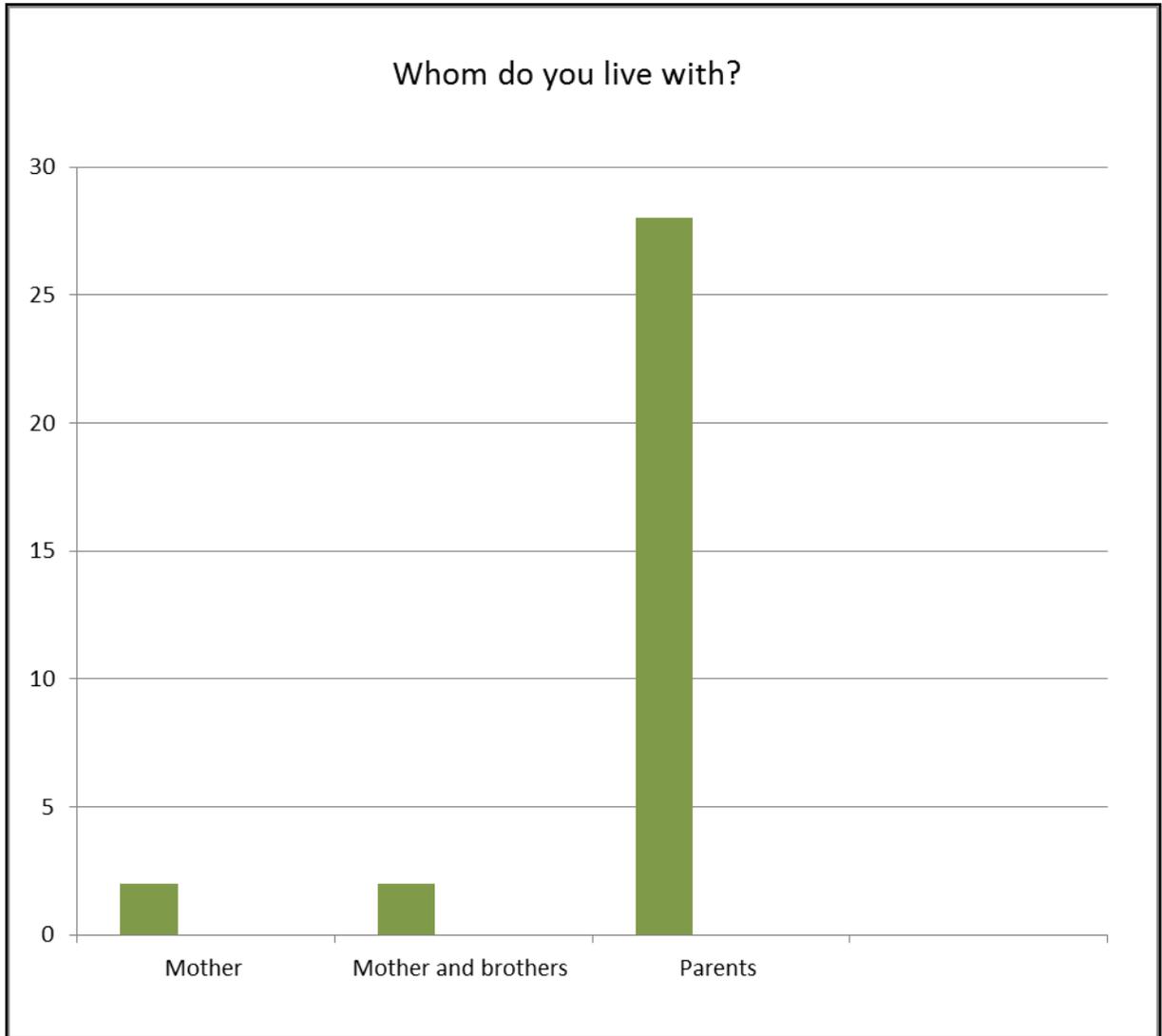
1. ¿con quién vives? \_\_\_\_\_
2. Numero de hermanos: Hombres: \_\_\_\_\_ Mujeres: \_\_\_\_\_
3. ¿A que se dedican tus padres o tutores? \_\_\_\_\_
4. Nivel de escolaridad de los padres: \_\_\_\_\_
5. ¿Trabajas? Sí \_\_\_\_\_ No \_\_\_\_\_ ¿En qué? \_\_\_\_\_
6. En tu vivienda cuentas con: Agua Potable ( ) Luz Eléctrica ( ) Drenaje ( ) Teléfono ( )  
Televisión ( ) Computadora ( ) Internet ( ) Televisión por cable ( )
7. ¿Qué medio de transporte utilizas para asistir a la escuela? \_\_\_\_\_
8. ¿Qué prefieres hacer en tu tiempo libre?
  - a) Ver televisión
  - b) Salir a pasear
  - c) Leer
  - d) Hacer ejercicio
  - e) Otro
9. ¿Cómo consideras que afectan tu desempeño académico los siguientes factores?
 

	POSITIVAMENTE	NO ME AFECTA	NEGATIVAMENTE
Familia			
Pareja			
Trabajo			
Amigos fuera de la escuela			
Amigos dentro de la escuela			
Compañeros de clase			
Maestros			

This was the survey that I applied in my study group with the student's answers

APPENDIX III

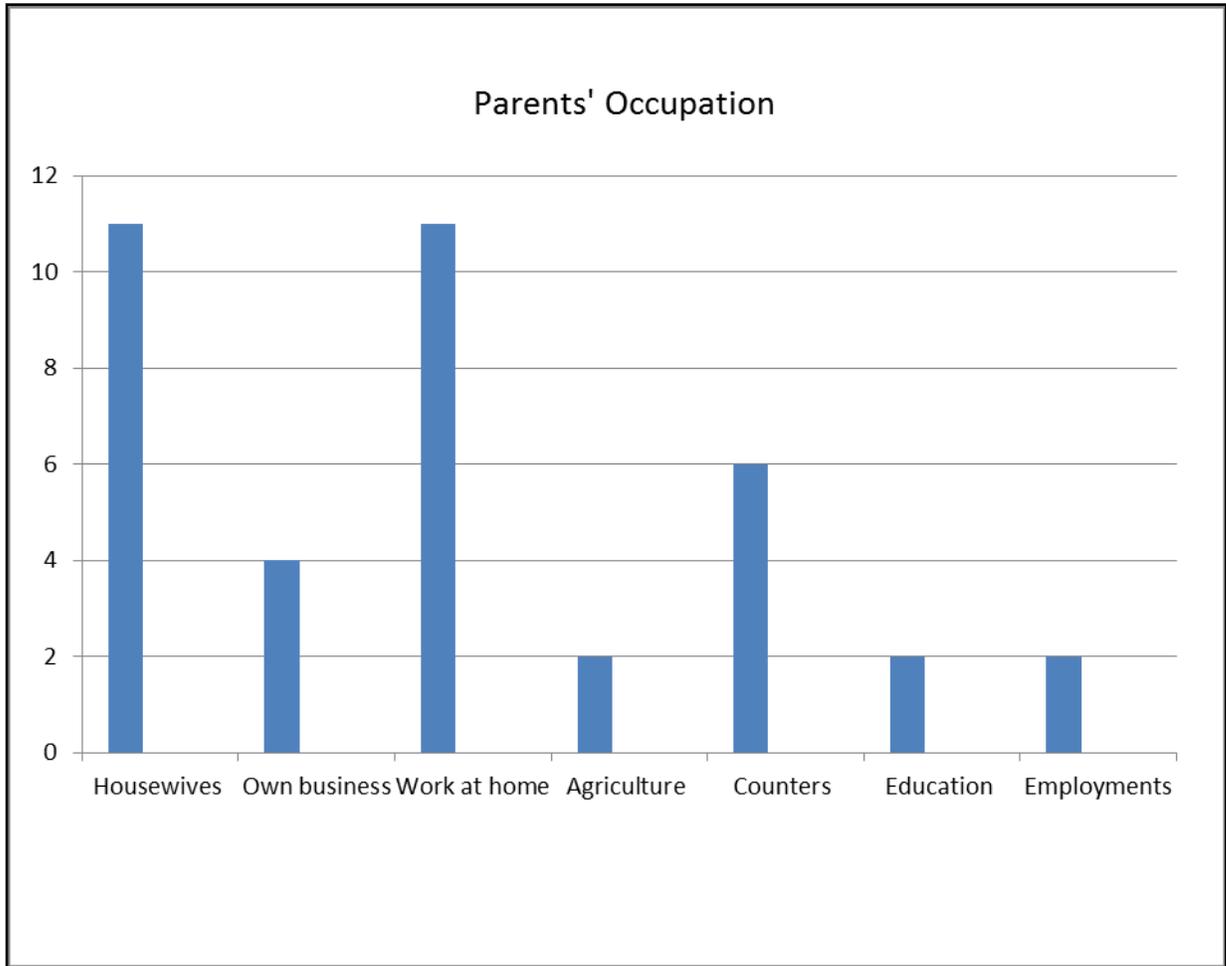
Graphic: Whom do you live with?



This graphic shows the survey results.

