



**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH CAREER**

**DISTANCE LEARNING MODE**

**RESEARCH PROJECT**

**“Implementation of audio-visual material in the English class and its incidence in the Vocabulary Acquisition on students attending the fifth grade at “Arco Iris Occidental School” during the Second Term 2010 – 2011 School Year”**

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**Quito, September 2012**

## **APPROVAL SHEET**

We, Dr. Oswaldo Villa T. and Ing. Lourdes Atiaja, duly certify that the thesis under the title “Implementation of audio-visual material in the English class and its incidence in the Vocabulary Acquisition on students attending the fifth grade at “Arco Iris Occidental School” during the Second Term 2010 – 2011 School Year”, was carried out by Ana Lucia Proaño Merizalde, it has been reviewed and analyzed, consequently its presentation is authorized as a legal document in order to get the Bachelor’s degree.

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**Ana Lucía Proaño**

## **DEDICATION**

To my dearest husband and children because of their support and comprehension, while developing this academic work.

To my parents and siblings who have always been close to me, my affection and gratitude.

**Ana Lucia Proaño**

## INDEX

PART ONE .....	1
1. RESEARCH PROBLEM.....	14
1.1 PROBLEM IDENTIFICATION.....	15
1.2 VARIABLES WORKING OUT.....	16
VARIABLE MATRIX .....	17
PROBLEM TREE .....	20
1.3 PROBLEM FORMULATION.....	21
1.4 OBJECTIVES .....	21
1.4.1 General Objectives.....	21
1.4.2 Specific Objectives .....	21
1.5 JUSTIFICATION .....	22
PART TWO .....	23
2. THEORETICAL FRAMEWORK .....	23
2.1 THEORETICAL AND CONCEPTUAL FOCUS.....	23
CHAPTER ONE .....	26
STRUCTURE.....	26
1 AUDIOVISUAL MATERIAL.....	26
1.2 English programs to children.....	26
1.2 Types of Audio-Visual Material Used in Teaching.....	28
1.3 Teach English with videos.....	30
1.4 Teach Audio English with Song- ESL through Music.....	30
1.5 Teach English with Internet.....	31
1.6 Teach English with radio.....	32
1.7 Pictorial materials .....	32
1.7.1 Pictures .....	32
1.7.2 The Types of Pictures.....	33
1.7.3 The Use of Pictures .....	34
1.8 Flash cards .....	35
1.9 Use of photos .....	36
1.10 Teaching with Crossword Puzzles .....	37
1.11 Framework Adequate .....	39

CHAPTER TWO.....	41
2 VOCABULARY ACQUISITION .....	41
2.1 The use of phonemes.....	41
2.2 Start with Phonemes (but not necessarily phonetic script).....	41
2.3 Print based visual materials (Posters, Flashcards, and Figurines) .....	42
2.3.1 Posters .....	43
2.3.2 Flash Cards .....	43
2.3.3 Figurines: .....	45
2.4 Pronunciation .....	45
2.4.1 Moving on to Pronunciation of Words.....	45
2.4.2 The pronunciation and the vocabulary acquisition .....	46
2.4.3 How NOT to Teach Pronunciation .....	47
2.5 Picture Dictionaries.....	49
2.5.1 How to Teach Children to Use a Picture Dictionary?.....	49
2.6 Games to Play with Children to learn vocabulary .....	50
2.7 English Skills .....	52
2.7.1 Study Skills for Beginners – Make Learning a Habit .....	52
2.7.1.1 Listening Skills .....	53
2.7.1.2 Reading Skills .....	53
2.7.1.3 Writing Skills .....	54
2.7.1.4 Speaking Skill .....	54
2.8 Daily Practice.....	55
2.9 Sentences Structure.....	56
2.9.1 Importance of grammar to acquire vocabulary.....	56
2.9.2 English sentence structure lesson plan.....	56
2.10 Dialogues.....	58
2.11 Group Work.....	60
2.12 Homework .....	60
2.13 Spelling.....	60
CHAPTER THREE.....	63
3 THE USE OF AUDIO-VISUAL MATERIAL IN ORDER TO DEVELOP ENGLISH VOCABULARY ACQUISITION.....	63



3.1 Didactic audio-visual material .....	63
3.2 Importance of the use of Didactic Audio-visual material .....	63
3.3 Audio-visual Aids .....	63
HYPOTHESIS SYSTEM .....	68
WORKING HYPOTHESIS .....	68
Alternative Hypothesis.....	68
Null Hypothesis .....	68
PART THREE.....	69
3. METHODOLOGICAL DESIGN .....	69
3.1. Research Type and Design .....	69
3.2. Population And Sample.....	69
3.3. Field Work.....	69
3.4. Instruments for Data Collection.....	70
3.5. Data Processing and Analysis.....	70
3.6. Analysis of Results.....	70
PART FOUR.....	75
4. TESTING THE HYPOTHESIS .....	75
ALTERNATIVE HYPHOTESIS .....	75
NULL HYPHOTESIS.....	75
CONCLUSIONS .....	77
RECOMMENDATIONS .....	77
PART FIVE.....	78
PROPOSAL .....	78
5. INFORMATIVE DATA:.....	78
5.1 INTRODUCTION .....	78
5.2 JUSTIFICATION.....	79
5.3 OBJECTIVES .....	79
5.3.1 General Objective .....	79
5.3.2 Specific Objectives.....	80
5.4 ACTIVITIES FOR TEACHING VOCABULARY.....	80
GLOSSARY .....	97
BIBLIOGRAPHY .....	98

WEBGRAPHY ..... 98

**GRAPHICS**

.....  
Graphic #1 ..... 14  
Graphic # 2-3.....21  
Graphic # 4.....25  
Graphic # 5.....28  
Graphics # 6-15.....56-60  
Graphic # 16.....62

**TABLES**

Table # 1.....40  
Tables # 2-11.....56-60  
Table # 12.....63

**EXECUTIVE SUMMARY**

The present research tries to identify the possible solution for students who can acquire English vocabulary with easier through the use of extra material in each class of foreign language, as teachers and students take part in the learning process with this interactive methodology.

The study was applied to twenty five students attending fifth grade at “Arco Iris Occidental” school during the Second Term 2010-2011 School Year. It is located at Consejo Provincial in Quito; it was about the use of audiovisual material as support in the English classrooms.

There were many changes with respect to vocabulary acquisition in the students, they felt more confidence with the methodology applied, improved the pronunciation, the recognition of words, the daily practice of dialogues encouraged them to learn and practice more words into and out of classes.

The use of extra materials to teach English as a Second Language is very important because learners need to watch videos, listen songs, read some interesting topics that can wake up their motivation and that is successful with the use of support material.

Teachers can use flash cards, puppets, interactive CD rooms, radios, play games, crosswords puzzles and so on, by practicing the vocabulary, they can put into practice in an interactive way without feeling boring in each class but motivating to study this fabulous language.

Keep in mind that students are in one phase where the wish to know new things is very important for them, the teachers are called to improve the classes with new equipment making it funny and motivating them to learn. The use of many methodologies while teaching English is effective because if a teacher does not work other can replace him/her and try to work with new material which will enrich the students’ knowledge with many options to discover new vocabulary.

At the end of this research the outcomes have been satisfied because the students acquired English vocabulary working together with partners and teachers, they can express short dialogues in front of public successfully, they also have developed their

own material like puppets, little cards of vocabulary, it is used as a good resource in their grasp learning, they feel more confidence by themselves and with the necessity to learn more words.

In the modern world we have many options to make one different class and at the same time we can learn with the experience of each student with respect to the implementation of audiovisual material in English class and its influence of vocabulary acquisition.

## **INTRODUCTION**

At present, the human being is experiencing various changes in the levels of learning, whether widespread, scientifically or technically, especially when it comes to learning new languages. Changes in their learning are not only a media but also the need to achieve new goals in different fields of human development, especially when you live in an era in which English is becoming increasingly important so much because of the circumstances and the link communication have gained and reached international levels.

In Ecuador, the English language is an essential and universal means of communication; it is due to the increase in hours and levels of study. It varies according to the needs and demands of those who are involved in language learning. The efforts and concerns that both the state and schools do to improve the work of teachers in their job performance are well known. Even more if that performance is linked to the training of professionals of today and tomorrow.

While you want to achieve the proposed objectives, teacher should motivate students to learn a second language with the implementation of new technology that offers many alternatives to achieve intercommunication both inside and outside of class. All teachers have to avoid the daily lack of attention and distraction of students.

The teaching aids are interwoven with interactive materials such as interactive latter sets out the materials that play an important role. With the overall theoretical contribution professional and technological developments reached as a goal: Developing a teaching and learning strategy applied to teaching English language audiovisual aimed in students attending fifth grade at Arco Iris Occidental School. The implementation of this strategy based on a particular educational context has led the institution to play the media as a tool in the teaching and learning process of English.

Students will not only hear but also see and make a connection. They will remember what they have seen and recall the most important. They have to copy, write, outline, spell words, use of the flash cards and drilling with them, and watch videos as well. It is important to understand how the visual learner learns in order to understand

how the auditory/visual learner absorbs information. When the strategies above are used in conjunction, the teaching and learning process is easier. In fact, learning and drilling do not help them understand the process alone; they have to internalize the concept of using auditory skill aides in their understanding. It is fine to memorize the periodic table or multiplication tables when using auditory aides but the use of both styles enables the auditory/visual pupil to make sense of it all.

## **PART ONE**

### **1. RESEARCH PROBLEM**

# **Implementation of audio-visual material in the English class and its incidence on the English Vocabulary Acquisition on students attending the fifth grade at “Arco Iris Occidental School” during the Second Term 2010 – 2011 School Year**

## **1.1 PROBLEM IDENTIFICATION**

Arco Iris Occidental School does not have enough audio visual resource, so that the students can work on an interactive way, they do not feel motivated with the methodology applied for learning English as a Second Language. For that reason, it is necessary to implement other methodology to let students improve their English vocabulary.

There is an urgent need to implement audiovisual material in the English class, as the other institutions do; the use of audiovisual material is very limited; in recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language classrooms have grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of audio-video is a great help for foreign language teachers in stimulating and facilitating the target language. According to DOWNES, William (1998)

**“Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner’s attention for a while during the instructional process” (page 32)**

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials, there are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.

A great advantage of video is that it provides authentic language input. Movies and TV programmes are made by native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the

in any classroom environment can easily be used; teacher can step into the process whenever he wishes; he can stop, start and rewind to repeat it for several times whenever is necessary. Any selected short sequence from the programme can be used for intensive study. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound.

This study will determine if the constant use of audio-visual material for students attending fifth grade at “Arco Iris Occidental” has incidence in the English vocabulary acquisition and also we will look the results each day that students express their ideas or opinions with respect to the new words learnt.

## **1.2 VARIABLES WORKING OUT**

Independent variable /x/: Audio-visual material in the English class

Dependent variable /y/: English Vocabulary Acquisition

Variable /x,y/: The use of audio-visual aids in order to develop English vocabulary acquisition.



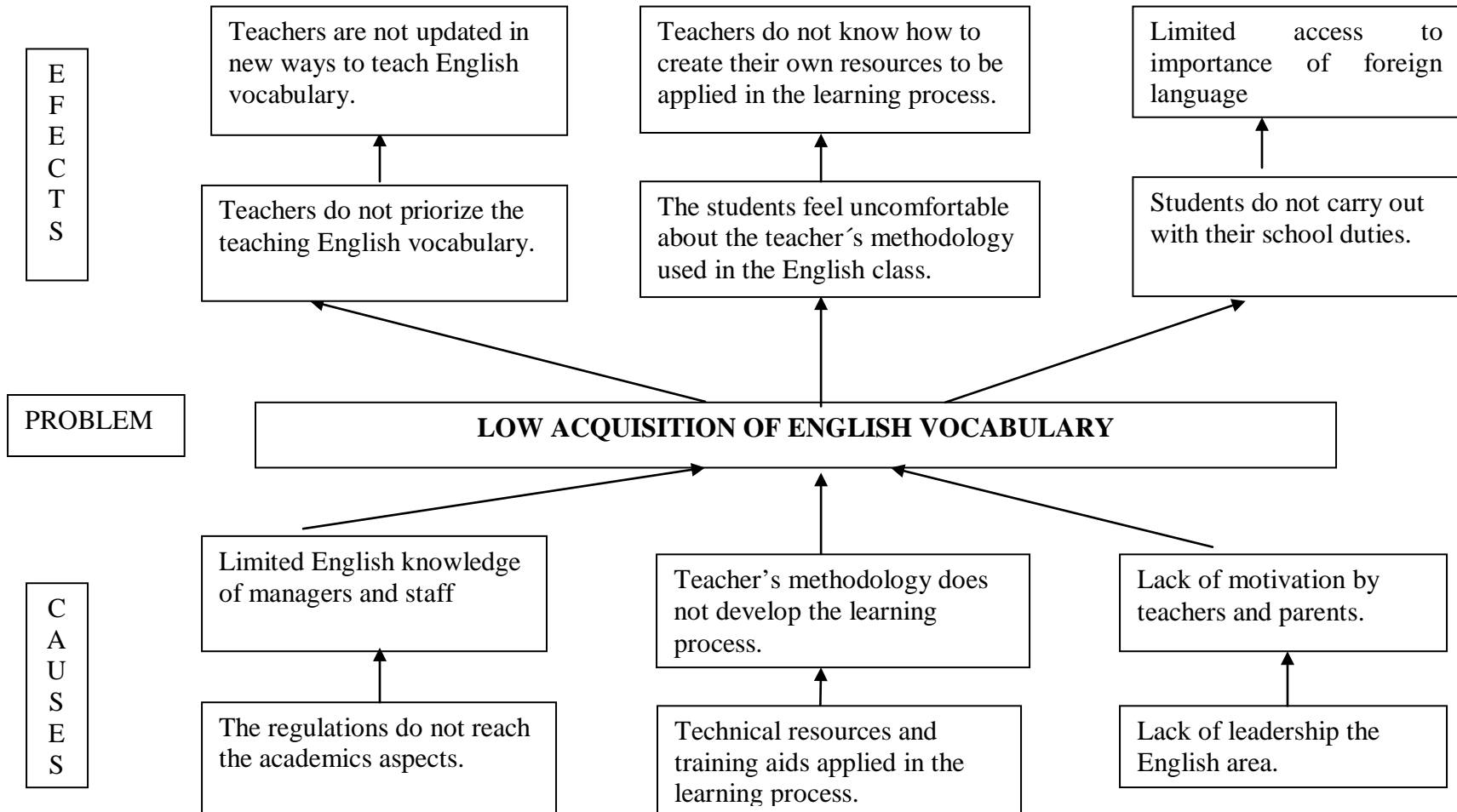
## VARIABLE MATRIX

Independent Variable	Conceptual Definition	Dimensions	Sub-dimensions
<p><b>Audio-visual material in the English class</b></p>	<p><b>Audio-visual material:</b> a teaching or lecture aid that combines sound and vision, e.g. in the form of video equipment, software programs, or slides accompanied by sound recordings.</p> <p><b>English class:</b> teach and learn a foreign language in a room or specific space.</p>	<p>English programs to children</p> <p>Pictorial materials</p> <p>Framework adequate</p>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Audio</li> <li>- Music</li> <li>- Internet</li> <li>- Radio</li>   <li>- Pictures</li> <li>- Flash cards</li> <li>- Photos</li> <li>- Crossword puzzles</li>   <li>- Desk</li> <li>- Chairs</li> <li>- Ventilation</li> <li>- Comfortable environment</li> </ul>



VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
<p><b>The use of audio-visual aid in order to develop English vocabulary acquisition.</b></p>	<p><b>Use of audio-visual aids:</b> Audio-visual aids give the necessary variation and a change of pace in your lesson to help maintain the students' attention and interest</p> <p><b>Developing vocabulary:</b> It is the ability to go from the printed form of a word to its meaning.</p>	<p>Didactic audio-visual aids</p> <p>Performance</p>	<ul style="list-style-type: none"> <li>- Overhead projectors</li> <li>- Computers</li> <li>- Posters</li> <li>- Cartoons strips</li> <li>- Field Trips</li>   <li>- Oral Presentation</li> <li>- Conversational Practice</li> <li>- Speech</li> <li>- Task with audio video labs</li> </ul>

**PROBLEM TREE**



### **1.3 PROBLEM FORMULATION**

The question to be answered in this project is the following:

Does the use of audio-visual material have an incidence in the English class and in the English vocabulary acquisition and class management?

### **1.4 OBJECTIVES**

#### **1.4.1 General Objectives**

- To implement the use of audio- visual material in the English class on students attending the fifth grade at Arco Iris Occidental School.
- To promote the use of audio-visual material in English class on students attending the fifth grade at Arco Iris Occidental School.
- To encourage students the use of audio-visual material in daily activities on students attending the fifth grade at Arco Iris Occidental School.

#### **1.4.2 Specific Objectives**

- To guarantee the students' learning attending the fifth grade through of audio-visual material in the English class.
- To increase the students' attention with the use of audio-visual material in English class attending the fifth grade at Arco Iris Occidental School.
- To amplify the knowledge with respect to vocabulary on the students attending the fifth grade at Arco Iris Occidental School.
- To improve the students' pronunciation and their oral presentations on students attending the fifth grade at Arco Iris Occidental School.
- To strengthen the students' skills with the use of audio-visual material in English class and the vocabulary acquisition on students attending the fifth grade at Arco Iris Occidental School.
- To motivate the students' learning with the use of audio-visual material in English class attending the fifth grade at Arco Iris Occidental School.

## **1.5 JUSTIFICATION**

In this world where learning process English is so necessary in all aspects, It is important to modernize the education not just with new bibliography but applying the technology in all environments, in this case with the implementation of audiovisual material it will make a didactic and funny classroom to encourage the students to learn and know the most fascinated world of English through the interactive tools, games, realistic dialogues, cartoons to more little, songs, puzzles, movies and so on. It will help the students' acquisition of English vocabulary. The students could feel attracted by the innovation in the institution and when they finish their primary studies they could show their knowledge regarding their English language in high school. Besides, teachers, students and parents could share this classroom to improve their knowledge. For these reasons it is necessary to propose new changes in the teaching and learning process of English.

## PART TWO

### 2. THEORETICAL FRAMEWORK

#### 2.1 THEORETICAL AND CONCEPTUAL FOCUS

Since our schools are equipped with various audio visual materials such as Cds, videos, computers, video projectors, white boards and many others, teachers should use these materials when teaching. Indeed, we should include the appropriate material to use while planning our lessons. For instance, we should include a radio and cd in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page about your school. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read also use flash cards, wall papers, crosswords, puzzles, etc. to facility the learning and the acquisition of vocabulary.

According to the link: [wiki.answers.com](http://wiki.answers.com) Literature & Language

**“Today, videos, films and TV are not only part of our daily activities, they have become part in our education and learning whether inside classrooms or outside of them. Educators and teachers, nowadays, recognize the value of using TV and videos in teaching, especially ELT”.**

The use of videos, films in the education is very important because the students can work in an attractive way; they have a direct interaction between the characters and the daily lesson, it becomes a big help in the teaching learning of English.

##### 2.1.1 Sociolinguistics

Language is one of the most powerful emblems of social behaviour. In the normal transfer of information through language, we use the language to sent vital social messages about who we are, where we come from and whom we associate with. It is often shocking to realize how extensively we judge a person’s background, character and intention based simple upon the person’s language, dialect or in some instances, even the choice of a single word.

Sociolinguistics is important because studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes.

According to COULMAS, FLORIAN. (1997)

**“Sociolinguistic has become an increasingly important and popular field of study, as certain cultures around the world expand their communication base and intergroup and interpersonal relations take on escalating significance.**

**The basic notion underlying sociolinguistics is quite simple: language use symbolically represents fundamental dimensions of social behaviour and human interaction. Furthermore, the relationship between language and society affects a wide range of encounters from broadly-based international relations to narrowly defined interpersonal relationships”.**

### **2.1.2 Culture, Elements of Culture and Culture Changes**

#### **Culture.\_**

Culture is improvement of the mind, manners, skills, arts and civilization, in addition, intellectual and artistic development.

#### **Elements of Culture**

Elements of culture are: nonmaterial culture and material culture.

#### **Nonmaterial Culture**

- Symbols.- anything that has been given representational meaning by the members of a cultural group.
- Language.- a system of patterned sounds, often with corresponding written symbols, that the members of a society use to communicate their thoughts and feelings to one another.
- Values.- anything that members of a culture aspire to or hold in a high esteem. Values are things to be achieved, things considered of great worth by a culture.
- Norms.- the rules of culture that tell the members of a culture how are they expected to behave in a given situation.



## **Material Culture**

- Technology. - The body of knowledge that members of a society apply to their physical environment you meet their survival needs.
- Artefacts. - The physical things that the members of a society make when they apply their technology to the physical environment.

### **2.1.3 Cultural Changes**

The cultural changes influence include the role of parenting, families and close associates; organizations such as schools and workplaces; communities and neighborhoods; and wider social influences such as the media. It is argued that this cultural change manifests into specific values, attitudes or social norms which in turn guide the behavioral intentions that individuals adopt in regard to particular decisions or courses of action. These behavioral intentions interact with other factors driving behavior such as financial incentives, regulation and legislation, or levels of information, to drive actual behavior and ultimately feed back into underlying cultural capital.

According to HUDSON, R.A. (1980)

**“Cultural change involves new frames of reference, new ways of acting. Cultural change results from actors acquiring new symbolic resource (cognitive frames, paradigms: concepts, knowledge, skills) in changed structural contexts (organizational context, work processes) where these symbolic resources are meaningful, deployable and operational”. (page 52)**

These three forces act on culture: education, exposure and environment will be affected in a major way with any cultural change. Much research in tourism, business travel, a student exchange may be applicable to interaction between individuals of different cultures.

## **CHAPTER ONE**

### **STRUCTURE**

#### **1 AUDIOVISUAL MATERIAL**

Audiovisual materials are instructional materials that present information to students in ways that do not involve the use of paper and pencil. Audiovisual materials are useful in instruction because they take learning away from a textbook-only approach. Many students find their classes more enjoyable when the teachers use photographs, films and music to bring the content to life.

##### **1.2 English programs to children**

The necessity to teach English as Second Language has incremented the techniques of teaching, with respect to this there are support materials that can be used into the class, between them we can find the following:

- Videos
- Audio
- Music
- Internet
- Radio

##### **1.1.1 The influence of audio-visual material in the learning process**

Within recent years, the importance of audio-visual devices in teaching the language has come to the fore. In fact, the very latest materials are primarily concerned with speech. This development is a direct outgrowth of the urgency of a thorough knowledge of foreign languages on the part of our technicians and representatives abroad due to the assumption of cultural.

Another striking fact is the recent rapid development of mechanical devices, both visual and audio, for the learning of languages. The market is full of a vast array

of phonograph records, playback machines, projectors, filmstrips, tape recorders, micro-phones, repeating machines, motion pictures, and laboratory equipment.

The audio-visual aids available for the foreign language teacher may be grouped as follows:

## **VISUAL**

Flat materials: pictures, flash cards, maps, charts, card-boards figures.

Three dimensional: puppets, dolls, models, dioramas.

Projected materials: films, filmstrips, motion pictures, television.

## **AUDITORY**

The use of auditory materials help students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Auditory materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Examples of auditory materials include:

- Phone messages
- Radio broadcasts
- Podcasts
- E-books
- Movies
- Videos and DVDs
- Television programs

According to WALLWORK, Jf. (1987)

**“Language is essentially speech, and speech is basically communication by sounds. Sounds made by the voice are far more complex and go far beyond the symbols of the International Phonetic Alphabet. There are many delicate nuances and inflections, grunts and puffs, which occur in daily speech but are not represented by any graphic symbol. The graphic symbol, therefore, is inadequate to record the complete and rich pattern of human speech. Letters cannot represent the various shadings of sounds. These must be learned by imitation.” (page 41)**

Audio-visual technology has an important role to play in the modern classroom, but teachers who rely too much on technology may actually inhibit learning. It’s the law of diminishing returns: we can only get so much useful enjoyment and assistance

from a machine. The personal relationship between teacher and student is ultimately more valuable and rewarding in a brick and mortar classroom environment. This is not to say that there aren't some students who are quite capable of learning by themselves through interactive technology, but if that were true in all cases, then schools wouldn't need teachers, would they”?

The use of audiovisual material in English classroom is an effective tool in the daily teaching, it awake up the interest in the students because no just pronounce the words but they can see the pictures or play with puppets in this way they acquire more vocabulary that one bored traditional class.

Technology to day is feasible to everybody we can find many materials to improve our class also there are resource like foamy, cartoon, flash cards and a big variety of supplies that can be used as auxiliary to children learn more in funny way.

## 1.2 Types of Audio-Visual Material Used in Teaching

According to the link: <http://www.ehow.com/facts>:

**“As students become more accustomed to technology, audio-visual materials play an even more important role in classrooms. Students learn in a variety of different ways, which is why the use of audio-visual components helps to enhance the learning environment.”**

The use of audiovisual material impulse students acquire English vocabulary in funny way because it helps them in the visual memorial and identify the objects, verbs, etc more easy for that reason each English class have to implement audiovisual material to develop environment of self-confidence.

Graphic No.1 Audio - Visual Materials



### **1.2.1 Identification**

According to Terrebonne Parish Library System (2008):

**“Audio-visual materials convey information mainly via sound and image instead of by text.” (page 15)**

The children’s book have many colors and draws in order to they can learn with ease they attract the pictures and sound for that reason all English texts used may bring an interactive cd, with it the students practice at home or school in interactive way, images, sounds are support to teach and learn a second language. Some audio-visual materials may contain written words, but that is not the main manner of communication.

### **1.2.2 Function**

Students often benefit from the visual/sound appeal of audio-visual materials because it tends to focus their attention on the topic. When teachers present material in various manners, such as providing students with both a summary statement and a chart on a given topic, the visual material enhances the written materials.

### **1.2.3 Types**

Computers, television, tapes, DVDs and projectors are types of audio-visual materials. Posters, cartoon strips, costumes, models and field trips are also audio-visual materials.

### **1.2.4 Significance**

Any audio-visual aids chosen should somehow reflect the lesson. Teachers should decide what material will most effectively enhance her lesson; as such materials provide real life depth for students.

### **1.2.5 Expert Insight**

According to CHAPMAN. Carolyn (2010)

**“The students gain even more knowledge when they create the audio-visual material. Students can operate cameras, construct**

**posters, charts, graphics and pictures, as well as use a computer's features.” (page 56)**

Using of audiovisual material in class is get over with the bored course, and the typical class, because is better have the students encourage and the new things to they attract the attention for this reason that improve the English classes with the implementation of tools will help to students gaining the acquisition of vocabulary in students attending of fifth of basic at Arco Iris Occidental school. In all classes would implement the audiovisual material because always is better learn in an experiential way.

### **1.3 Teach English with videos**

Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved.

Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip; provide an important visual stimulus for language production and practice.

The use of video is important because the learners can watch different scenes of a dialogue, recognize colors, shapes, numbers, etc. in direct way; teachers can stop in specific point to review with the students the vocabulary, repeat words it is a necessary tool into the teaching learning process.

### **1.4 Teach Audio English with Song- ESL through Music**

According to the link: [www.englishclub.com/teaching.../music-classroom](http://www.englishclub.com/teaching.../music-classroom).

**“Music is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few**

**rhymes. Music can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons.”**

English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the centre of debate. This is especially true of songs that develop a particular theme. Songs are also great for teaching listening. One exercise with music is completing the blanks as students listen or listening and choosing the correct words from two words than rhyme, for example cry and try. You can teach grammar with songs in many ways. Most English songs sometimes sacrifice grammar for smooth rhyme. This makes them very good grammar teaching tools. You can ask students to find the mistakes or ask them how we would normally say it. Most songs reflect the background of the singer, why not do activities on something like varieties of modern English; or simply by comparing two songs ask students to figure out where the speaker is from and why. Of course you can teach new vocabulary with songs and students would understand they better within the context of the song.

It is a good tool to teach English students educate their hearing and try to understand the lyrics, they complete verbs, adjectives, subjects and so on, work with music make amusing the class they take part in it, they are interested in know the rhythms and there is a health competence between they. It is a funny way to learn English vocabulary students practice new words in each song.

### **1.5 Teach English with Internet**

According to the link: [www.onestopenglish.com/.../teaching.../teaching](http://www.onestopenglish.com/.../teaching.../teaching)

**“Today the internet, consisting of millions of computers, has an important role and great potential in educational life. It is also used specifically and widely in second language learning all over the world.”**

The ultimate goal of such a project is, to my mind, language acquisition. Additionally, learners can exercise a substantially high degree of independence, (as well as interdependence as they collaborate with their classmates), which in turn promotes development of learner autonomy and creativity. As well, and this is an integral component of such a project, participants will have the opportunity to employ and develop critical ‘higher-level’ thinking skills, as they not only meet and

grapple with large amounts of authentic, real-world language, but are also motivated to reach an understanding of it in order to transform this given information into something new, something of their own, and something that can be reacted to by others.

The use of internet in the classroom strength skills like writing, reading and listening, students practice letter by letter to write some answer, in the internet there are many resources to learn English vocabulary it is an interesting way to teach children changing the routine of books and notebooks.

## **1.6 Teach English with radio**

According to KITAY, Julia Farthing (2000)

**“The short-wave radio provides an excellent and cost-effective tool for teaching English as a Second Language (ESL), especially in remote or poor areas where Internet access may not be readily available. It allows the learner to hear multiple native English speakers talk in normal speed in a variety of accents. It also allows students to encounter new terms, expressions, and geographical locations. Radio is highly portable and relatively inexpensive. This paper addresses the advantages and disadvantages of using the radio, how radio propagation works, and suggestions for using the radio in the ESL classroom. The Internet and the World Wide Web have many advantages over radio use such as speed, interactivity, specialized site and chat room offerings, and other advantages, but these advantages are moot if this technology is out of reach for financial reasons for many who wish to learn English. Short-wave radio may be a much older technology, but it’s much lower cost makes it a viable pedagogical tool. A sample reception report is appended”. (page 15)**

Learn with radio and Cd is effective way to practice pronunciation, its useful to complete dialogues, hear interviews, listen music etc, the radio is a good tool when students don’t have resources at home they can practice in the classroom and it is easy to use and stop when is necessary.

## **1.7 Pictorial materials**

### **1.7.1 Pictures**

According to the link: [www.universityofibnkhaldunbogor-indonesia.blogspot](http://www.universityofibnkhaldunbogor-indonesia.blogspot)

**“Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing**



**positive attitudes towards English and to teach or reinforce language skills. The picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.”**

When the students use pictures they can be about your own family, home, pets they could express your ideas with respects them just looking the main characteristics, they can share with partners and acquire new experiences with respect to the pictures.

### **1.7.2 The Types of Pictures**

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures. There are some types of pictures as their shapes:

- a. Wall charts.
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence Picture is a series of pictures of a single subject it is function is tell a story or a sequence of events.
- d. Flash cards
  - Word Flash cards; card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes.
  - Picture Flash cards; useful for the representation of a single concept, such as an object or in action.
- e. Work cards. Includes visual as well as text magazine pictures drawing maps and diagrams can be important part or work cards at all levels used for vanity of purposes.

### 1.7.3 The Use of Pictures

There are five roles of pictures:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. The pictures can be described an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through control practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

There are six reasons why using pictorial material:

- a. Pictures are useful for presenting new grammatical and vocabulary items. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher.
- b. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read and to write. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structures.
- c. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Picture, of course can be used to provide more practice of the exercises that students have done using the text book.
- d. Pictorial material is easy to collect, to make and to transport.

The use of wall pictures helps the students to understand the difficult words easily by looking at the pictures. They make the vocabulary learning more enjoyable

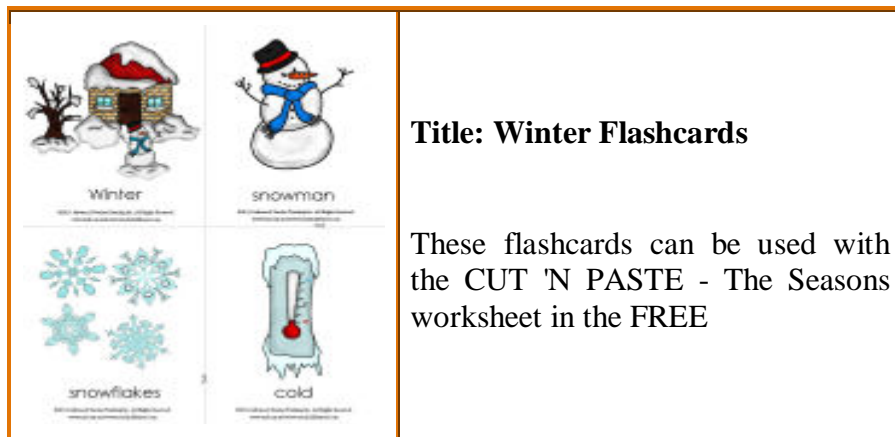
and interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary. In addition the use of wall pictures can attract the student’s curiosity in learning new vocabulary.

### 1.8 Flash cards

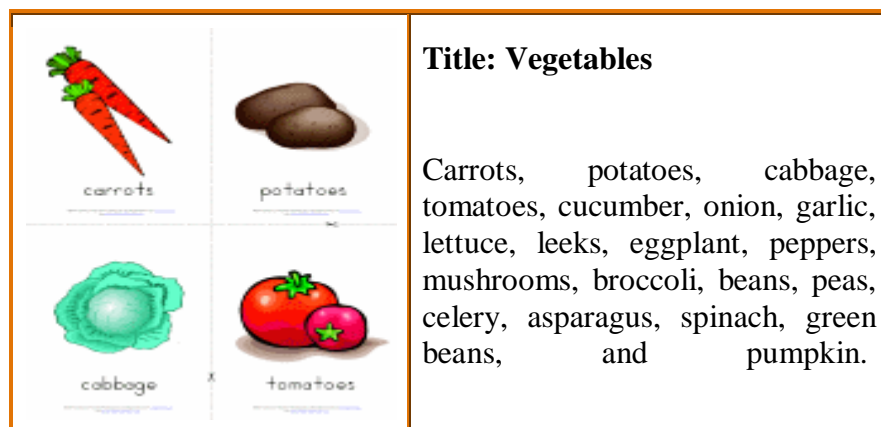
Flashcards are a fundamental part of many English classes. They offer a visual stimulus for the students, and can give controlled practice of specific target structures.

Using ESL flashcards to learn English is very effective, because it allows students to understand the meanings of English words by looking at pictures. By studying flashcards, students can learn words that define certain actions, facial expressions, colors, fruits, vegetables, seasons, animals, and others.

Graphic No.2 Winter Flashcard



Graphic No. 3 Vegetables Flashcard



## 1.9 Use of photos

Pictures are all around us every day, in the street, at work, at home and even in our leisure time, so why not in the classroom as well? They are enjoyable, they set the scene or context, they inform us, they interest us, and they are a key resource. To be even more specific, picture stories are also common in everyday life. Look at the cartoon strips in newspapers or comic books and the enjoyment which we derive from them.

Picture stories are often neglected or used in a very predictable way in the classroom, usually as a starting point for a narrative speaking and ultimately writing activity, but they can also be of key importance in the communicative and interactive classroom.

### 1.9.1 Finding picture stories

#### Digital photos

According to the link: [www.teachingenglish.org.uk/.../picture-stories-co](http://www.teachingenglish.org.uk/.../picture-stories-co)

**“Now that digital technology has become widespread and accessible to all, digital photos taken by either the students or the teacher are particularly useful for picture stories. Not only can the students then be involved in making their story but they could also use technology to manipulate them, changing colors, styles or sequences and deleting what they don't want or need”.**

The students like to work with digital photos because they learn many skills using them, although they change colors, styles and in this way practice basic vocabulary; also many instructions are written in English so they can interpret the meaning easily.

#### Internet

The internet is a fantastic source of pictures and can be found related to any topic through major search engines. This adds the bonus of being right up to date, perhaps the latest film or cartoon characters or the students' favorite football players.

## **Magazines and newspapers**

These provide a constant supply of topical pictures in a wide range of styles, color, black and white, photographs and stylized images to name but a few. There are also ready-made picture stories in the form of cartoon strips and comics which could be used, perhaps after deleting any text which appears.

## **Drawing**

For those more artistic teachers and students among us there remains the option of drawing our own picture stories. If they feel you need more support however, there are pictures and picture stories in the English language course books that we are currently using which we can adapt.

## **Pocket pictures**

Last but not least, let's not underestimate the power of sketches or stick men on little pieces of paper or sticky-backed note lets! They are accessible, fun and add another dimension to the usual class.

Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially if we can laminate them, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture stories in class, the key point is not to limit them self to typical class activities and writing exercises. Students need as much spoken English practice as they can get. Picture stories will help us and our students enjoy more dynamic classes while limiting teacher preparation

### **1.10 Teaching with Crossword Puzzles**

According to the link: [www.elcivics.com/...crossword-puzzles/crosswork](http://www.elcivics.com/...crossword-puzzles/crosswork).

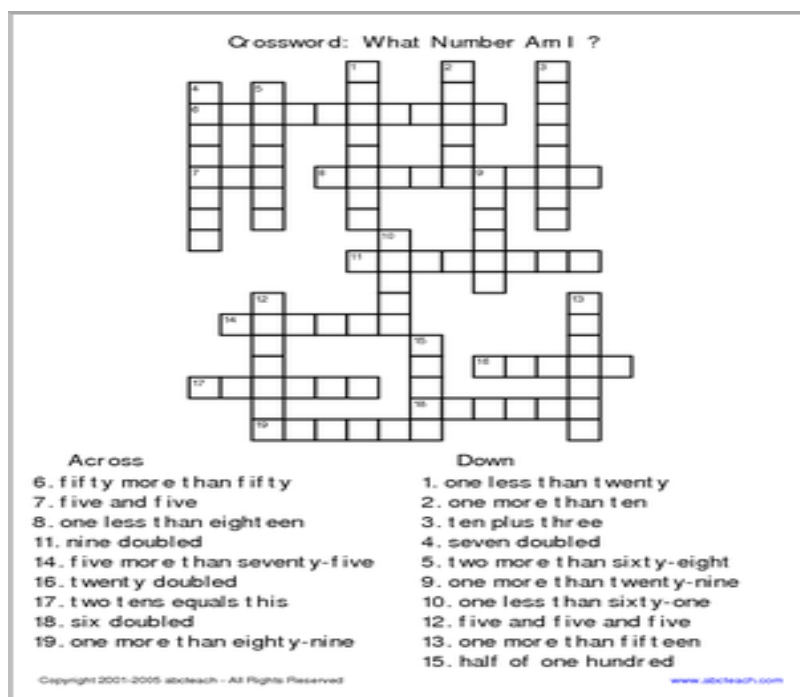
**“The crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between**

**similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools.”**

Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be much less threatening and more like game play. Puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques do. Crossword puzzles also have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble. Crossword puzzles have endured as a favorite national pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment. For all these reasons, crosswords make a terrific educational tool, and teachers and homeschoolers will probably continue to use them for many years to come.

Use the puzzle tool to help younger children learn phonics the relationship between letters and sounds. Build simple puzzles together, such as ones that end in the same letters. For instance, a puzzle could include the words red, bed, fed, and led. Crossword puzzles allow our students to refresh the vocabulary they have just learned, as well as learn some new words on a topic. While solving a crossword puzzle, students may have to do some research. You may use the crossword puzzle in class or leave it as a home assignment.

## Graphic No. 4 Crossword: What Number Am I?



[www.crossword-puzzles.co.uk](http://www.crossword-puzzles.co.uk)

### 1.11 Framework Adequate

#### 1.11.1 Desks

To students comfortable institution must have all desks in perfect state, teachers and learners work in the class every day for that reason they will be comfortable and if it is possible change what have imperfections.

#### 1.11.2 Chairs

To a good ease of students, their commodity is fundamental because if he/she doesn't feel well with the seats they can put pretexts about it and don't work in correct way. For this reason all chairs must be in perfect conditions.

#### 1.11.3 Ventilation

The indoor climate in school buildings and daycare institutions is crucial for the well-being of pupils and teachers alike. The ventilation requirements for these sorts of rooms are becoming stricter all the time as the importance of fresh air is repeatedly documented.

#### **1.11.4 Comfortable Environment**

The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools.