APPENDIX IV

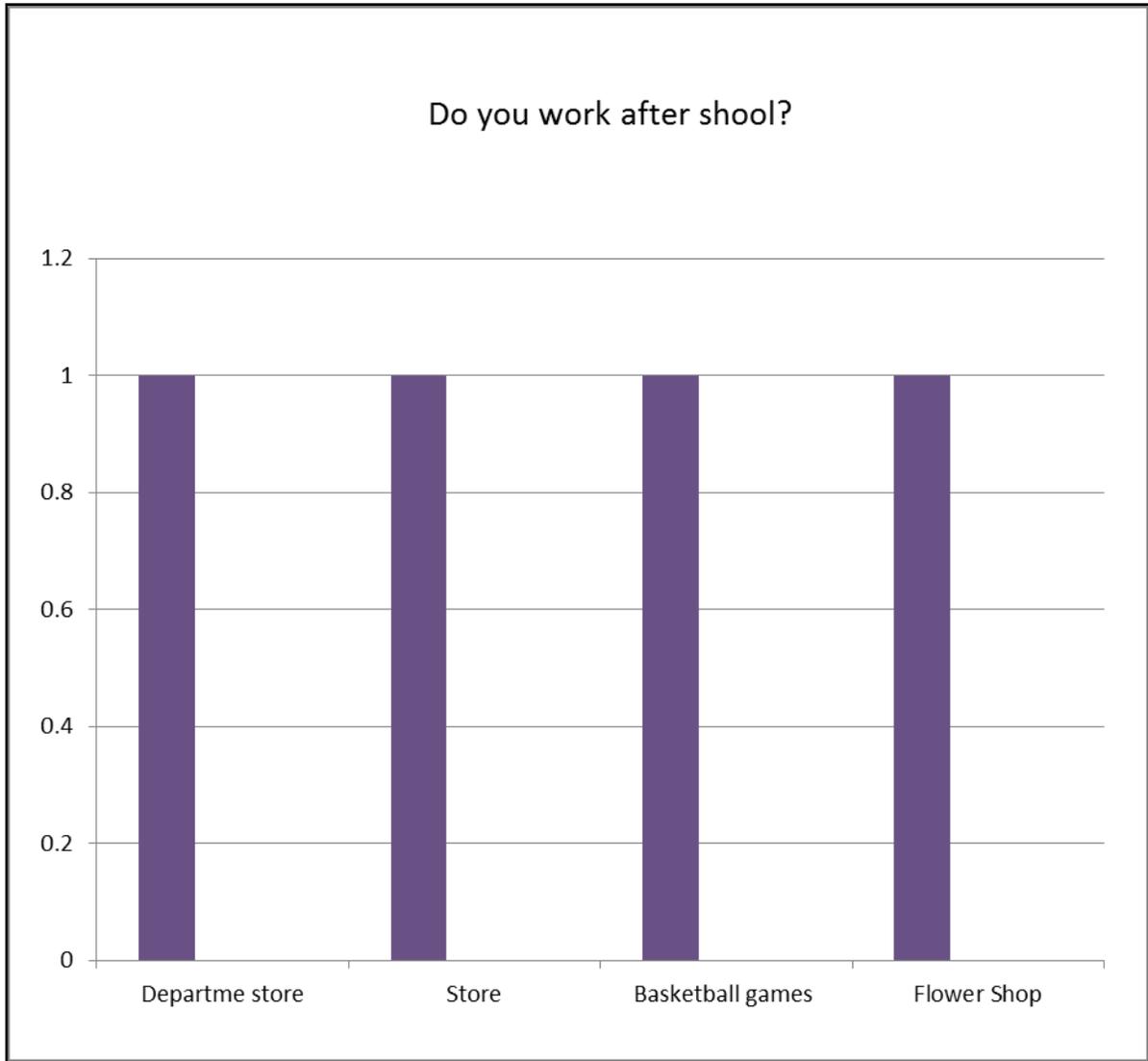
Graphic: Parents' Occupation



This graphic shows the survey results.

APPENDIX V

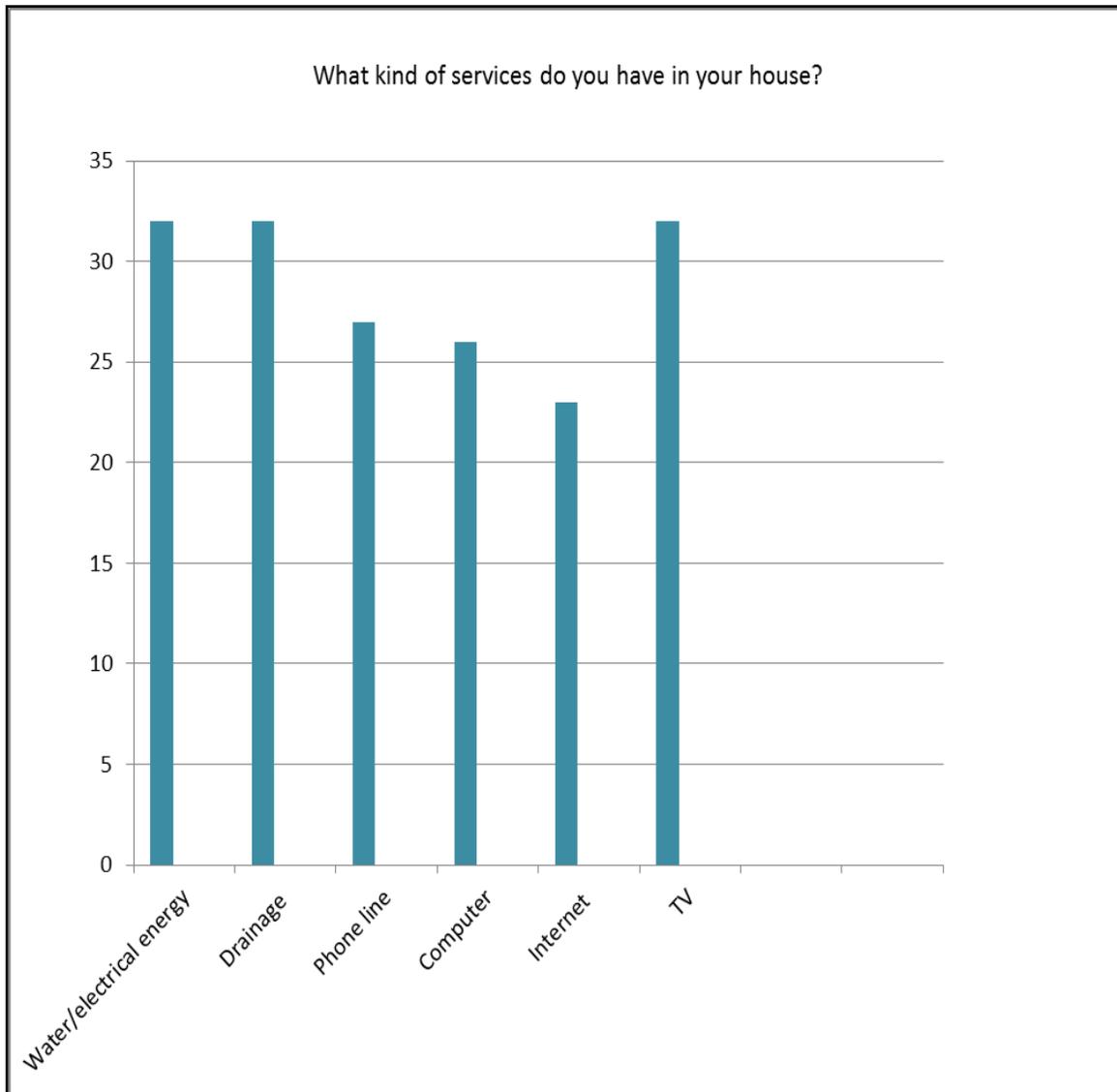
Graphic: Do you work after shcool?



This graphic shows the survey results.