## CHAPTER TWO

### 2 VOCABULARY ACQUISITION

#### 2.1 The use of phonemes

Phonemic symbols represent the sounds of the English language. Using them can be a valuable tool to improving the students' pronunciation. The inaccurate articulation of them can change the meaning of the words; for that reason teachers and students must do the best effort improve the use of phonemes in each English class.

#### 2.2 Start with Phonemes (but not necessarily phonetic script)

According to the link: [www.teachingenglishgames.com/.../Teaching\\_Pr...](http://www.teachingenglishgames.com/.../Teaching_Pr...)

**“The dictionary defines “phoneme” as “any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat”**

This definition highlights one of the key reasons that we must, as language teachers, start our pronunciation instruction at the level of the phoneme. If a phoneme is a “perceptually distinct unit of sound” then we have to realize that before students can consistently produce a given phoneme, they must be able to hear it. Thus the first lessons in pronunciation should involve your students listening and identifying, rather than speaking

We might also consider teaching our students the necessary symbols from the phonetic alphabet, because although T and D are written differently in English, the TH in “there” and the TH in “thanks” are written exactly the same, despite the difference in pronunciation. This isn't essential, and really works best with adults rather than children, but it is worth it for any students who are highly visual or analytical learners.

## From Recognition of Phonemes to Practice

According to VERNON. Shelley, (2009)

**“Once they can hear and identify a phoneme, it’s time to practice accurate production of the sound. Our students need to be able to see where to put their lips and tongues in relation to their teeth. Most sounds are articulated inside our mouth and students have no idea what we are doing in order to produce that particular noise”. (page 24)**

If we regularly take ten minutes of our lesson to do this kind of focused phonemic practice, our students articulation and perception of phonemes will see improvement after several weeks, and we will get them all to the point where we can practice pronunciation on a word or even a sentential level.

While this may sound time consuming and unnatural, we have to realize that we are in the process of reprogramming our students’ brains, and it is going to take a while. New neural pathways have to be created to learn new facial movements and link them with meaning.

Graphic 5. Flash cards and vocabulary acquisition



### 2.3 Print based visual materials (Posters, Flashcards, and Figurines)

Posters, flashcards and figurines are supplementary materials for audio and textbook based teaching; they are used to promote communicative practices by serving as prompts to develop speaking and analytical skills. If they are used in an integrated manner, they create an ideal context for reinforcing learning. They have the function of stimulate the students’ attention in the introduction of new lesson.

### 2.3.1 Posters

They are based on the audio stories and are often used to introduce the story to the students before playing the audio. It also helps to introduce and elicit the vocabulary of a specific lesson. Moreover, it enhances students' speaking skills as they discuss about 'what is going on' on the poster. The posters are designed for use in more than one lesson. The sets of posters also include two different types of alphabet charts.

### 2.3.2 Flash Cards

Flash cards are used to ensure language practice through games and fun that impart words, numbers, spelling and pronunciation through pictures. The cards can be used in different ways in different lessons, encouraging teachers to be creative. Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. According to MARTINEZ. Karin (2008)

**“Using ESL flashcards to learn English is very effective, because it allows students to understand the meanings of English words by looking at pictures. By studying flashcards, students can learn words that define certain actions, facial expressions, colors, fruits, vegetables, seasons, animals, and others”.** (page 18)

Flashcards are a fundamental part of many English classes. They offer a visual stimulus for the students, and can give controlled practice of specific target structures. Games are fun and motivational. They increase student talk time (production). Visuals add context to the language learning. They are quick and easy to use. They allow for repetition and proper scaffolding of the learning.

#### 2.3.2.1 Activities for using flash cards

There are four activities into the following categories: Memory, drilling, identification and Total Physical Response activities.

## **Memory Activities**

- Memory Tester
  - Place a selection of flash cards on the floor in a circle.
  - Students have one minute to memorize the cards.
  - In groups, they have two minutes to write as many of the names as they can remember.

## **Drilling Activities**

- Invisible Flash cards
  - Stick 9 flash cards on the board and draw a grid around them.
  - Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.
  - Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
  - When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
  - Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.

Depending on the age group then put the flash cards back in the right place on the grid, asking the children where they go, or you ask students to come up and write the word in the correct place on the grid. This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

## **Identification Activities**

- Reveal the word
  - Cover the flash card or word card with a piece of card and slowly reveal it.
  - Students guess which one it is.
  - Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.

- Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- Repeat until they have guessed the word.

### **Total Physical Response activities**

- Point or race to the flash cards
- Stick flash cards around the class.
- Say one of them and students point or race to it.
- Students can then give the instructions to classmates.
- You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

The flash cards allow flexible modification for any teacher and according to any student type, so developing a personalized flashcard portfolio is one of the most effect ways to enrich one's teaching experience.

### **2.3.3 Figurines:**

Figurines are a visual display of the audio and other characters to help students to visualize the audio story. Figurines are also used in role play or dialogue practice in the classroom.

## **2.4 Pronunciation**

### **2.4.1 Moving on to Pronunciation of Words**

According to GILBER, J. B. (2008)

**“The progress will be more pronounced with younger students, but even adults will begin to give up fossilized pronunciation errors when reciting vocabulary words in isolation. It’s time to make the next leap – correct pronunciation in the context of natural conversation. Make no mistake; this is a leap, not because it is more physically challenging, but because you are about to address a completely different set of barriers”. (page 15).**

When we teach on the phonemic level, we are struggling to expand physical and neurological limitations. We are taking irrelevant noises and making them significant to our students, while trying to teach them a greater range of articulation with their mouths, tongues, and lips. But when we work on pronunciation at a lexical or sentential level, we are dealing with complex emotional, psychological, and cultural motivations that require their own kind of re-education.

Some fun activities that can help our students become more sensitive to the subject of accents are doing impersonations, listening to native regional accents and teaching us a phrase in their own language.

Get CDs and videos of English from other parts of the world than your own. Play or watch them, and have the students pick a few sentences out for us to repeat. Let the students see if they can hear the differences between your English and the English on the recording. Then have they tried repeating the phrases in your accent and in the other accents. It's fun, it gets people laughing, and it helps students realize that there are many correct ways to pronounce English.

Teaching pronunciation properly can be fun, easy, and quite the learning experience for our self and our students. Give it 10-15 minutes every class. With a little time, we will see quite a difference, not just in pronunciation, but in attitude and overall language skills. When children acquire vocabulary they feel the necessity of pronounce in correct form they sometimes are with shame getting a mistake in the words, for that reason teachers should guide to students in the correct pronunciation by means CDs, music, games, songs, etc. all we should work in that.

#### **2.4.2 The pronunciation and the vocabulary acquisition**

According to the link: [www.teachingenglishgames.com/.../Teaching\\_Pr...](http://www.teachingenglishgames.com/.../Teaching_Pr...)

**“Teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation.”**

We need to teach pronunciation. There is a big difference between a **ship** and a **sheep** and a **pear** and a **bear**. When teaching any language as a foreign or second

language, our first goal for our students is basic communication, and that can't happen if no one can understand what they are saying.

### 2.4.3 How NOT to Teach Pronunciation

According to: AVERY, Peter and EHRLICH Susan (1992)

**“When teachers decide to focus on pronunciation practice many of them make the mistake of trying to teach pronunciation along with introducing vocabulary. This can work with students who have a “good ear,” or who perhaps speak a related language. However it can be hit and miss with students whose mother tongue has no relation to the target language.” (page 39)**

This brings us back to the question of whether pronunciation can be effectively taught at all. The answer is yes, of course it can be taught, and it's just that the way many textbooks tell us to teach it is actually one of the least effective.

Most textbooks will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on it with spelling, which is an important skill, especially in English with its many irregularities and exceptions. Very few will start you and your students where you need to start, however, and that is at the level of the phoneme.

Here are some ideas for focusing on specific pronunciation features,

- **Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

- **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word

they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

- **Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

- **Intonation**

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

- **Linking**

We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Willaymeegowaway.' To help learner's link words, try starting at the end of a sentence and have them repeat a phrase, adding more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

- **Vowel Length**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.



- **Syllables**

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable. Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

- **Specific Sounds**

Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

It's without questions the pronunciation is very important when learn another language the daily practice make the students can pronounce it in correct way, practicing exercises like they are showed above, they will improve each more.

## **2.5 Picture Dictionaries**

### **2.5.1 How to Teach Children to Use a Picture Dictionary?**

As it is seen in the link: [http://www.ehow.com/how\\_5143798\\_teach-children-use-dictionary](http://www.ehow.com/how_5143798_teach-children-use-dictionary)

**“Make sure your students are fluent with the alphabet. Fluency involves more than being able recites the alphabet; students must know it so well that they can easily tell you the two letters that come before and after any given letter of the alphabet.”**

There are some recommendations about how a student can find a word unknown and they will become familiarize with the meaning of the words here are some of them advices:

- Give each of the students a picture dictionary, or let them share dictionaries if we resources are limited. Let them have time to explore the dictionaries and get a feel for them.
- Explain to your students about the presence of guide words on each of the dictionary pages. These words help indicate word's starting and ending point on any given page. Have the students take turns leafing through the dictionary and reciting different guide words that they see.
- Hand each of your students a list of different words for them to look up in the dictionary. Tell them that you want them to write out the definition of each word, the page number where they found the word and the two guide words that helped them find the word they were looking up.
- Make the task of looking up words a little more difficult once your students have mastered their first list of words. You could choose words that have the same first two letters and show the student that they have to pay attention to all the letters in the word. You also could give them sentences and have them list the definition of a word from the sentence that goes best with the sentence context

A bilingual dictionary is necessary due to the level of the students at the beginning. An English-English one is only used with advanced learners. It is absolutely necessary to use one, very often we first have to teach them how to take advantage of it and take time to work with examples on the different meanings depending on the context.

## **2.6 Games to Play with Children to learn vocabulary**

As it is seen in the link: [www. gamestolearnenglish.com/](http://www.gamestolearnenglish.com/)

**“Children learn vocabulary best when a combination of approaches is taken. For example, repeated exposure to a word, coupled with building upon existing knowledge and providing a context for the word, are all great tips to build vocabulary. Therefore, games should incorporate all of these aspects when teaching vocabulary. Furthermore, children tend to learn best when they are having fun and when a variety of different learning styles are used. Thus, games should encompass both audio and visual stimulation, as well as tactile components.”**

So, teaching vocabulary-using games as methodology in learning – teaching process and the teaching materials for children less than five years old which is related with their surround, it means the vocabulary which related and introducing things surround them such as family names, naming of alphabet, name of number.

In this variation, students break up into small groups and play a board game following commands. After the students have completed the game, they create their own board game using commands they have created on their own.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen.

“There are many criteria games as educational media for teaching English to children:

1. A game must be more than just fun.
2. A game should involve “friendly” competition.
3. A game should keep all of the students involved and interested.
4. A game should encourage students to focus on the use of language rather than on the language itself.

5. A game should give students a chance to learn, practice, or review specific language material.
6. A game should be familiar by children.
7. The important things in teaching English vocabulary is how to make English
8. Learning fun for children with these excellent products.

There are many advantages of using games in the classroom:

- a) Games are a welcome break from the usual routine of the language class.
- b) They are motivating and challenging.
- c) Learning a language requires a great deal of effort.
- d) Games help students to make and sustain the effort of learning.
- e) Games provide language practice in the various skills- speaking, writing, listening and reading.
- f) They encourage students to interact and communicate.
- g) They create a meaningful context for language use.
- h) Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- i) Games usually involve friendly competition and they keep students interested in learning the language.
- j) Games can help them (children) learn and hang on to new words more easily”.

It's without questions the best way to teach English is by media games, it attracts the students' attention in funny style, if the teacher starts your lesson with a short game he/she could relax to the learners and begins the class in other environment or if teacher looks that the lesson is bored a short game can improve the attention. With it the vocabulary acquisition will be accepted with more easily, the communication between partners or teacher with respect to the games will be understood because of games can contain many phrases or idiomatic expression that students comprehend each day.

## **2.7 English Skills**

### **2.7.1 Study Skills for Beginners – Make Learning a Habit**

As it is seen in the link: [www.howtolearnenglish.co.uk/english-study-skill](http://www.howtolearnenglish.co.uk/english-study-skill)

**“If the student is serious about learning English as a second language, they will want to approach different areas of the language**

**every day. However, taking too much on at the same time will hinder, rather than help their learning.”**

Daily practice is a good way to improve their English skills quickly and studying in small, bite-size chunks will make it easier for them to digest the information. Here are some study skills which will help them, as a beginner, learn English as a second language.

#### **2.7.1.1 Listening Skills**

Listening to how the English language is spoken is a great way to improve their English skills. Listening to audio books, that are available for free on the Internet, is a good way to listen for pronunciation, intonation and word stress.

They may want to start by listening to short stories written specifically for children. Children’s books are written in easy to understand style, and they are short enough to keep interest active.

#### **2.7.1.2 Reading Skills**

Reading is a fabulous way to increase their English vocabulary, and it will also help as an introduction to English grammar. Again, children’s books are great for beginners as they feature simple, easy to understand words. Repetition is also focused on in children’s books, which can help they learn a few basic words at a time.

The phonics method is probably the best known and widely used method to teach reading and writing in the English language. It relies on children being taught the alphabet first. They learn the names of the letters and the sounds they make. Once they have learnt the letter sounds they will begin to blend two letters together to make simple words then three letters, then four and so forth.

According to: STOCKWEL, Robert P. and BOWEN J. Donald (1997)

**“The phonics system had been used successfully in the USA and Europe for many years to teach children how to read. It supplies the student with tools to expand their vocabulary.” (page 25)**

It's very necessary that children learn to read because they acquire new vocabulary and can apply it in the daily life, if they don't feel attracted by reading we should encourage with enjoy pictures then introduce to the reading.

Table No. 1 An alphabet table using each letter sound

a ape	a antelope	a armadillo	b bear	c civet	c cat	d deer
e emu	e elephant	f fox	g gerbil	g goldfish	h hippo	i ibis
i inchworm	j jaguar	k kangaroo	l lizard	m monkey	n nightingale	o okapi
o ostrich	p peacock	q quail	r rabbit	s snake	t tiger	u unicorn
u umbrella bird	v vole	w walrus	x ox	y butterfly	y yak	z zebra

Take five minutes a day to write any new words that they come across in their learning, in a notebook to refer to later. They can write down the translation in their native language to help them further their study skills.

### 2.7.1.3 Writing Skills

Children's books are great for looking at how basic grammar is used. Investing in a good quality English dictionary is a good way to improve their knowledge, and their understanding, of English grammar.

They could use a grammar workbook and use this to learn a new grammar term every day. Try not to become bogged down with learning the ins and outs of English grammar. As a beginner, just knowing the common grammar terms will help they improve their fluency.

### 2.7.1.4 Speaking Skill

According to the link: [www.livestrong.com/article/252830-how-to-teach-children-to-speak-english](http://www.livestrong.com/article/252830-how-to-teach-children-to-speak-english).

**“While it's true that children soak up a second language like a sponge, you can help accelerate their acquisition of the English language through popular English teaching techniques. These**

**include engaging the child's aural, visual, and even kinesthetic or physical intelligences in order to enrich his vocabulary and encourage speaking practice. Kids love games, and games can help develop patterns of expression.”**

When the students begin to learn the first English words in the primary grades through games, music and with videos they wake up their imagination and interest for wanting learn more and more every day but always in funny way.

Learning skills to acquire English vocabulary is very necessary because if the students develop the four macro-skills they could know more words in easy way, due to the build up during the hours of class, they became able to write vocabulary words with more confidence.

## **2.8 Daily Practice**

There are many ways for students studying the English language to improve their language skills. One of the best ways is simply by speaking as much English as possible. The activity of actually speaking English is much more similar to how a child learns to speak the English language natively. The ability to read and write English are both obviously important skills, although a child usually speaks English before learning how to read English. Since speaking a language is actually a more natural way for a human to learn, here are some recommended English speaking activities a student may appreciate and enjoy.

### **Story of the Day**

A daily practice that can be highly useful for helping an English language student enhance their English ability is to maintain a daily journal. A written journal is a wonderful way to practice writing English and an audio journal is a great way to practice speaking English. One really good benefit of recording a daily audio journal is that it allows an English language student to actually listen to the English they are speaking. This enables a student to improve their English pronunciation skills. Another benefit is the motivation gained from a student hearing how their

pronunciation improves from week to week, month to month, and year to year. Using a computer for recording a daily journal is fine and recording audio files on a computer makes it easy to keep an audio journal properly organized. The daily audio journal can be a basic story of the day in a similar way to the previous practice listed in this article. The audio journal is done near the end of the day though, so a student would say something like: “I woke up. I got out of bed. I brushed my teeth.” The student would continue by saying what happened next and basically tell a story of the day’s activities. This can be truly enjoyable in addition to being good English practice.

Hopefully these helpful ideas will make studying the English language more fun and enjoyable.

## **2.9 Sentences Structure**

### **2.9.1 Importance of grammar to acquire vocabulary**

Helping students to build grammar depending teacher and the methodology used in each class; I would say there are three elements to keep in mind when dealing with grammar issues.

1. Grammar needs to be discovered by students. This is done easier if the structure at hand is presented in a clear and appealing context.
2. Metalinguage needs to be avoided as much as possible as most students do not really associate it to the words at hand. It is better to let them use the language in a natural way understanding some minimum aspects.
3. It is of paramount importance to move from grammar as an isolated part of language and include it as something that is essential to learn the language but not the only thing to learn and master. By this I mean that students need first to discover the rules but then they need to use them in contexts where they see how they work and what they are for.

### **2.9.2 English sentence structure lesson plan**

Procedure

A sentence is a group of words that expresses a complete thought.



Are these sentences?

1. "Ashley walks to the park."
2. "She takes a friend with her."
3. "Climb a tree."

Both (1) and (2) are sentences, but (3) is not a sentence. Why? It does not express a complete thought. We wonder: who climbs a tree? Why?

-By adding some words to (3) we can make a complete sentence:

"Ashley and her friend climb a tree."

Every sentence has a subject and a predicate. The subject usually contains the main subject or noun, and the predicate tells what the subject is doing, which contains the verb of the sentence.

Subject	Predicate
Ashley	walks to the park
She	takes a friend with her
Ashley and her friend	climb a tree

Teachers: have the students write their own sentences on the board, and then identify the subject and predicate in each sentence.

Rules for writing sentences:

1. Every sentence must begin with a capital letter.
2. Every sentence must end with a punctuation mark. You use different marks for different kinds of sentences.

Punctuation Marks:

A period (.) ends a sentence that tells something, or makes a statement.

A questions mark (?) ends a sentence that asks a question.

An exclamation point (!) ends a sentence that shows excitement.

Types of Sentences

There are three kinds of sentences that we say and write every day.

1. Declarative: a type of sentence that declares or makes a statement.

Example - "Tom goes to school."

2. Interrogative: a sentence that asks a question.

Example - "Did Tom go to school?"

3. Imperative: a sentence that makes a request or gives a command.

Example - "Hurry Tom! Go to school now!"

Example sentences:

(Teachers: complete the following sentences with the students. Identify the type and show them how to underline the subject with one line, and the predicate with two lines.)

"Did Juan finish his chores?" (Interrogative sentence)

(Subject: Did Juan/ Predicate: finish his chores)

"Sam and Adam played football." (Declarative sentence)

(Subject: Sam and Adam/ Predicate: played football)

"Charlie, stop that now!" (Imperative sentence)

(Subject: Charlie/ Predicate: stop that now)

In other words, use the grammar as a real thing that lets them express their feelings and ideas, they can structure sentences and order their ideas in correct way.

## 2.10 Dialogues

Using dialogues to help students develop their conversation skills is common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation. Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

- To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics
- As gap fill exercises for students as a listening exercise
- Use dialogues for role-plays
- Have students write dialogues to test key vocabulary and language formulas

- Have students memorize simple dialogues as a way of helping them improve their vocabulary skills
- Ask students to finish a dialogue

Examples of short dialogue it can be used in the classroom

**What time is it? - I**

1. Excuse me. Can you tell me the time, please?
2. Yes, of course. It's seven o'clock.

1. Thank you.
2. No problem.

**What time is it? - II**

1. What time is it?
2. It's half past three.

1. Thanks.
2. You're welcome

**Introductions**

1. Hello. My name's Peter. What's your name?
2. Janet.

1. Where are you from Janet?
2. I'm from Seattle. Where are you from?

1. I'm from Madrid.
2. Are you American?

1. Yes, I am. Are you Spanish?
2. Yes, I am.

## 2.11 Group Work

Working in groups help fostering learning independence, and especially in vocabulary work, learners can exchange knowledge, asking others to explain unknown items.

We also hope that group work will be a motivating factor, as students talk about places they have been on holiday to, trying to remember details together, exchanging impressions and even good memories!. This part is important because when work in groups they can develop skills and share experience with respect to the new vocabulary it is a big help when expose a class.

## 2.12 Homework

According to ZENTALL Sydney S., GOLDSTEIN Sam (1999)

**“Homework is important because it is an essential educational tool. Starting with the primary grades, we teach our students a sense of responsibility and independence from their very early years in school. Somehow as the year’s progress "homework" becomes a bad word and it shouldn't be”. (page 34)**

There are some students who enjoy organizing their work space and their backpacks and have a great sense of order. For those students who cannot do this continued attention is needed to guide them to a greater level of independence and responsibility.

Reinforcement of these homework survival skills should come from home. Unfortunately, not all homes provide an environment that encourages good work habits and therefore, the teacher becomes the major mentor in helping these children. Homework ensures how many the students are able to make an activity alone, it is a support at home, and they should practice learnt in classroom.

## 2.13 Spelling

Spelling is important because it aids in reading. It helps cement the connection that is shared between sounds and letters. Learning high frequency sight words also has been shown to help with both reading and writing. This is why students learn

sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

Children should be relaxed about spelling; if not, it will inhibit their writing. They will be less willing to write out their assignments. When you listen to a struggler speller speak or read something that he or she has written, it is impossible to not notice that their choice of words may be poor or limited. This is very unfortunate because writing is something that we do throughout our lifetimes.

### **2.13.1 How to Teach Spelling with Kids' Games**

According to the link: [www.ehow.com/how\\_4392613\\_teach-spelling-kids-games](http://www.ehow.com/how_4392613_teach-spelling-kids-games)

**“Give your kids an upper hand when it comes to spelling and reading by teaching new skills and reinforcing what they've learned while playing the games they love. Use these tactics to slip the lessons seamlessly into fun family activities.”**

This game is very important because children practice the alphabet pronunciation, and recognize new words learnt during the lesson, they feel more self-confident to spell a specific word and they want to spell more and more each day.

#### **Instructions**

- Play a game like Simon Says, but spell the key words rather than saying them. Ask the kids to "j-u-m-p" up and down, for example. Reverse roles after a few rounds, making them spell the instructions for you.
- Ask the kids to point out letters when you're playing, watching television or driving in the car. Have them spell words whenever possible, such as the specific card they're requesting while playing Go Fish or putting down pairs during a round of Old Maid, for example.
- Have your kids read the instructions or tips before you play a new electronic, card or board game. Also reinforce comprehension skills by asking them to tell you what a specific step means, requiring them to summarize what they just read.
- Bookmark an assortment of websites that feature fun kids' games designed to teach spelling, decoding and comprehension skills.

To teach spelling, figure out ways to make the activity more fun instead of basic memorization, such as encouraging the students to play games or doing crossword puzzles. Find fun spelling activities online with advice from a writing instructor is a good idea to improve students spelling.

## **CHAPTER THREE**

### **3 THE USE OF AUDIO-VISUAL MATERIAL IN ORDER TO DEVELOP ENGLISH VOCABULARY ACQUISITION**

#### **3.1 Didactic audio-visual material**

Resources are instruments that help us achieve goals; that is, extra material with which the students develop the learning process. In spite of the classroom size it is possible to find a good number of visual aids not just the board, the illustrations from the books and the extra material are designed to reach the target language. Teachers, students and contents are part of the daily income potentially used in the teaching and learning process.

#### **3.2 Importance of the use of Didactic Audio-visual material**

- They enrich the sensorial experience.
- Facilitate the acquisition and the setting of the learning.
- Motivate the learning.
- Stimulate the imagination and the capacity of abstraction of the students.
- Enrich the vocabulary.
- Help the education of the multiple intelligences, logical, systemic, lateral, creative and critical thinking to the acquisition of the knowledge.
- Help the learning and the retention.

#### **3.3 Audio-visual Aids**

Audio visual aids can be any equipment that is used to engage the senses of sound and sight. Audio equipment can be used separately from visual equipment, but often are used together.

### **3.3.1 Use of Overhead Projectors in the classroom**

It's used for displaying results of group work, displaying transparencies. It can be used for almost any subject in the classroom. The teacher can run off worksheets for students in the form of a transparency or use a blank one to write anything necessary for the class to see. Using an overhead projector can be used as a way for students to take notes, complete morning work, or look at pictures as a class. It is a way for every student to see the same thing and the teacher has control over it.

### **3.3.3 Use of Computers**

The didactic media are computing software and interactive web pages, including texts and audiovisual elements are made specifically to facilitate certain learning. They can be: word processor, data base, electronics sheets, informative educative programs, tutorials, simulators, educative games, multimedia programs.

### **3.3.4 Use of Posters in English Classroom**

Posters are tools that can be used in a variety of ways to overcome challenges and problems of the EFL classroom; the particular way they are used will depend on the teacher's experience and the students' needs. Posters that list words that are difficult to pronounce allow the students to learn them directly and efficiently. The words to practice can be generated by experienced teachers who know which words tend to be distorted in their region or country.

### **3.3.5 Use of Cartoon Strips**

Scholars and teachers agree that motivation is crucial in language teaching and learning. One well-known way to arouse students' interest can be achieved by bringing something extraordinary and new into the language class. Especially among teenagers and young adults, comic strips can be used efficiently for this purpose. Comics are usually funny; therefore, applying them to methodological purposes will have the same effect as using games in teaching English-it brings a cheerful



atmosphere into the class. Comic strips not only amuse and interest L2 students; there are plenty of other reasons to use them in education.

### **3.3.6 Work with Field Trips to teach English**

Field trips provide real-life context for the material being learned. Ideas can make more sense and be remembered better if students can actually see where and how it works or takes place in reality. Field trips can not only teach one idea, but many. A field trip to a vegetable farm, for example, can bring disparate topics together, such as photosynthesis, the scientific method, how to collect data, plants, insects, parts of flowers, soil erosion and math.

According to the link: [www.ehow.com/facts\\_5552673\\_do-need-field-trips-](http://www.ehow.com/facts_5552673_do-need-field-trips-)

**“Field trips can provide additional resources for learning that neither classroom learning nor computer-assisted learning can. For example, a science field trip can allow for field labs, an extended length of time spent in a natural area for students to collect data, experiment and draw conclusions”.**

Field trips are taken in large groups. It can provide a good opportunity for students to work together cooperatively with others. They can explore and live the experience through trips, students identify the objects around them it is a good tool to pupils acquire and practice the vocabulary.

## **3.4 Performance**

### **3.4.1 Develop speaking skills in the students of fifth grade by media of oral presentations.**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

When the students practice every day in oral presentation they go acquiring pronunciation and sometimes they improvise the argument with short dialogues, songs, they take part in speaking with the partners and often check the pronunciation between them.