## APPENDIX VI

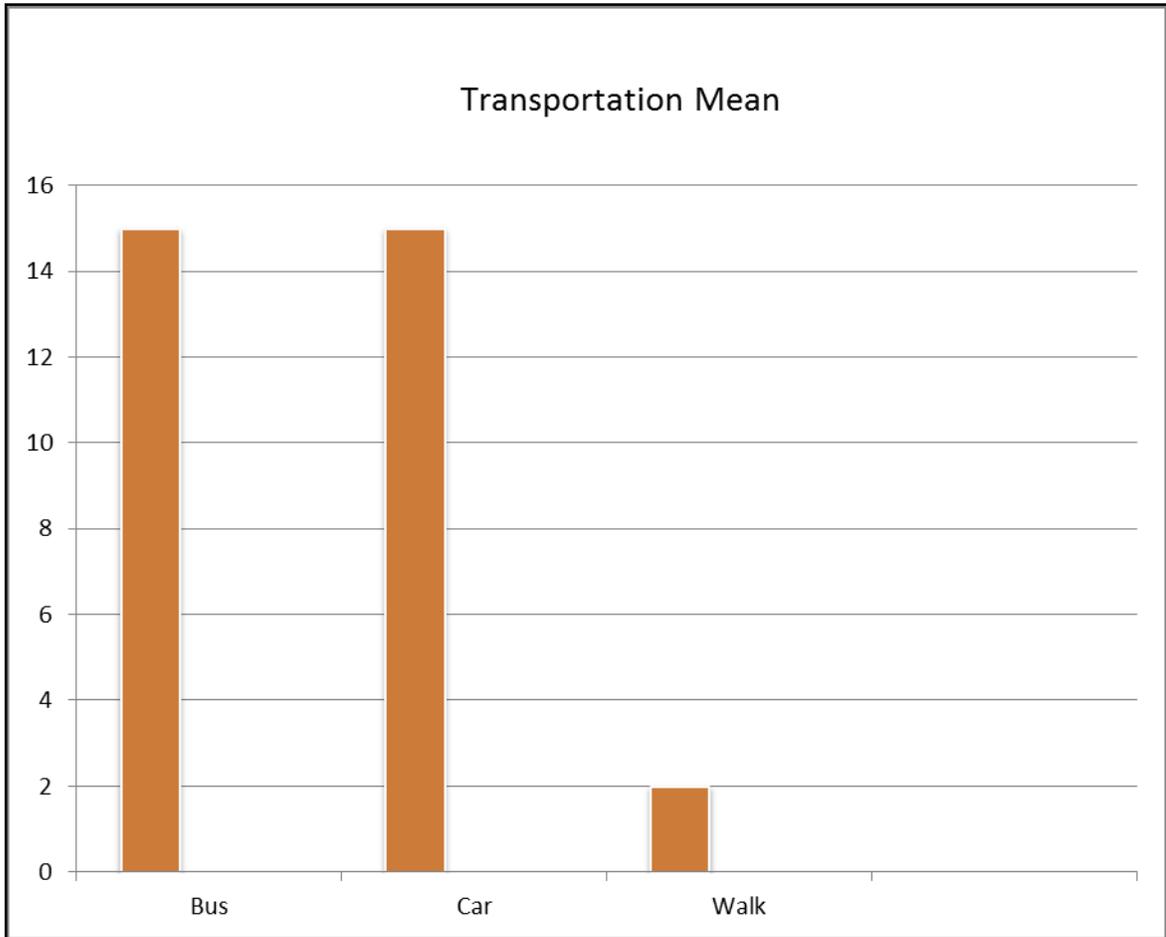
Graphic: What kind of services do you have in your house?



This graphic shows the survey results.

APPENDIX VII

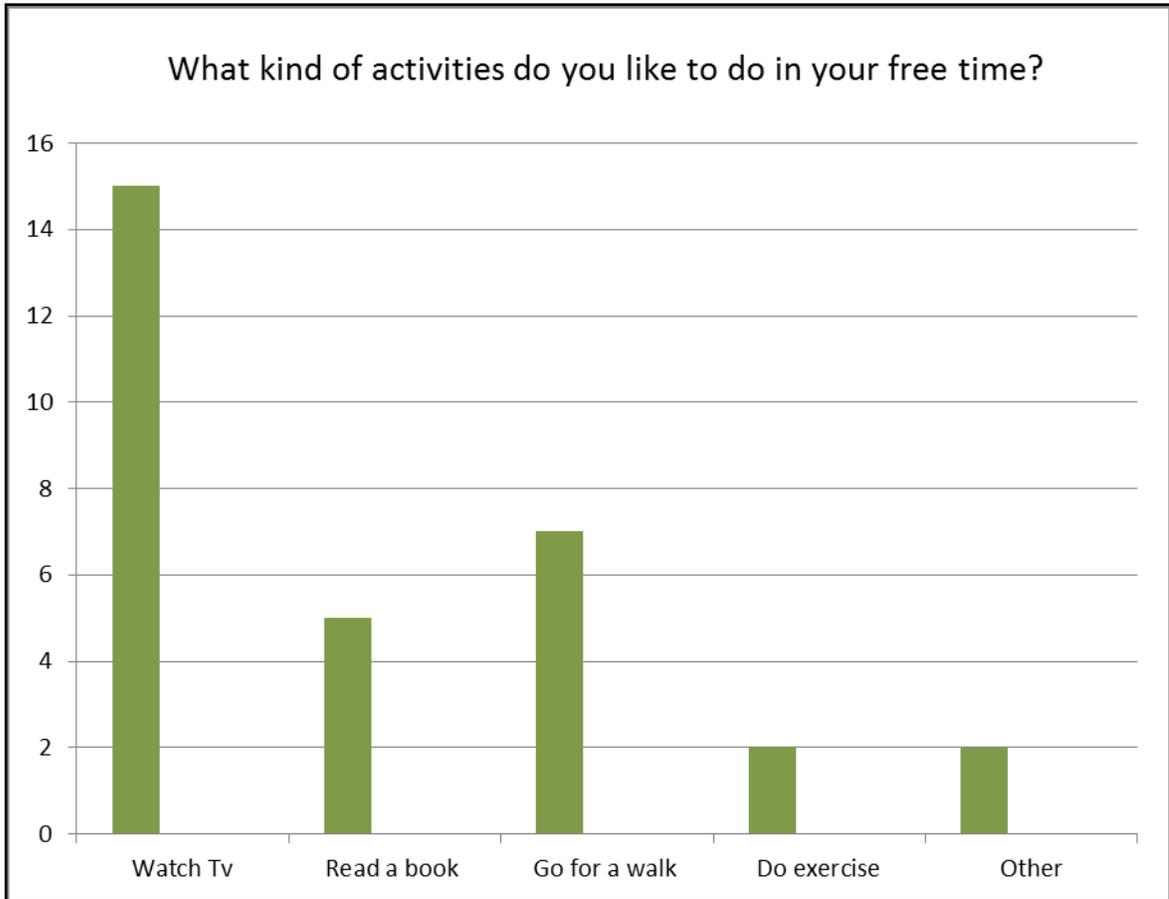
Graphic: Mean of Transportation



This graphic shows the survey results.

## APPENDIX VIII

Graphic: What kind of activities do you like to do in your free time?



This graphic shows the survey results.

APPENDIX IX  
English level survey

Nombre: \_\_\_\_\_ Grado y Grupo: \_\_\_\_\_

1.- ¿Te gusta el inglés? Sí \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué? \_\_\_\_\_

2.- ¿Has acudido a cursos o clases particulares de inglés? Sí \_\_\_\_\_ No \_\_\_\_\_  
¿Cuándo? \_\_\_\_\_ ¿Cuál? \_\_\_\_\_ ¿En qué nivel te  
ubicaron? \_\_\_\_\_

3.- señala los espacios o momentos en que usas el inglés:  
En clases de inglés \_\_\_\_\_ En internet \_\_\_\_\_  
En un chat \_\_\_\_\_  
Cuando veo películas/Tv \_\_\_\_\_  
Cuando escucho música \_\_\_\_\_  
Cuando hablo con mis amigos/familia \_\_\_\_\_  
Otro \_\_\_\_\_

4.- De las siguientes preguntas escoge la que mejor exprese tu pensamiento y luego justifica tu respuesta.

a) ¿Realmente crees posible el aprendizaje del inglés en el entorno en que te encuentras?  
Sí \_\_\_\_\_ No \_\_\_\_\_ ¿Porque? \_\_\_\_\_

b) ¿Qué clase de aptitud asumes frente al aprendizaje del inglés?  
Apatía \_\_\_\_\_ Alegría \_\_\_\_\_  
Negativa \_\_\_\_\_ Preocupación \_\_\_\_\_  
Positiva \_\_\_\_\_ Tensión \_\_\_\_\_  
Entusiasmo \_\_\_\_\_ Resignación \_\_\_\_\_  
¿Por qué? \_\_\_\_\_