### **3.4.2 Conversational practices in class develop the acquisition of vocabulary.**

As it is seen in the link: [www.ehow.com/info\\_7884675\\_language-development-objectives](http://www.ehow.com/info_7884675_language-development-objectives)

**“Alongside language learners’ abilities to produce and understand written communication, they must develop conversational skills to interact with other people orally in the target language. Foreign language classes may require that students dedicate a set number of hours to interacting with native speakers. This model the long period of conversational practice those babies undergo when developing oral proficiency in their native language. In the elementary classroom, students’ conversational skills may extend to include careful listening skills, taking instruction or delivering presentations to a group”.**

The success of a classroom is to get students’ communication among them, by using words they have acquired during the lesson, for example: organizing short dialogues or maybe using puzzles or riddles, it will be like support in the classroom and will increase their knowledge with respect to vocabulary. To keep conversations constantly way will stimulate to learners to practice more each day until they get the correct pronunciation.

### **3.4.3 Use of Speech to develop English vocabulary**

To teach the parts of speech one at a time in the following order: noun, adjective, verb, adverb, conjunction, interjection, pronoun, and preposition. Provide and have students give numerous examples for each part of speech and draw pictures to illustrate nouns, adjectives, verbs, and adverbs.

To practice the parts of speech. As a group, build and change around sentences with students, using what they have learned about the parts of speech. Take a sentence from a book the students are reading, or make one up, such as: "I took off my jacket and sat on a chair." Then, have students add adjectives and adverbs and

observe how the sentence changes. Have the students practice these concepts on their own with worksheets in grammar books.

### **3.4.4 Tasking with audio video labs**

#### **3.4.4.1 Interpreting**

Interpreting the underlying meanings of speech comes easy for audio learners. They do this by listening to the tone of voice, nuances, speed, and pitch of a speaker.

#### **3.4.4.2 Speech**

Listening to what others are saying in lectures and discussions helps the audio learner to organize information. At the same time, he/she finds that talking is necessary in the group because he/she has to convey in information meaningfully.

#### **3.4.4.3 Hearing**

Hearing someone else read text; the audio learners find this process a common and worthwhile learning tool. Audio learners easily memorize dialogue from plays, books, or movies.

#### **3.4.4.4 Taping**

Taping lectures, meetings, or any important information allow the audio learner to return to the information for clarity. Omitting unnecessary dialogue by using the pause button allows for easy editing. Preparing audio tapes or purchasing prepared learning tapes provides the auditory learner another valuable tool.

#### **3.4.4.5 Reading Aloud**

Reading information aloud is another valuable tool for the audio learner. Studying a chapter by reading aloud in a quiet room enables the audio learner to picture the information clearly.

## **HYPOTHESIS SYSTEM**

### **WORKING HYPOTHESIS**

#### **Alternative Hypothesis**

The implementation of audiovisual material will improve the student's vocabulary acquisition in the English class process for students attending the fifth grade at "Arco Iris Occidental".

#### **Null Hypothesis**

The implementation of audiovisual material will not improve the student's vocabulary acquisition in the English class process for students the attending fifth grade at "Arco Iris Occidental".

## **PART THREE**

### **3. METHODOLOGICAL DESIGN**

#### **3.1. Research Type and Design**

This research is applied and descriptive. The technique for collecting data will be the survey.

It is Descriptive because describe patterns and general trends in a data set. In most cases, descriptive statistics are used to examine or explore one variable at a time. However, in this project the relationship between two variables can also be described as with correlation and regression. Inferential statistics test hypotheses about differences or relationships in populations on the basis of measurements made on samples. Inferential statistics can help us decide us if a difference or relationship can be considered real or just a chance fluctuation.

#### **3.2. Population And Sample**

##### **Population**

The study is designed to all students attending at Arco Iris Occidental Educational Unit.

Students = twenty five 25

##### **Sample**

Due to the population is small 25 students, the whole number of learners are considered as sample.

$N = 25$  students

#### **3.3. Field Work**

The research was applied with twenty five students at Arco Iris School, their ages go from nine to ten year old, and it is located in Quito, Consejo Provincial neighbourhood, Pichincha Province, during the second term, 2010 – 2011 school year.

### 3.4. Instruments for Data Collection

Survey was used to collect the information, it was very necessary to acquire information about the implementation of audio-visual material in the English classes.

### 3.5. Data Processing and Analysis

It's analyzed the data using descriptive statistics. Measures central tendency and dispersion will be used to compare results.

Firstly, the feasible areas are identified to investigate.

Second, all the interviews and direct observation charts are designed.

Third, a map logistical is made to establish places, people and schedule.

Finally, the interviews are done randomly to the group in the different areas of this study. Similarly, the direct observations are filled in order to get the influences found in all the research areas and in this way we take part in the change with the methodology.

### 3.6 Analysis of Results

Previous a meticulous research in the student's community at "Arco Iris Occidental" school, the outcomes will point out a big acceptance to the project.

The survey was applied to twenty five students attending to fifth grade at "Arco Iris Occidental" school during the Second Term 2010 – 2011 School Year". All students answered each question and it got the following data:

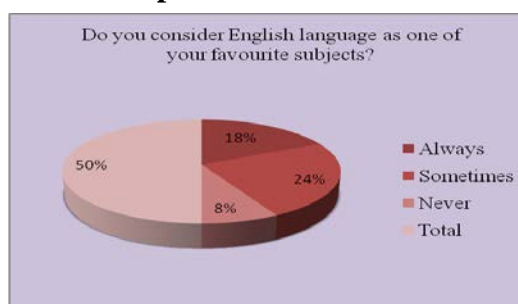
#### Representation the results graphically about survey:

1. Do you consider English language as one of your favourite subjects?

**Table No. 2**

Indicators	Number	%
Always	9	36
Sometimes	12	48
Never	4	16
Total	25	100

**Graphic No. 6**



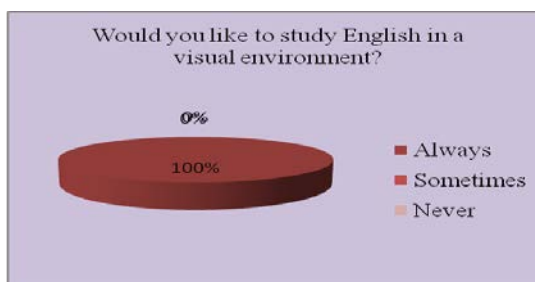
**Analysis:** We can see that the 48% interviewed students sometimes consider English language as their favourite subjects for this reason the institution should change the way of students' thinking with respect to this language.

2. Would you like to study English in a visual environment?

**Table No. 3**

Indicators	Number	%
Always	25	100
Sometimes	0	0
Never	0	0
Total	25	100

**Graphic No. 7**



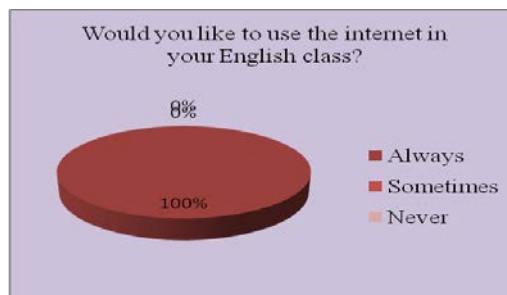
**Analysis:** According to the results the 100% thinks they would like study in one visual environment in the institution to learn English vocabulary.

3. Would you like to use the internet in your English class?

**Table No. 4**

Indicators	Number	%
Always	25	100
Sometimes	0	0
Never	0	0
Total	25	100

**Graphic No. 8**



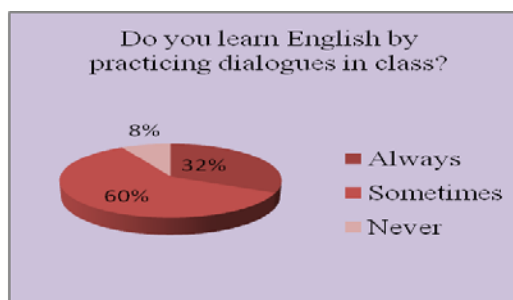
**Analysis:** The 100% would like to use the internet in your English class in order to learn this language because some students do not have this tool at home and they look it an excellent idea to work with the technology.

4. Do you learn English by practicing dialogues in class?

**Table No. 5**

Indicators	Number	%
Always	8	32
Sometimes	15	60
Never	2	8
Total	25	100

**Graphic No. 9**



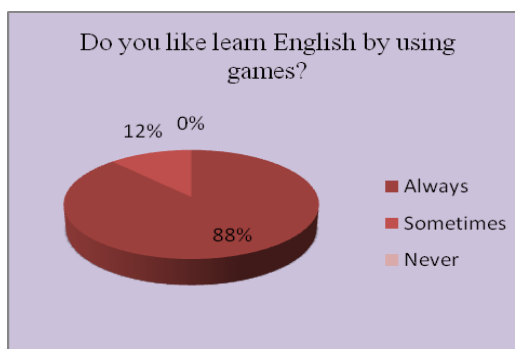
**Analysis:** According to the results the 60% answered they sometimes learn English by using dialogues and music, it shows the necessity of work with dialogues and music to encourage the students acquire English vocabulary.

5. Do you like learn English by using games?

**Table No. 6**

Indicators	Number	%
Always	22	88
Sometimes	3	12
Never	0	0
Total	25	100

**Graphic No. 10**



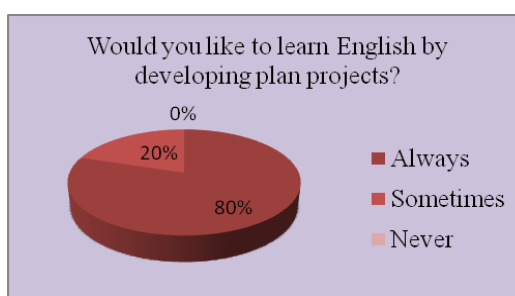
**Analysis:** The results shows that the 88% of surveyed students like learn English by using games because in this way they amusing and acquire vocabulary easily.

6. Would you like to learn English by developing plan projects?

**Table No. 7**

Indicators	Number	%
Always	20	80
Sometimes	5	20
Never	0	0
Total	25	100

**Graphic No. 11**





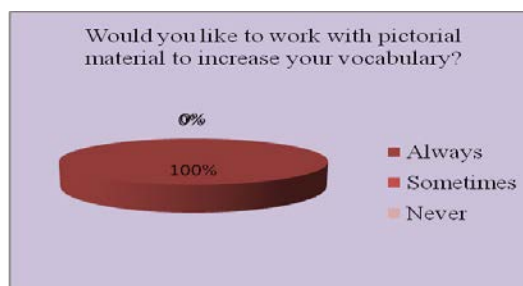
**Analysis:** According to the results the 80% of students agrees they would like learn English by developing plan projects because it helps them to acquire skills with respect to vocabulary acquisition.

7. Would you like to work with pictorial material to increase your vocabulary?

**Table No. 8**

Indicators	Number	%
Always	25	100
Sometimes	0	0
Never	0	0
Total	25	100

**Graphic No. 12**



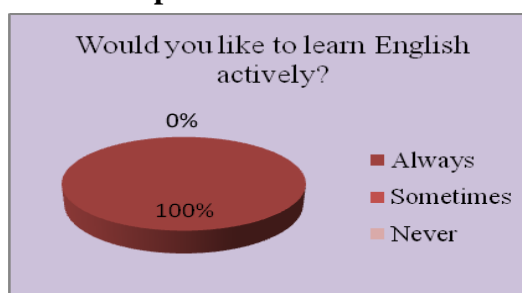
**Analysis:** According to the data got the 100% agrees with the use of pictorial material because they are a colourful way to attract the students' attention, and if they have their own material they can practice in active manner in classroom or home. Therefore the content in the pictorial material are specified for each the topic.

8. Would you like to learn English actively?

**Table No. 9**

Indicators	Number	%
Always	25	100
Sometimes	0	0
Never	0	0
Total	25	100

**Graphic No. 13**



**Analysis:** The 100% would like to learn English actively so in the institution should improve the teaching following the technology nowadays.

9. Do you consider the pronunciation important in the learning process of English?

**Table No. 10**

Indicators	Number	%
Always	25	100
Sometimes	0	0
Never	0	0
Total	25	100

**Graphic No. 14**



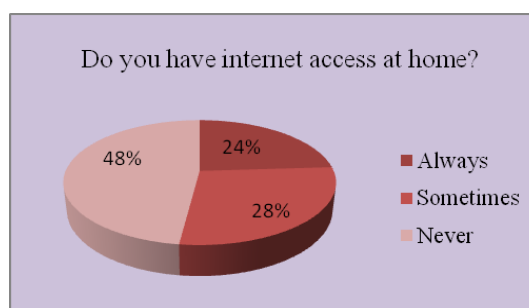
**Analysis:** The 100% of students considers important the pronunciation to learn English because it is essential to understand a dialogue.

10. Do you have internet access at home?

**Table No. 11**

Indicators	Number	%
Always	6	24
Sometimes	7	28
Never	12	48
Total	25	100

**Graphic No. 15**



**Analysis:** The result shows that 48% do not have internet access at home it difficult the process if the learner want to practice at home.

## PART FOUR

### 4. TESTING THE HYPOTHESIS

#### 4.1 Working Hypothesis

The implementation of audiovisual material will improve the student's vocabulary acquisition in the English class process for students attending fifth grade at "Arco Iris Occidental".

#### ALTERNATIVE HYPHOTESIS

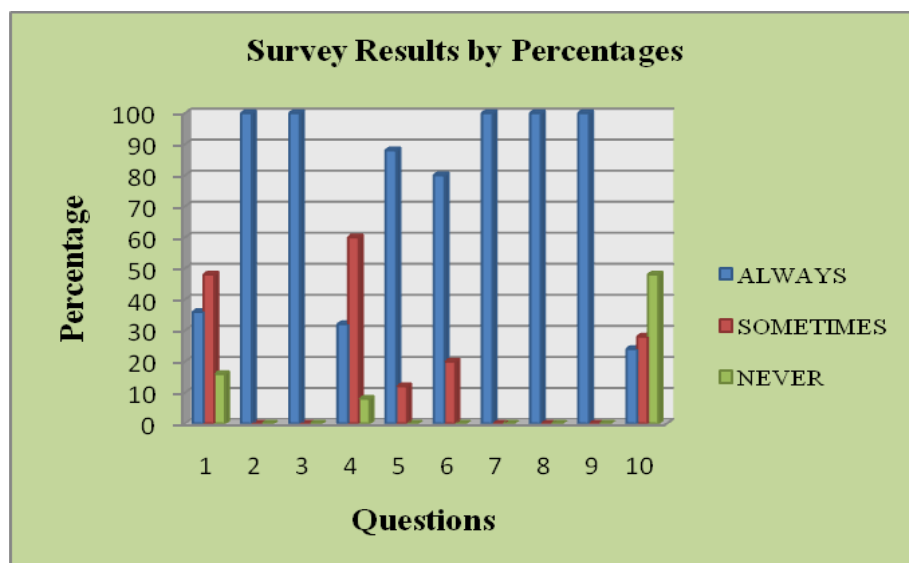
The implementation of audiovisual material in English class will strengthen the vocabulary acquisition in students attending at fifth grade at "Arco Iris Occidental" school during the Second Term 2010 – 2011 School Year.

#### NULL HYPHOTESIS

The implementation of audiovisual material in English class will not strengthen the vocabulary acquisition in students attending at fifth grade at "Arco Iris Occidental" school during the Second Term 2010 – 2011 School Year.

#### 4.2 Survey Results

Graphic No. 16



### 4.3 Analysis of Results

Analysis of results will be made by Chi-square test.

Formula:  $\chi^2 = \sum \frac{(O-E)^2}{E}$

Level of confidence: 95%

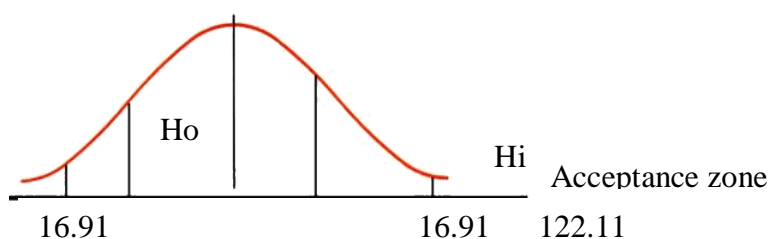
Significance level: 0.05

Critical value: 16.91

Table No. 12

QUESTIONS	SURVEY RESULTS BY PERCENTAGE	(WF)	(OF-WF)	(OF-WF) <sup>2</sup>	(OF-WF) <sup>2</sup> /WF
1	36	76	40	1600	21,05
2	100	76	-24	576	7,58
3	100	76	-24	576	7,58
4	32	76	44	1936	25,47
5	88	76	-12	144	1,89
6	80	76	-4	16	0,21
7	100	76	-24	576	7,58
8	100	76	-24	576	7,58
9	100	76	-24	576	7,58
10	24	76	52	2704	35,58
	760				122,11

### Statistics Inference



As it is shown the critical value is 16, 91 and the  $\chi^2$  calculated is 122, 11, so it means that the working hypothesis is accepted and the null hypothesis is rejected. So the implementation of audio-visual material really strengthens the English vocabulary acquisition.

#### **4.4 CONCLUSIONS**

- Once the results have been analyzed, it's very important to mention that Chi-square is higher than the critical value ( $\chi^2 = 122, 11$ ), (critical value = 16,91), therefore as you can see the Working Hypothesis is accepted and the Null Hypothesis is rejected.
- The implementation of audio visual material in English class strengthens in the student's vocabulary acquisition for students attending to fifth year of basic at "Arco Iris School"
- The institution has to look for new and effective ways of implementation of audiovisual material because they play an important role in the English language learning.

#### **4.5. RECOMMENDATIONS**

- It should maintain the implementation of audiovisual material in English class to foment study habits in all students.
- It is important to keep the direct support from the managers to continue developing this proposal with the other courses, because as it was mentioned before, it really strengthen the teaching and learning process.
- The institution has to maintain a constant training program not only in English but in all areas to reach levels of excellence.

## **PART FIVE**

### **PROPOSAL**

#### **5. INFORMATIVE DATA:**

**THEME: “Implementation of audio-visual material in the English class and its incidence in the Vocabulary Acquisition.**

#### **5.1 INTRODUCTION**

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are useful tools used in teaching and learning. These are planned educational materials that appeal to the sense of the people and quicken learning facilities for clear understanding.

The use of video as an audio-visual material in foreign language teaching and learning has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers and students in stimulating and facilitating the target language.

The use of others audiovisual materials like flash cards, puppets, puzzles, posters etc. encourage to the students to learn more vocabulary and they wish to speak and use these words every day.

## **5.2 JUSTIFICATION**

A great advantage audiovisual material is that it provides authentic language input. Movies and TV programmes, flash cards, music are made by native speakers, and so in that sense video provides authentic language input for foreign learners. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound in the case of music or video.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat or predict the reply and so on. The learner can also concentrate on detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Vocabulary is an important aspect in the teaching and learning process. It is the basic aspect in learning English because it will be needed by students when they learn English skills like reading, writing, speaking, and listening. Students who learn English must have a strong foundation on vocabulary in order to make them able to learn English easily. Since vocabulary is the basic aspect to learn English, it should be learned since students are still in elementary school.

## **5.3 OBJECTIVES**

### **5.3.1 General Objective**

To provide teachers and students an alternative to improve the language acquisition in the learning process at Arco Iris Occidental School.

### **5.3.2 Specific Objectives**

- To design a learning pattern to develop audiovisual into the classroom at Arco Iris Occidental School.
- To identify the level of learning of students with the use of audiovisual materials at Arco Iris Occidental School.

## **5.4 ACTIVITIES FOR TEACHING VOCABULARY**

### **5.4.1 Read Aloud**

A purposeful read aloud is the best technique out of all reading comprehension activities.

A key element of teaching reading strategies with an interactive read aloud is to understand how a variety of genres work. Not all are "built" the same, and many students have difficulty conceptualizing the difference between reading a story and reading a factual text. Children who love to listen to stories are generally better readers. Try to read aloud at least three to four times per day. Choose books that kids love and they aren't always the same ones you do. There will be plenty of time to choose deep, meaningful books later on.

### **Free Pictures**

The students draw your own pictures then they explain about what they are, according with the vocabulary learned. In this way they practice their creativity and enjoy coloring.

### **Listening**

Teacher puts a movie on specific lesson and students try to interpret the meaning of the words. It is very important to learn vocabulary students heard and watch the video and repeat the word always looking the picture relating the word with the image. In other hand they can learn with songs, they like and repeat they many times until try pronounce in correct way the words.



### **Play with puzzles**

Teacher brings print puzzles with the vocabulary learned and students look for the words according to the clues they have to do it with time to make more funny the activity and they practice the reading, it likes children because they can compete between partners and help to others too.

### **Crosswords**

There are many resources from internet and the crosswords make interesting vocabulary and grammar teaching activities in our lessons plans. Crosswords are also good supplementary English teaching materials for our classroom. Students practice the new words learnt during the lesson and they enjoy helping other partner. We can find well designed crosswords for teaching English vocabulary, grammar and structure in the text guide or we can design one in base to the vocabulary studied.

### **Dialogues**

Daily practice with dialogues will strengthen the students' speaking skill; they can start with simple conversation and go adding day by day new phrases. Teacher can guide this activity with the correct pronunciation.

It is common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation. For example short introductions between partners, or dialogues about the lesson learned.

### **Fun Vocabulary Games and Activities**

There are also pre-reading lessons that are based on vocabulary review. Essentially, these acts like warm-ups that have the effect of calming the class and help you get ready for the main task at hand. There are a variety of fun vocabulary activities that have game-like features that are very motivating:

- "I'm thinking of" - You give the class a few definitions corresponding to a 5-6 vocabulary words and the students guess the word.
- The teacher whispers the word and the students try and recognize the word.
- The teacher spells the word backwards and the students try and recognize the word.
- Bingo using the words. The teacher calls out the definitions or translations.

If the teacher feels that an adequate amount of practice via these recognition activities has been reached, s/he can opt for more challenging vocabulary games and activities that aim to reduce fear and hesitancy that is sometimes characteristic of language learners studying a language that isn't their mother tongue. Examples:

- The telephone game or otherwise known as: "What word did you say?"
- Mini-Dialogues: students are given a situational context and they need to use the vocabulary.
- Dictations: students fill in a sentence using a choice from three words the teacher says.
- 

#### **5.4.2 Tips in order to Management of Strategies**

Here there are some tips in order to management of teaching strategies with respect to vocabulary acquisition.

1. The emphasis should be on listening and speaking the language, see below for comments on reading and writing.
2. Relate what you teach to what they already know in their own language; don't use the new language as the basis for teaching new concepts.
3. Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
4. Your first aim should be that the children understand the language they are being taught.
5. Allow the children to respond in their first language, then repeat back to them in English what they said.

6. Once they understand, then you should aim for them to produce the language.
7. Start with simple vocabulary: just words, not sentences.
8. Go slowly, with much repetition, to give the children as much opportunity as possible to really learn; there's no rush.
9. Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
10. The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and the children's motivation to learn is in order to participate in the lessons.
11. Have a routine, so the children know what to expect and feel comfortable in the lessons.
12. Start each lesson with a visual signal, to show the children that it's now the time when another language is spoken.
13. Use body language, facial expressions and visual aids to make yourself understood; do not resort to translation!
14. Use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
15. Use games, to involve the children and make it fun.
16. Use songs, because through these, the children learn vocabulary, grammar and the rhythm of the language without trying.
17. Use stories, because the children love them and it gives them a real experience of the language.
18. Use short activities, to keep the children attentive.
19. Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
20. End the lesson with a quiet activity, to calm the children down for their next lesson.
21. Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
22. Use the children's first language only when necessary, for example, to explain a game or for discipline purposes.

### 5.4.3 Activities to develop vocabulary

According to the link: [www.flashcardhub.com/.../pictures-with-example](http://www.flashcardhub.com/.../pictures-with-example)

**“This set of flashcards has the picture on one side, with the word, its usage, and an example on the other. Students benefit from associating the picture with the word, and then also from seeing how the vocabulary is used in a natural sentence.”**

These cards may be used in a two-step process as follows:






1. The teacher introduces only the words to the class.
2. The teacher gives an example of each word for the class. With stronger students/classes, he/she may also elicit an example from the class.

This two step process ensures that students focus first on word acquisition and then on use of the word. Their attention won't be divided.

**Activity #1:** The teacher reads the sentence(s) aloud from one of the cards. He/She first reads the sentence at a speed slightly above the level of the class. Students should only listen. Next, the teacher dictates the sentence(s) twice and at a speed slow enough for students to write what they hear. Students should compare their answers with a partner or group. Last, the teacher reads the sentence once more at a speed slightly above the level of the students. The class need only listen.

**Activity #2:** Students partner up with one another and receive a deck of cards. Student A draws a card and produces an original sentence with the vocabulary word. Student B listens and, if necessary, offers correction. Student B may also help his/her partner make a sentence. Students alternate roles as they continue through the deck

**Activity # 3** In this activity student practice his/her knowledge with respect the vocabulary learnt applying skills like: reading and writing. Instructions: Write the number of each picture that correspond the bird name.



1		<input type="checkbox"/>	SWAN
2		<input type="checkbox"/>	SPARROW
3		<input type="checkbox"/>	SEAGULL
4		<input type="checkbox"/>	RAVEN
5		<input type="checkbox"/>	OLW

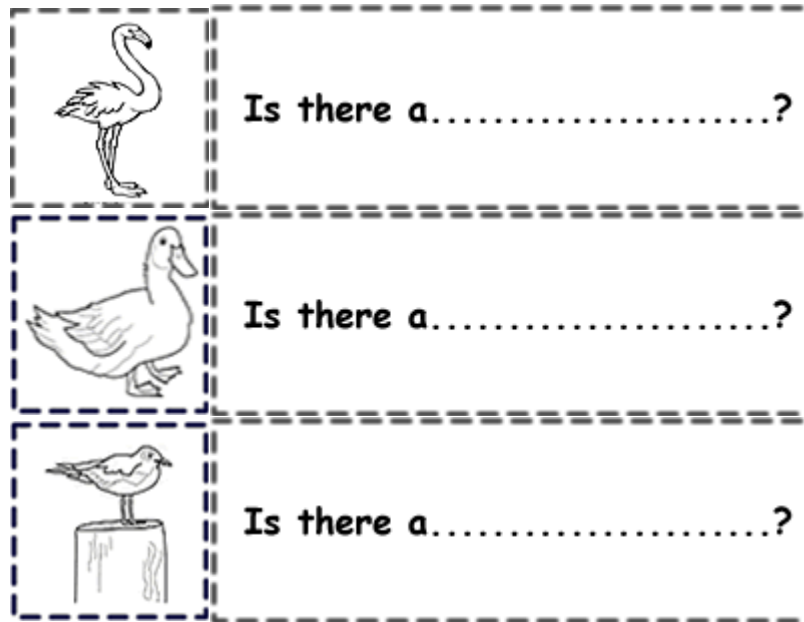
**Activity # 4**

With this activity the students practice reading, writing and grammar, they are able to remember the bird's names and complete the questions.