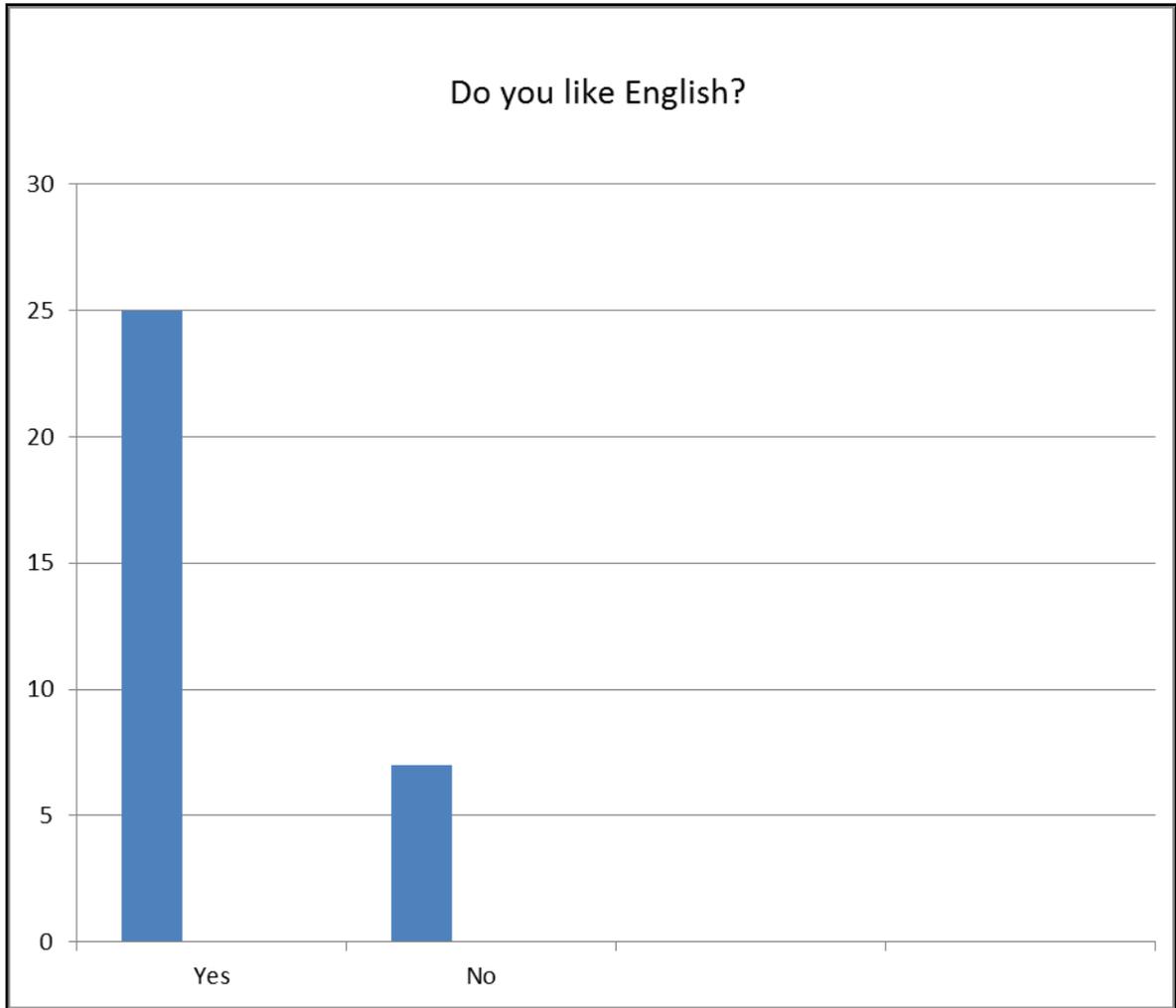
5. de las siguientes consideraciones sobre el idioma inglés, marca las que se relacionan más contigo:

Es importante para el estudio \_\_\_\_\_  
Es un requisito para la carrera que quiero estudiar \_\_\_\_\_  
Es solo una materia mas \_\_\_\_\_  
Es muy fácil de aprender y muy útil para la vida \_\_\_\_\_  
Es interesante pero me cuesta mucho aprenderlo \_\_\_\_\_

This was the survey that I applied in my study group with the student answers.

APPENDIX X

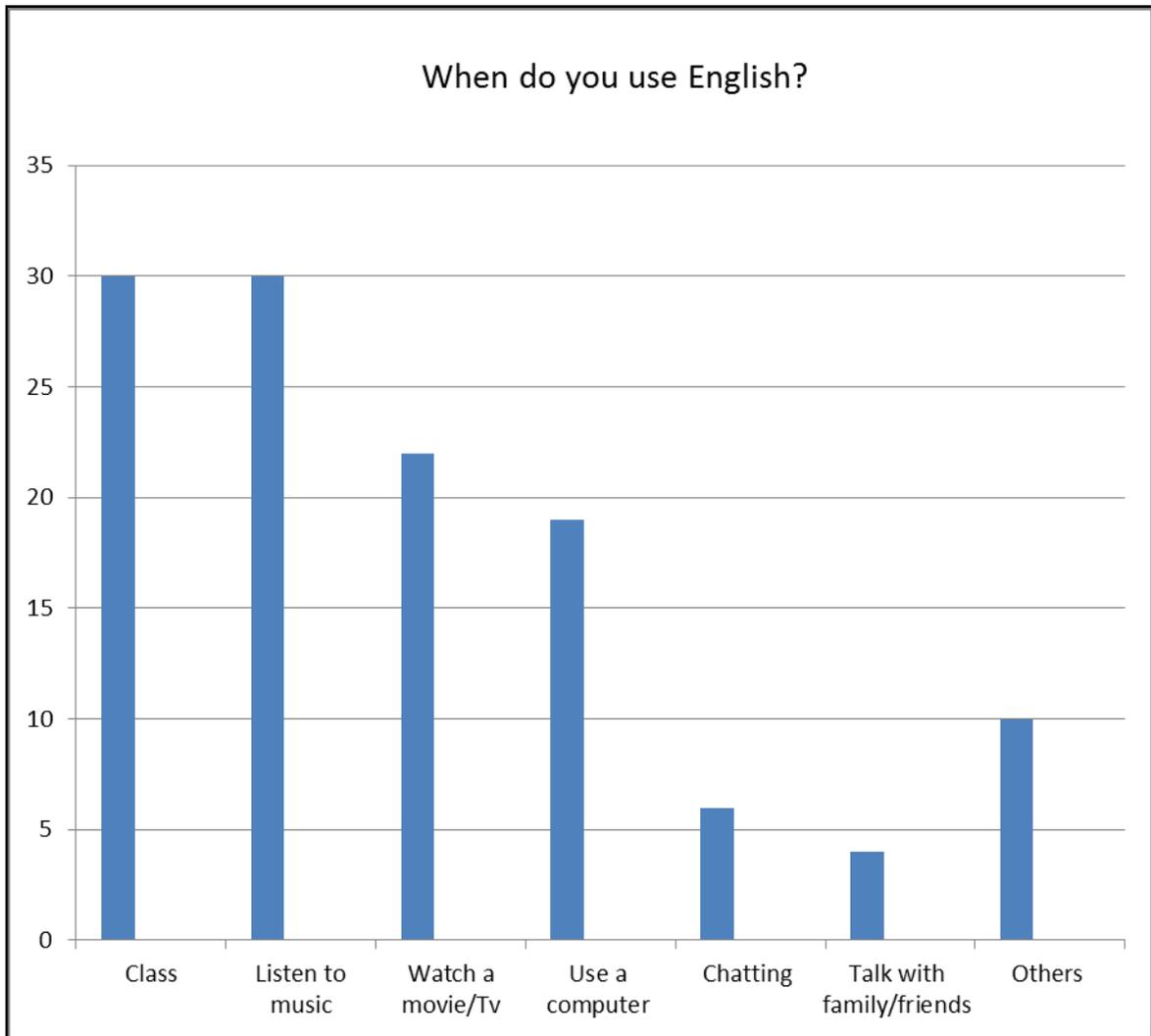
Graphic: do you like English?



This graphic shows the survey results.

## APPENDIX XI

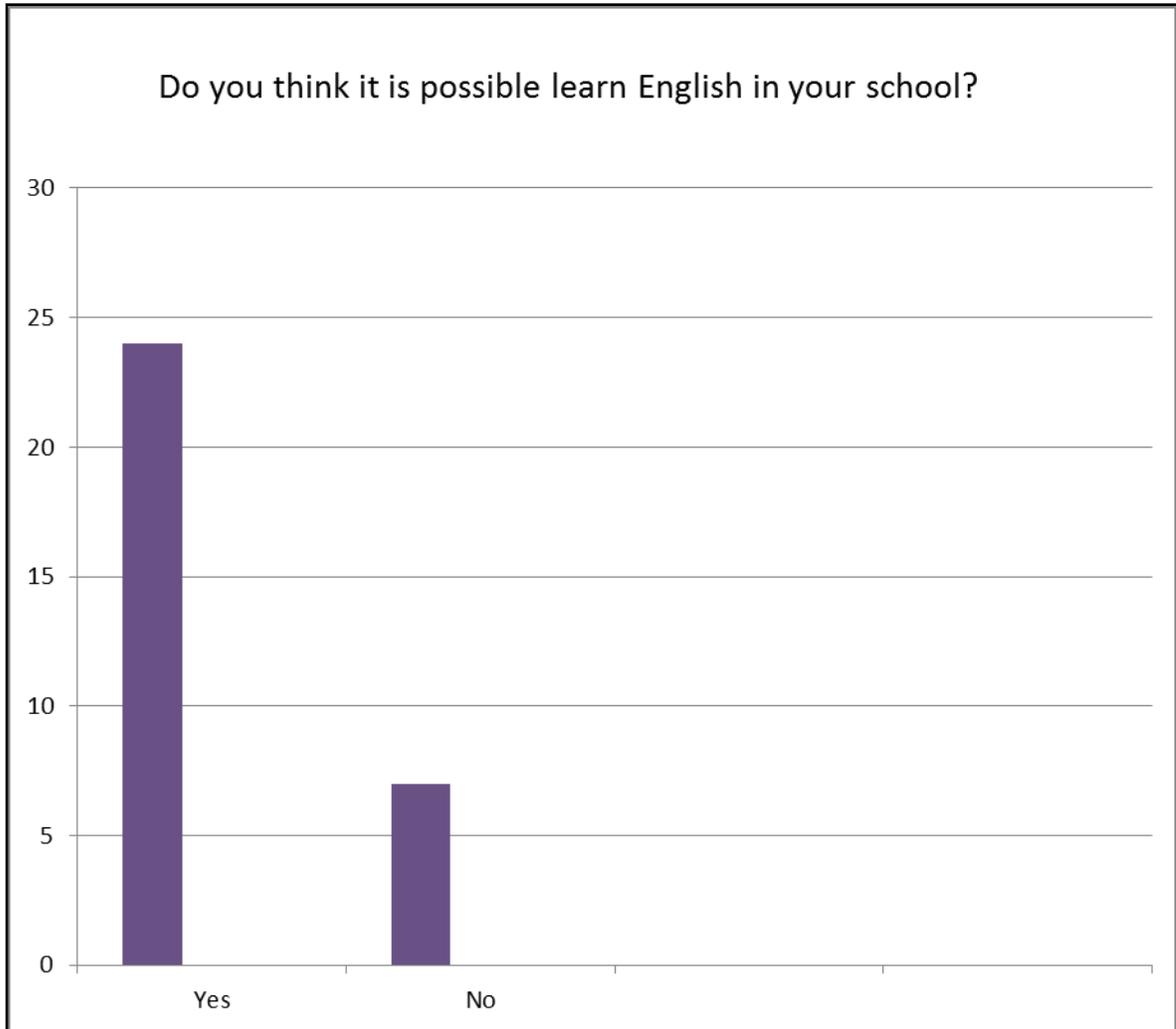
Graphic: When do you use English?