Instructions: Complete the phrases with the names of these birds.

Using There is

	Is there a.....?
	Is there a.....?



**Activity # 5 LISTEN AND SPEAKING PRACTICE**

**Task 1** Think of a famous singer you like. Don't tell anyone his or her name. Answer your teacher's and your classmates' questions with **yes** or **no**. Tell them when they guess the singer correctly.



**Task 2** Listen to an interview and cross(x) the correct sentence.

- Wilson is a musical person. \_\_\_\_\_
- Wilson is not a musical person. \_\_\_\_\_

**Task 3** Listen again and circle (⊖) Wilson's answers to the music questionnaire.

How musical are you

**1 How often do you listen to music?**

- Every day.
- Every week.
- Every month

**2 What kind of music do you like?**

- All kind of music.
- Most kinds of music.
- Only one kind of music

### 3 Can you play any musical instruments?

- a. I can play more than one instruments.
- b. I can play one instrument.
- c. I can't play any instruments.

### 4 How do you feel about singing?

- a. I love singing and I sing in a choir.
- b. I like singing to the radio.
- c. I hate singing.

### 5 How often do you write songs?

- a. Every week.
- b. Every month.
- c. Every year.

## For the teacher

### Activity 5

#### Lesson objectives

- To develop intensive and extensive listening skills.
- To review present simple questions forms and time expressions, e.g. every day, every week etc.
- To develop speaking skills.

#### Task 1 Guessing game

1. Ask the students to give you some names of famous singers they like to introduce the topic, e.g. Shakira, Ricki Martin, Marc Anthony etc.
2. Demonstrate the task. Tell one students to think of one singer. Tell him not to say the name of this singer. Say: “**(Name) think of a famous singer you like. Don't tell us the name.**” Use mime to clarify the instruction. After one minute check that the student has thought of a singer. Say: “**Are you thinking of a singer**”.
3. Start to ask the student questions about the singer. Make sure you ask questions to which the student can reply with only **yes** or **no**. e.g. **It is a man?, is he from Puerto Rico? Is he handsome? Does he sing in English?** etc. Encourage the other students to ask the students questions too. Say “**(Name), ask a question.**”

4. When the students have enough information about the singer, encourage them to guess who it is. Say **“Who do you think it is”** Ask the student answering the questions to confirm the correct answer.
5. Ask another student to think of another famous singer. Remind him or her not to say the name of the singer. When the student has thought of a singer, encourage the rest of the group to ask questions until they can guess who the singer is.
6. Repeat the game (choosing different students to think of famous singers) once of twice more.

### **Task 2 Listening for general information**

1. Ask the students to read the task instruction silently and check understanding.
2. Tell the students that they only have to get the general idea of the text. Say **“Don’t worry if you don’t understand every word. Just try to answer the question.”**
3. Play or read Audio Script 1 once or twice.
4. Ask the students to compare their answers in pairs.
5. Check the task orally. Say: **“Which sentences is correct, 1 or 2?”** Confirm the correct answer. Write number 1 on the board and draw a cross next to it.

### **Audio Script 1 How Musical Are you?**

Listen to Wilson taking a music questionnaire.

I: Can I ask you these questions about music, Wilson? It’s a questionnaire.

W: O.K.

I: Right, the first question is “how often do you listen to music?”

W: Well, I’m always listening to music. I listen to music all day every day!

I: O.K. So that must be ...erm...every day. Right. The next question. What kind of music do you like?

W: Well, my favorite kind of music is pop and rock music. But I also like Latin music like salsa and meringue. I like classical music too and erm...

I: Is there any kind of music you don’t like?

W: No. Not really. No.

I: O.K. Right, Question 3. Can you play any musical instruments?

W: I can play the guitar and the piano and I’m learning to play the drums at the moment.



I: The guitar, the piano and the drums. And what about singing? Do you like singing?

W: Yes, I quite like singing. I always sing when I hear a song I know on the radio.

I: Do you sing in a choir?

W: No, nothing like that.

I: O.K. Now the last question. How often do you write songs?

W: About once a month.

I: Every month?

W: Yeah, something like that.

I: O.K. Thanks.

## Key

### 1

#### Task 3 listening for specific information

1. Read the task instructions and check understanding, e.g. ask the students: **“Do you have to cross the correct answers?”** (No, draw circles.) **“are you going to write your own answers to the music questionnaire?”** (No, the students have to listen and mark Wilson’s answers). Focus the students’ attention on the example.
2. Play or read Audio Script 1 once or twice.
3. Tell the students to compare their answers in pairs for one minute.
4. Check the task orally. Say: **“Can you tell me Wilson’s answers to questions 2/3/4/5, (name)?”** and write the question numbers and the correct letter next to each number on the board.

## Key

1a 2a 3a 4b 5b

## DIDACTIC UNIT PLAN

### 1. INFORMATIVE DATA:

- a. High School : “Arco Iris Occidental” Educational Unit
- b. Grade : Fifth
- c. Area : Foreign Language
- d. Unit name : The Environment
- e. No. of periods : 3 per week
- f. Starting date : April 3<sup>rd</sup> Ending date: May 2<sup>nd</sup>
- g. School Year : 2010-2011
- h. Teacher (s) : Ana Lucia Proaño

**2. TRANSVERSAL ACADEMIC AXES:** To identify respect and value the scientific ideas about the nature and the rights animals have in their habitat.

**OBJECTIVE:** To learn about animal’s life as their life cycle, classification and characteristics by means of reading the information and do experiments in order to share information and draw conclusions.

### 3. CHART

SKILLS	CONTENTS	STRATEGIES	DIDACTIC RESOURCES	EVALUATION
<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Speaking about the frequency of activities and giving a presentation.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing a short sentences using new vocabulary.</li> </ul> <p><b>Reading:</b></p>	<p>The Environment Animals in Danger Global warming Animal trafficking Save the Planet Game</p>	<ul style="list-style-type: none"> <li>• Asking and answering questions about animals, their habitat and life styles.</li> <li>• Describing a natural phenomenon.</li> <li>• Exchanging information about endangered species.</li> </ul>	<ul style="list-style-type: none"> <li>• Student book.</li> <li>• Teacher’s guide.</li> <li>• radio</li> <li>• Posters.</li> <li>• Picture Cards.</li> <li>• Worksheets.</li> <li>• Photocopies</li> <li>• Television</li> <li>• Video</li> <li>• CDs</li> </ul>	<p>Technique:</p> <ul style="list-style-type: none"> <li>• Asking and answering questions.</li> <li>• Making a collage</li> <li>• Written test</li> </ul> <p>Instrument: Evaluation Unit test</p>

<ul style="list-style-type: none"> <li>• Reading and making notes, reading and ordering pictures.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening for general idea, listening for specific information.</li> </ul>		<ul style="list-style-type: none"> <li>• Completing a graph and questionnaire</li> <li>• Talking about deforestation.</li> <li>• Giving an oral presentation.</li> </ul>		
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#### 4. BIBLIOGRAPHY

**For the student:** Worksheets  
 “I SPEAK” N° 5 Students book Edipcentro

**For the teacher:** “I SPEAK” N° 5 Teacher’s guide

Monolingual Dictionaries

Worksheets

#### 5. REMARKS:

New changes are going to be done, if it is necessary, according to the future experiences. Visual aids and oral practices are included.

#### 6. RESPONSIBLE TEACHERS’ SIGNATURE

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**Ana Lucia Proaño**

## ARCO IRIS OCCIDENTAL EDUCATIVE UNIT

### SKILL PLAN

Curricular Block: Animals in Danger

Objective: Name birds are in danger and how care them.

Course: 5<sup>th</sup> year of basic

Week: from April 11<sup>th</sup> to 15<sup>th</sup>

<b>Skill</b>	<b>knowledge</b>	<b>Strategies</b>	<b>Resources</b>	<b>Evaluative activities</b>	<b>Duties to the next class</b>
<p>SPEAKING about the birds in Ecuador and their habitat.</p> <p>WRITING short sentences about the birds in Ecuador</p>	<p>The birds in dangerous in Ecuador.</p>	<p><b>Experiencing</b> Give information about where can live some birds.</p> <p><b>Reflecting</b> Respect to partners according to the turn. Show in wall paper what kind of birds live in the Amazonia, Coast, Highland and Insular region.</p> <p><b>Theorizing</b></p>	<p>Photographs Colors Glue Scissors Pictures Maps Dictionaries Vocabulary Condor Gold eagle Green macaw</p>	<p>Give and receive information about the species in dangerous.</p>	<p>Write short dialogues</p> <p>Write small cards with the vocabulary learned and with their correspond draw.</p>

<p>thinking the dangerous they have in the habitat.</p>		<p>Write short sentences with information given, using present simple</p> <p><b>Experimenting</b></p> <p>Give small exposition about the lesson learned using flash cards, posters, etc.</p> <p>Repeat the birds' names to affiance the knowledge.</p>	<p>Galapagos' Hawk</p>		
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**Responsible Teachers' Signature**

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**Ana Lucia Proaño**








2. Write the correct bird's name to complete the sentences. Use the words from box.

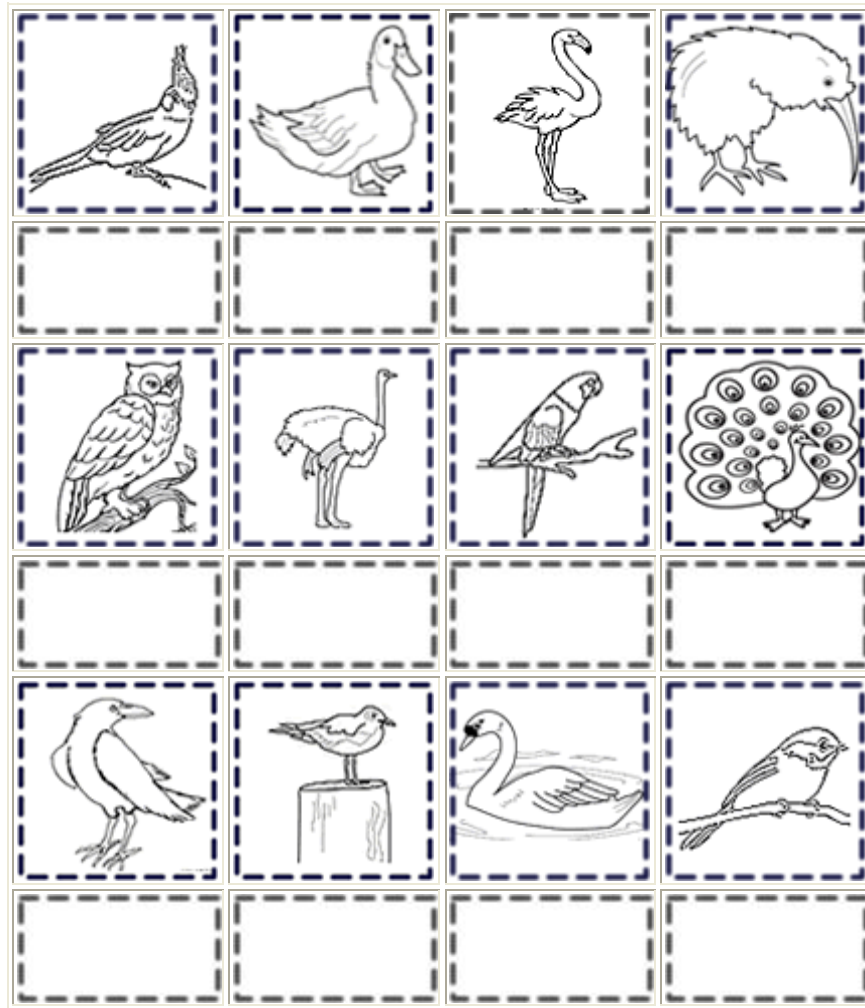
Parrot owl penguin seagull duck

1. The \_\_\_\_\_ likes repeat people say.
2. There are many \_\_\_\_\_ in the sea.
3. The \_\_\_\_\_ has a funny move.
4. The \_\_\_\_\_ has big eyes.
5. The \_\_\_\_\_ can life in the three natural regions of Ecuador.

3. Unscramble the following words look the picture.

	_____	KCUD
	_____	OGNIMALF
	_____	TORRAP
	_____	KCOCAEP
	_____	HCIRTSO

4. How many birds you can name, write in the blank.





## GLOSSARY

**Aid.-** to provide somebody or something with help or with what is needed to achieve something.

**Challenging.-** demanding physical or psychological effort of a stimulating kind.

**Chi-square.-** it is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

**Drill.-** Disciplined, repetitious exercise as a means of teaching and perfecting a skill or procedure.

**Education.-** the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution.

**Grid.-** a network of lines that cross each other to form a series of squares or rectangles.

**Framework.-** a set of ideas, principles, agreements, or rules that provides the basis or outline for something intended to be more fully developed at a later stage.

**Highlights:** an area of the lightest tone in a painting, drawing, photograph, etc.

**Learning.-** acquired knowledge: knowledge or skill gained through education.

**Phonetic.-** relating to speech sounds.

**Prompts:** quick or ready to act or respond

**Reading.-** the cognitive process of understanding a written linguistic message.

**Sample.-** A sample refers to a value or set of values at a point in time and/or space. The defining point of a sample is that it is a chosen value out of a continuous signal. The sample can be continuous-valued or discrete-valued.

**Script.-** handwriting as distinct from print; written characters.

**Strength.-** the property of being physically or mentally strong.

**Teaching.-** something that is taught, e.g. a point of doctrine.

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