This graphic shows the survey results.

## APPENDIX XII

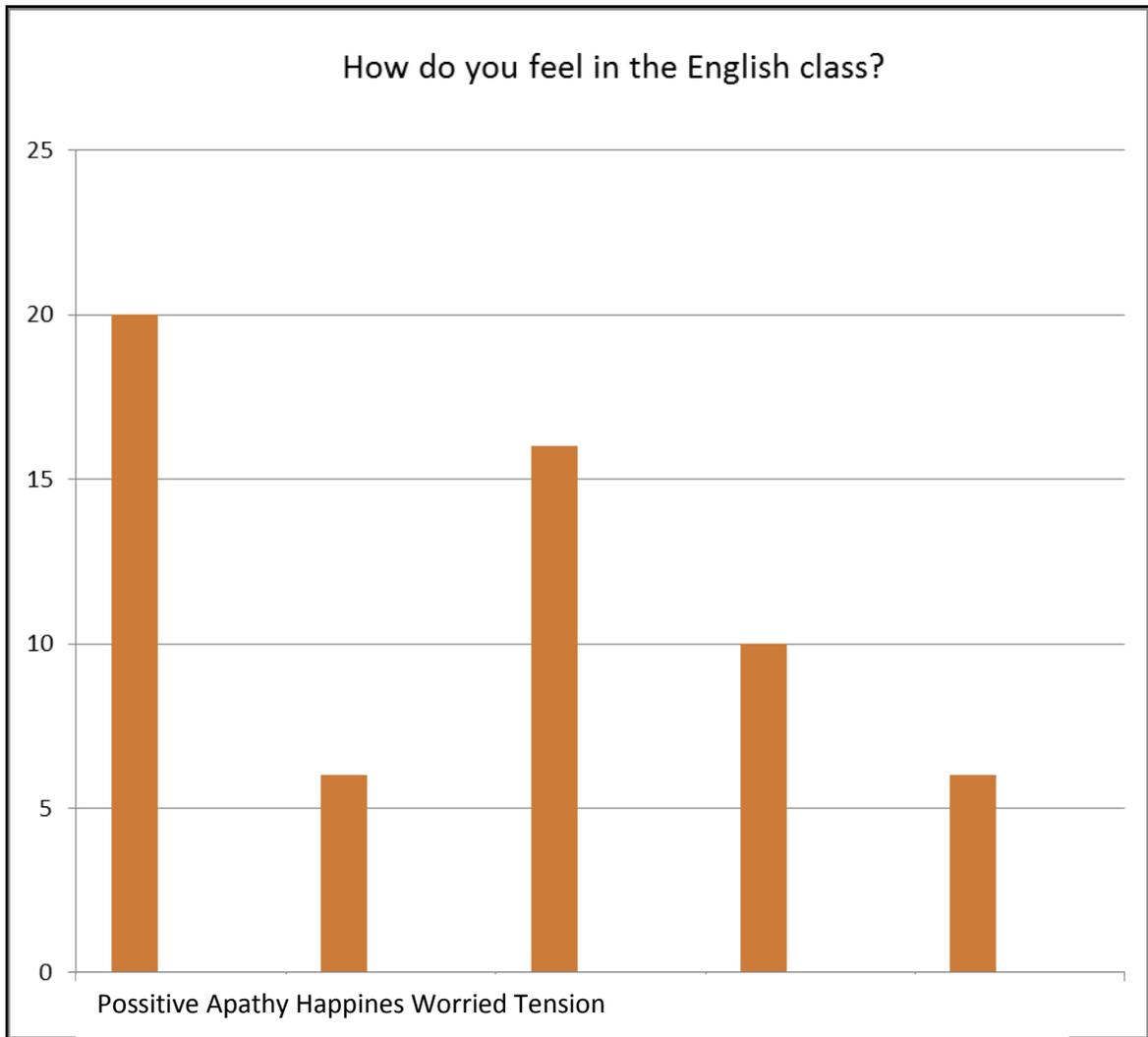
Graphic: -Do you think it is possible to learn English in your school?



This graphic shows the survey results.

APPENDIX XIII

Graphic: How do you feel in the English class?



This graphic shows the survey results.

APPENDIX XIV  
Lesson Plan: Verb To Be

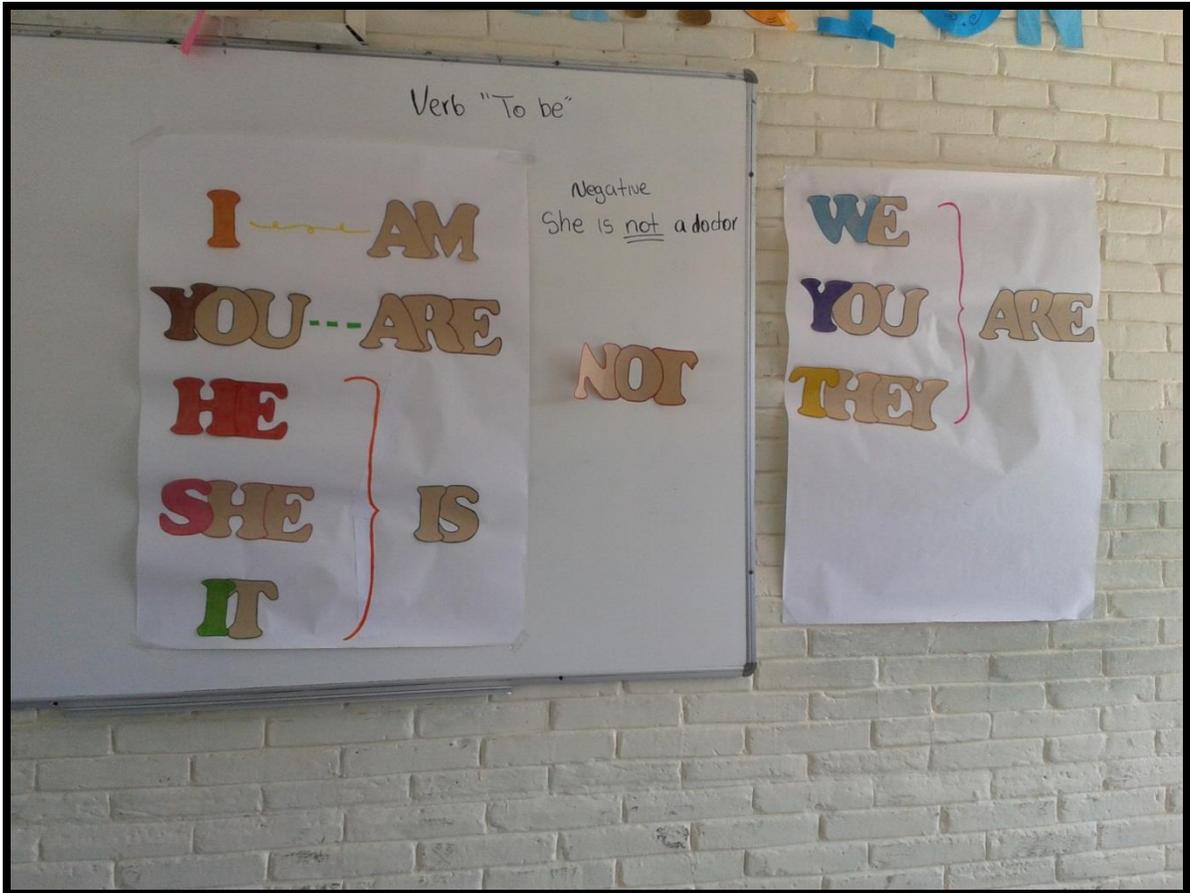
**Week:** (1/4) November 11<sup>th</sup> – 15<sup>th</sup> **Topic:** Actions in Progress **Grade:** 1<sup>st</sup>. **Group:** “C”.

**Purpose:** By the end of the week, students should be able to ask questions to identify people and where they are.

Day & Time	Objective	Language Grammar Vocabulary	Stage, Timing & Procedure	Skill	Material, Equipment Aids	Interaction Patterns	Anticipated problems and possible solution
TUESDAY  12:00 - 12:50	To describe actions in progress at the moment of speaking	Verb to be I, you, he, she, it, we, you, they. Am, is, are, was, were	<p><b>(Warm up 5')</b> T will ask to students about the verb to be</p> <p><b>(Presentation 4')</b> T will show a poster with the personal pronouns and with the verb to be and T will explain the topic.</p> <p><b>(Practice 15')</b> Ss will read a text and they will complete it with the missing word in this case the verb to be</p> <p><b>(Production 20')</b> Ss will answer a worksheet about verb to be and Ss have to choose the best answer</p> <p><b>(Wrap up)</b> Ss will exchange their worksheet with their classmates then the teacher will give them the correct answer and Ss will check their answers</p>	Speaking  Listening  Reading  Writing  Reading Listening	Verb to be  Poster Verb to be  Text: verb to be  Worksheets Notebook  Worksheet Notebook	T > Ss Whole Group  T > Ss Whole group  T > Ss Individual  Ss > Ss Pair work  T > S Whole group	<p>Problem: Ss may not understand the topic.</p> <p>Solution: I might explain them twice and I might use flashcards</p>

This was the lesson plan I used in my first activity “Verb To Be

APPENDIX XV  
Wall chart: Verb to be



This were the posters I used to teach the verb to be, in these poster you can see the negative form of the verb.

## APPENDIX XVI

### Lesson Plan: Likes and Dislikes

**Week:** (1/2) January 13<sup>th</sup> – 17<sup>th</sup> **Topic:** Hobbies, Leisure and sport **Grade:** 1<sup>st</sup>. **Group:** "C".

**Purpose:** By the end of the week, students should be able to express their personal interest around the topic of hobbies, leisure and sports.

Day & Time	Objectives	Language Grammar & Vocabulary	Stage, Timing & Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Anticipated problems and possible solution
TUESDAY 12:00 - 12:50	To express preferences, likes and dislikes	Like Love Dislike Hate	<ul style="list-style-type: none"> <li><b>(Warm up 5')</b> T will ask Ss if they know the meaning of likes and dislikes</li> <li><b>(Presentation 4')</b> T will show Ss different flashcards with likes and dislikes, each flashcard show a different feelings (like, love, dislike, hate)</li> <li><b>(Practice 15')</b> Ss will read and copy in their notebooks a dialogue about likes and dislikes. The dialogue has blanks that students have to complete but in each blank there is an image related with likes and dislikes and students have to change the image for the name.</li> <li><b>(Production 20')</b> Ss will read the dialogue and answers 5 questions about it.</li> <li><b>(Wrap up)</b> Ss will share their answers with their classmates.</li> </ul>	Speaking  Speaking Listening  Reading Writing  Writing  Listening Speaking	Board  Flashcards  Poster Dialogue  Poster: dialogue Questions  Ss notebook	T > Ss Whole group  T > Ss Whole group  Ss > Ss Individual work  Ss > Ss Individual work  T > S Whole group	Problem: Ss may not understand the use of like and don't like.  Solution: I might use flashcards to show them the topic.

This was the lesson plan I used in the likes and dislikes class.

## APPENDIX XVII

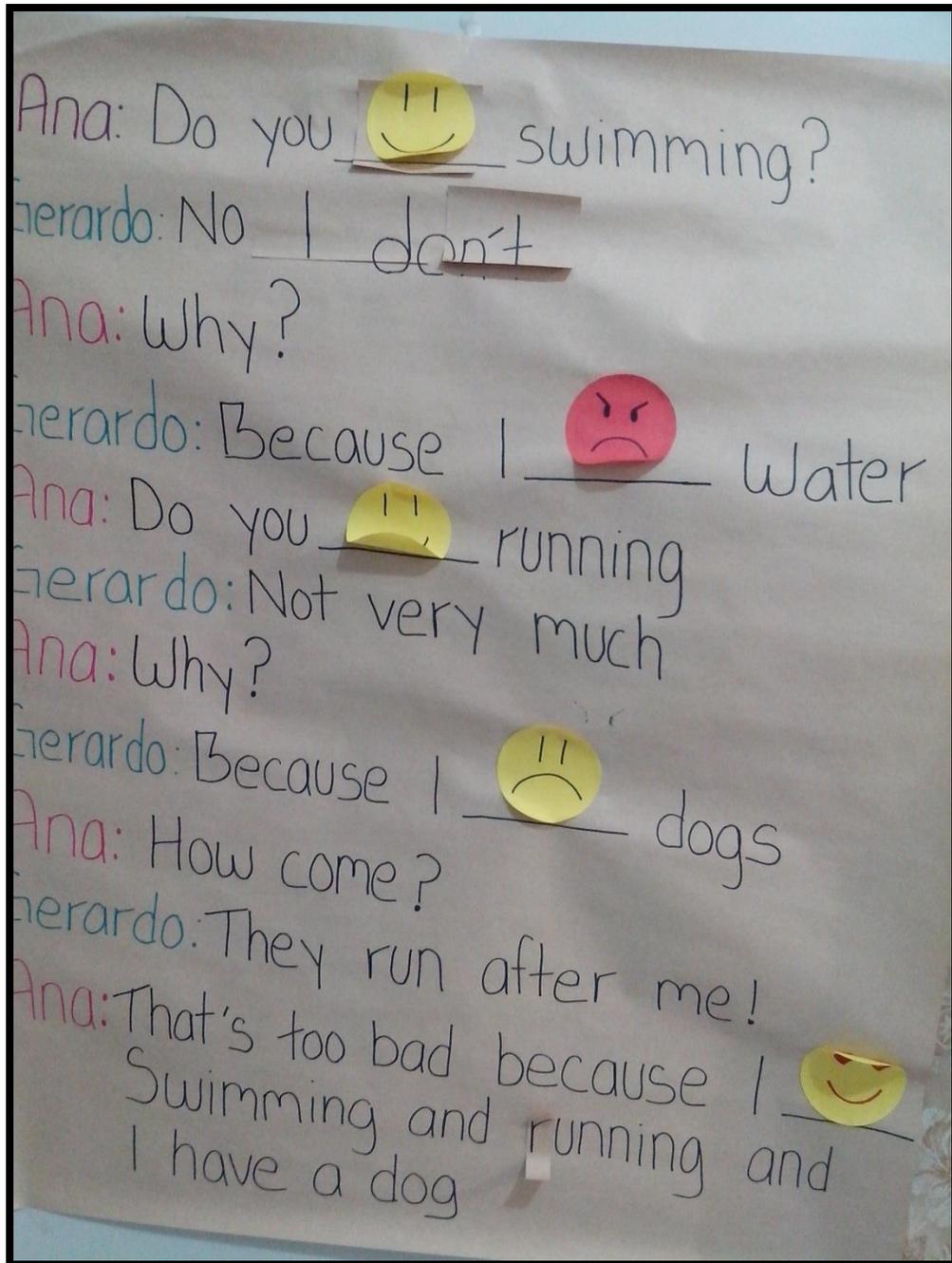
### Flashcards: Likes and dislikes



These were the flashcards I used in the likes and dislikes class, The meaning of each is like, dislike, love, and hate.

APPENDIX XVIII

Wall chart: Likes and Dislikes



With this poster students practiced a dialogue about likes and dislikes

## APPENDIX XIX

### Lesson Plan: Daily Routines

**Week:** (2/4) February 24<sup>th</sup> - 28<sup>th</sup> **Topic:** Daily Life **Grade:** 1<sup>st</sup>. **Group:** "C".

**Purpose:** By the end of the week, students should be able to describe actions than happen daily or periodically in their lives or in the lives of people.

Day & Time	Objectives	Language Grammar Vocabulary	Stage, Timing & Procedure	Skill	Material, Equipment Aids	Interaction Patterns	Anticipated problems and possible solution
MONDAY 12:00 - 12:50	To describe actions that happen daily or periodically in the life.	Daily routines	<p><b>(warm up 5')</b> T will wrote the tittle on the boards "Daily Routines" and ask Ss about it.</p> <p><b>(Presentation 10')</b> T will show images about daily activities like wake up, get up, take a shower etc.</p> <p><b>(Practice 10')</b> T will show a poster with a conversation between (Ana and Uri) the dialogue consist on the activities they do before go to school. Ss will read the dialogue.</p> <p><b>(Production 20')</b> Ss will write a text in which they describe the activities they do before go to school. The example is the poster.</p> <p><b>(Wrap up 5')</b> Ss will read their production and the rest of the group will heard it.</p>	<p>Speaking</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Reading</p>	<p>Teacher</p> <p>Flashcards</p> <p>Poster: dialogue</p> <p>Notebook</p> <p>Ss ' production</p>	<p>T &gt; Ss Whole group</p> <p>T &gt; Ss Whole group</p> <p>T &gt; Ss Whole group</p> <p>Ss &gt; Ss Individual work</p> <p>Ss &gt; Ss Individual work</p>	<p>Problem: Ss may not understand the meaning of the dialogue.</p> <p>Solution: I might help Ss using flashcards</p>

This was the lesson the lesson plan I used in the daily routines class

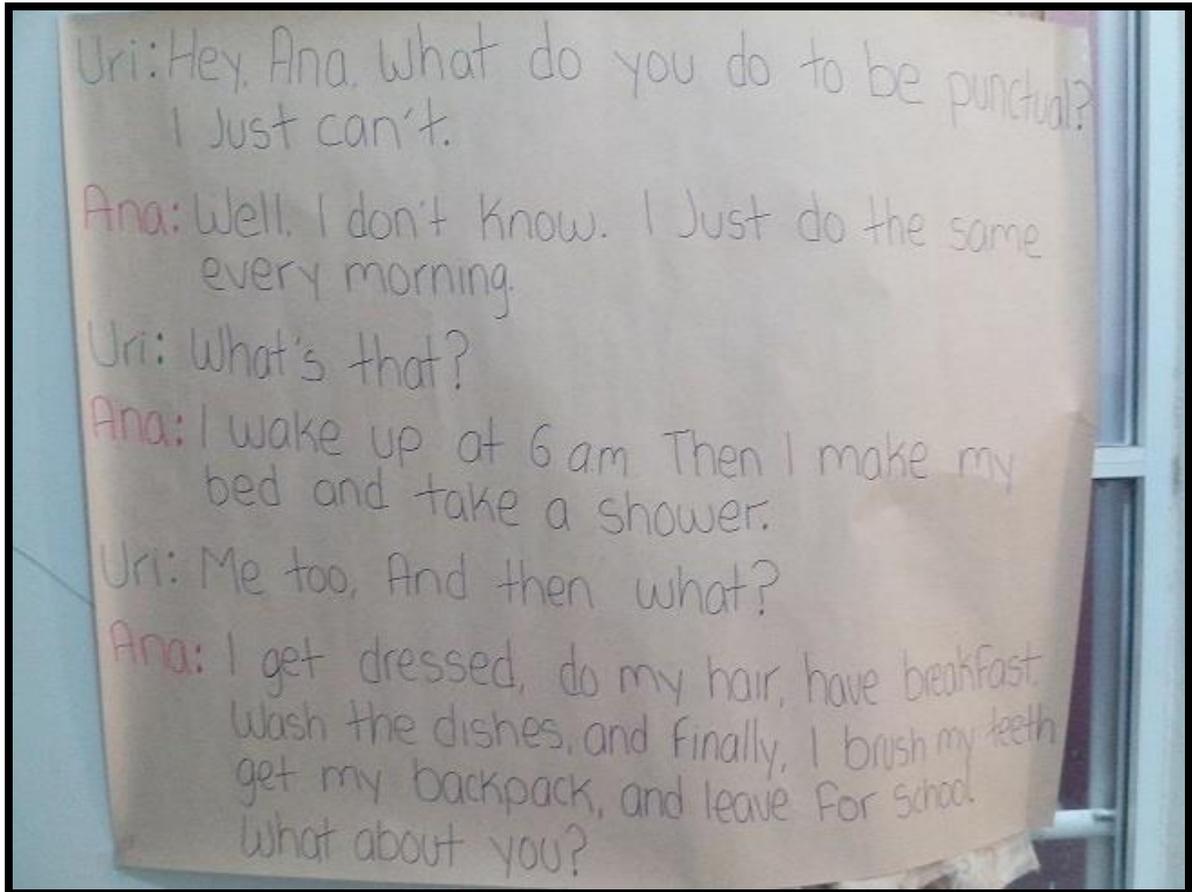
APPENDIX XX  
Flashcards: Daily Routines



These flashcards were used in the daily routines class. The meaning of each one is: 1. Have breakfast 2. Take a shower 3. Get dressed 4. Wake up 5. Make the bed 6. Wash the dishes 7. Get up 8. Brush your teeth.

## APPENDIX XXI

### Wallchart: Daily Routines



With this poster students practice a dialogue about daily routines.

## APPENDIX XXII

**Week:** (3/4) March 3<sup>rd</sup> - 7<sup>th</sup> **Topic:** Daily Life **Grade:** 1<sup>st</sup>. **Group:** "C".

**Purpose:** By the end of the week, students should be able to describe actions than happen daily or periodically in their lives or in the lives of people.

Day & Time	Objective	Language Grammar Vocabulary	Stage, Timing & Procedure	Skill	Material, Equipment Aids	Interaction Patterns	Anticipated problems and possible solution
FRIDAY 12:50 - 13:40	To describe actions that happen daily or periodically in the life.	Time	<i>(warm up 5')</i> T will Do you know how to give the hour? What is the meaning of What time is it?	Speaking	Board Markers	T > Ss Whole group	Problem: Ss may not understand how to give the time.
		Hours	<i>(Presentation 10')</i> T will show a poster of a clock and explain how to use it. Also T will explain the formal and informal way to say the hour.	Listening	Poster: watch Board Markers	T > Ss Whole group	Solution: I will use the poster and markers with different colors to explain the topic.
		Numbers	<i>(Practice 10')</i> Ss will practice the hour on the poster using the formal and the informal way.	Writing	Poster: watch	T > Ss Whole group	
			<i>(Production 20')</i> Ss will answer a worksheet with some clocks Ss will mark the hour that they indicate.	Writing	Worksheet	Ss > Ss Individual work	
			<i>(Wrap up 5')</i> Ss will exchange their worksheet and they will check it.	Reading	Worksheet	Ss > Ss Pair work	

This was the lesson plan I used in the activity what time is it?

APPENDIX XXIII

Wall chart: What time is it?



With this poster I taught the hour then students practice it on the poster.

## APPENDIX XXIV

### Lesson Plan: Frequency Adverbs

**Week:** (4/4) March 10<sup>th</sup> - 14<sup>th</sup> **Topic:** Daily Life **Grade:** 1<sup>st</sup>. **Group:** "C".

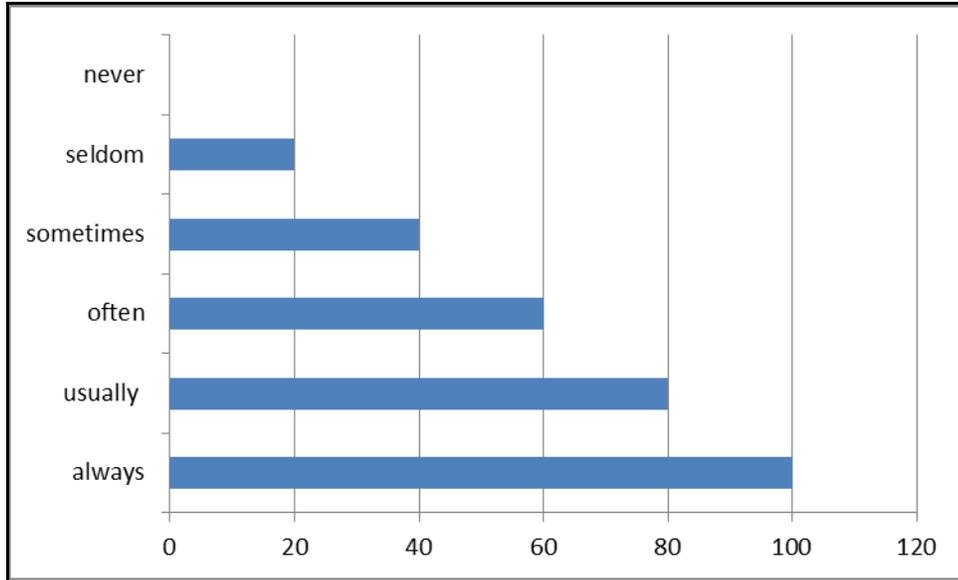
**Purpose:** By the end of the week, students should be able to describe actions that happen daily or periodically in their lives or in the lives of people.

Day & Time	Objective	Language Grammar Vocabulary	Stage, Timing & Procedure	Skill	Material, Equipment Aids	Interaction Patterns	Anticipated problems and possible solution
MONDAY 11:20 - 12:05	To describe actions that happen daily or periodically in the life.	Frequency adverbs	<p><b>(warm up 5')</b> T will ask about frequency adverbs in order to know if Ss know them.</p> <p><b>(Presentation 10')</b> T will show a poster about frequency adverbs and will explain the topic.</p> <p><b>(Practice 10')</b> Ss will answer questions about frequency adverbs.</p> <p><b>(Production 20')</b> Ss will work in a worksheet in which they have to answer using the frequency adverbs.</p> <p><b>(Wrap up 5')</b> Ss will exchange their worksheet to check their answers.</p>	<p>Speaking</p> <p>Listening</p> <p>Writing</p> <p>Writing</p> <p>Reading</p>	<p>Board Markers</p> <p>Power point presentation</p> <p>Questions</p> <p>Worksheet</p> <p>Worksheet</p>	<p>T &gt; Ss Whole group</p> <p>T &gt; Ss Whole group</p> <p>Ss &gt; Ss Individual work</p> <p>Ss &gt; Ss Individual work</p> <p>Ss &gt; Ss Pair work</p>	<p>Problem: Ss may not understand the topic.</p> <p>Solution: I might use a power point presentation to present the topic.</p>

This was the lesson plan I used in the frequency adverbs activity.

## APPENDIX XXV

### Wallchart: Frequency Adverbs



This graphic shows the percentage of the frequency adverbs.

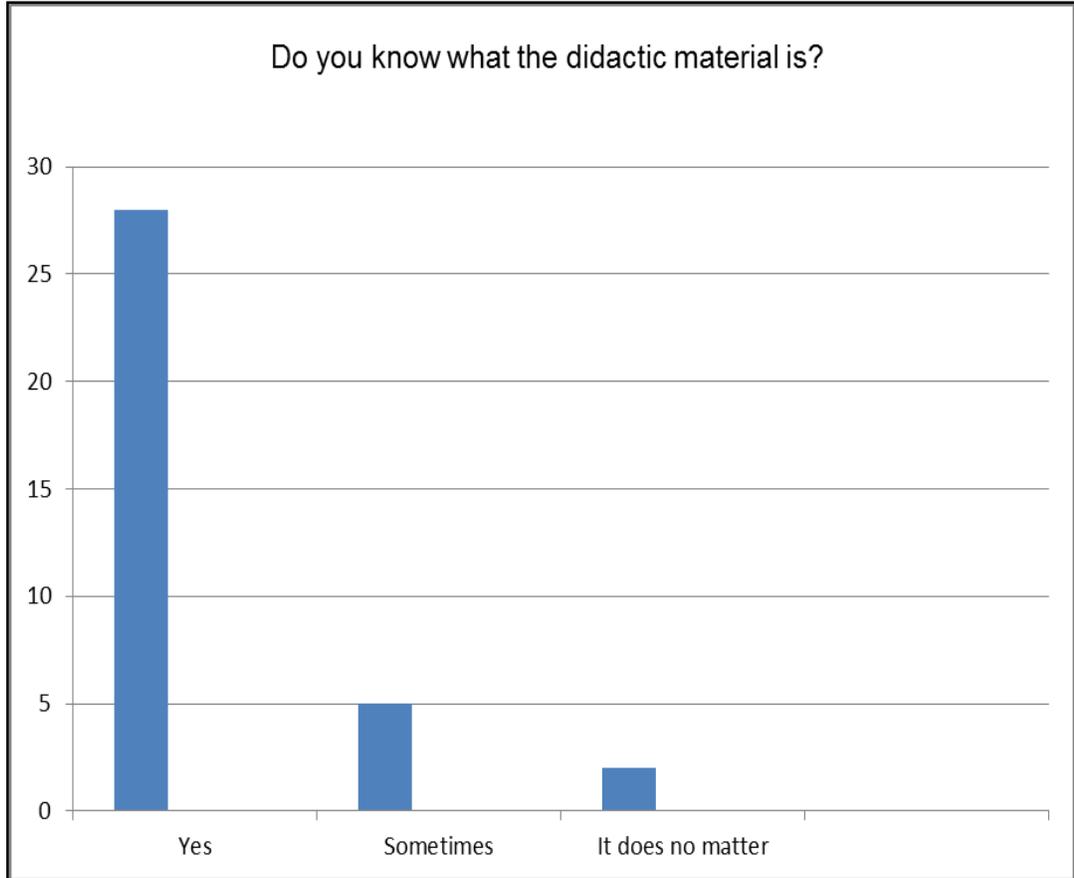
APPENDIX XXVI  
Survey: Didactic Material

Material Didáctico
1.- ¿Sabes que es el material didáctico?
1. Si
2. No
3. No tengo idea
2.- ¿Tus maestros utilizan el material didáctico en sus clases?
1. Si
2. No
4.- ¿consideras interesante las clases en donde se utiliza el material didáctico?
1. Si
2. No
3. A veces
4. Me da igual
5.- ¿Qué te pareció el material didáctico de la clase de inglés?
1. Excelente
2. Bueno
3. Malo
6.- piensas que al utilizar material didáctico aprendes mejor el tema
1. Si
2. No
3. Es igual
4. Es más agradable la clase
7.- ¿cómo calificas la clase de inglés con el uso del material didáctico?
1. Buena
2. Mala
3. Igual
8.- ¿Cuál de estos materiales quisieras que se utilizaran en las clases?
1. Flashcards
2. Posters
3. Películas
4. Libros
5. Ninguno
9.- Escribe un comentario o sugerencia acerca del material que se utilizó en la clase de inglés

This was the survey I applied about didactic material with the students' answer. The purpose of this survey was known students' opinion about the visual material used in the English class.

APPENDIX XXVII

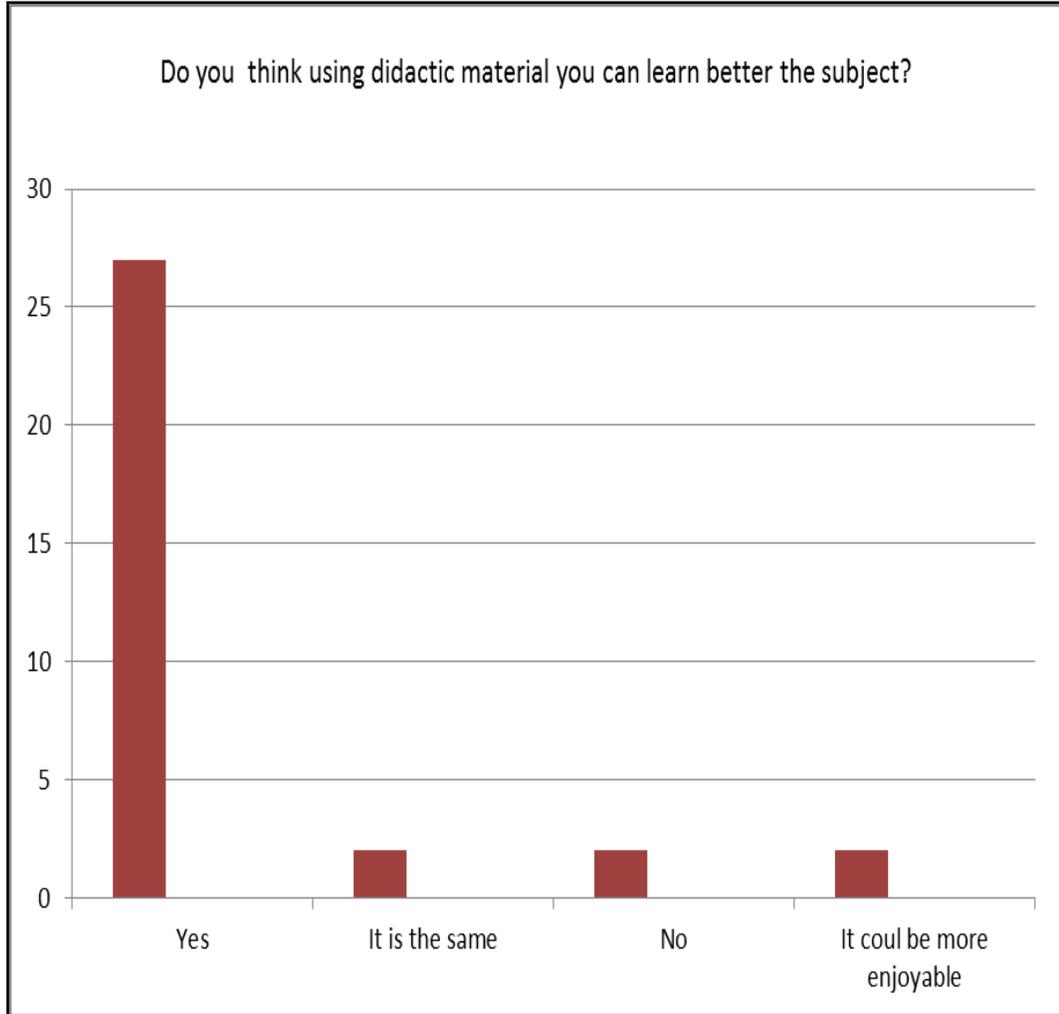
Graphic: Do you know what the didactic material is?



This graphic showed students' survey results.

APPENDIX XXVIII

Graphic: Do you think using didactic material you can learn better the subject?



This graphic showed students' survey results.

APPENDIX XXIX  
Student's comments

9.- Escribe un comentario o sugerencia acerca del material que se utilizó en la clase de inglés

El material didactico Facilita el aprendizaje para los alumnos.

9.- Escribe un comentario o sugerencia acerca del material que se utilizó en la clase de inglés

me gusta mucho porque con el material didactico aprendo de una forma divertida y se me hace mas facil entenderlo

These were the comments students wrote at the end of the survey