

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS  
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**VISUAL AIDS AS A STRATEGY TO ENHANCE THE  
UNDERSTANDING OF THE PRESENT CONTINUOUS OF  
STUDENTS AT INSTITUTO TECNICO BILINGUE IN SAN JOSÉ  
DURING THE SECOND QUARTER OF 2021**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Abstract**

This research focused on improving one of the most important problems regarding, retention, grammar, speaking skill through the use of different proposals. Most of the resources techniques are related to several general aspects. Therefore, the retention of the target language using Visual Aids not always is using in the best way seem to represent weaknesses during the development of English classes. For this reason, this research is intended to provide an achievable and concrete solution to this problem. The current investigation was carried out at Instituto Técnico Bilingüe.

Through various theories that were analyzed throughout this research, it was possible to conclude that long-term memory and techniques for retention are essential components of any learning process. The application of any activity proposed was based on visual Aids, increases the levels of retention in the brain. It also activates long-term memory and develops a new vocabulary through images. This guarantees a more effective and lasting learning through English classes.

## **RESUMEN EJECUTIVO**

Esta investigación se va a enfocar en uno de los problemas principales respecto a retención del leguaje, gramática, habilidades del habla a través del uso de diferentes propuestas. Muchos de los recursos utilizados están enfocados en aspectos muy generales. Por lo tanto, la retención del leguaje meta utilizando ayudas audio visuales no siempre es bien usado en clases por lo que parece ser un problema durante el desarrollo de las clases de inglés. Por esta razón, esta investigación intenta proveer cosas más alcanzables y concretas para solucionar este problema. La investigación actual fue llevada a cabo en el Instituto Técnico Bilingüe.

A través de varias teorías que fueron usadas durante esta investigación fue posible concluir que hay dos aspectos importantes durante el proceso de aprendizaje como lo son el uso de la memoria y la retención. La aplicación de cualquier actividad propuesta está basada en ayudas audio visuales, incrementa los niveles de retención a nivel cerebral activando la parte del aprendizaje a nivel cerebral y desarrollando nuevo vocabulario a través de imágenes garantizando el aprendizaje duradero y efectivo.

## **Chapter I**

### **Introductory Framework**

It is important to understand that public schools and institutes in Costa Rica face many issues when teachers teach the students because they do not have enough knowledge and strategies to implement in class. Also, they have to teach in Spanish, affecting the students' development in different areas like correct use of grammar, vocabulary, pronunciation, and listening. Even some do not have the resources to use the technology that nowadays is so important to enhance and encourage them to learn English as a second language. Therefore, this research will focus on using visual aids and different techniques and games to improve the retention of the target language. Thus, for this strategy, many ideas on implementing activities using visual aids will be sought. Students with level B2 can learn to enhance the retention of present continuous through visual aids getting grammar words or phrases.

However, as an important detail, visual aids are a very commonly used strategy in the classrooms; however, the researcher considers that teachers sometimes do not take advantage of it. For that reason, this research focuses on implementing in the student's virtual classroom to demonstrate its efficiency; students can understand and recognize images, videos, movies and get new grammar to use when they have the opportunity to speak with someone. Moreover, learners can develop it outside the classrooms. At the same time, the teacher learns and develops this strategy in the other lessons and degrees.

## **1.1 Problem Statement**

According to Neel (2017), the problem statement is important to begin an investigation. The researcher can consider the causes and possible solutions, making complaints of why it is so important to carry out this investigation ultimately proves worth investigating to find solutions. The use of visual aids in private Institutes, as mentioned before, is very common. However, teachers sometimes do not use this technique to create the students' lack of interest in learning a foreign language, creating a boring environment. This is why this investigation is important because, through this technique, students will have better retention of language remembering images or other visual aids.

Besides, nowadays, when teachers have to teach sometimes, they only think about using grammatical structures. They think that by introducing a lot of grammatical sentences, students will get the meaning without using images or other tools that reinforce the process of learning a new language which means that is a high percentage of them that have these ideas. Therefore, the question for this research is: What is the effect of using visual aids as a strategy to enhance the understanding of the present continuous of the B2 level students at Instituto Técnico Bilingüe during the second quarter of 2021?

## **1.2 Objectives of the Investigation.**

According to Gerard (2011), a reasonable investigation starts with the best objectives that come to your mind to think the following steps to get the proper form to develop those objectives one by one, getting at the end of the investigation the desired results.

### **1.2.1 General Objective**

To analyze the use of visual aids as a strategy to enhance the understanding of the present continuous of students at Instituto Técnico Bilingüe in San Jose during the second quarter of 2021.

### **1.2.2 Specific Objectives**

- To identify B2 level students' issues regarding the use of the present continuous throughout the lessons at Instituto Técnico Bilingüe during the second quarter of 2021.
- To apply visual aids to improve the understanding of the present continuous of the B2 level students at Instituto Técnico Bilingüe during the second quarter of 2021.
- To evaluate the results of the use of visual aids as a strategy to improve the deficiencies regarding the use of the present continuous of the B2 level students at Instituto Técnico Bilingüe during the second quarter of 2021.

### **1.3 Justification of the Study**

Due to different reasons, teachers often choose to use boring books to teach grammar instead of using more engaging techniques to improve the learning of a new language. Students need to complement the vocabulary and grammatical structures with things that make them think when teachers are talking about actions imagining or creating images inside their brain, making the process easier getting a new language. The most important thing is to enhance the student's verbal times, building a solid knowledge that lasts through the years,

allowing them to accumulate lasting information inside their brain in the form of images or actions, keeping this information for the rest of their life.

This research's general objective is to enhance the B2 level students through the use of Visual Aids. The main objective of this investigation is to get better retention of the second language. It demonstrates that sometimes teachers are more interested in using grammatical books and following a serial of rules without enough images or visual aids. The lack of visual aids will create in students' brains an idea of why these sentences have these rules, allowing them to imagine why this action is happening. In addition, this investigation will help students improve their vocabulary and retention quickly because, for the majority of the students, it is more difficult to learn grammatical books instead of using images, video, virtual, or physical games to support grammatical structures. This will lead to better acquisition of the target language by using different resources to improve retention skills.

Visual Aids in private institutes will teach that students have good tools to help the learning process naturally when practicing among themselves in virtual form. Besides, during the investigation throughout the lesson, they will prove that absolutely students need to complement their process easier with the different tools that are going to be used. Therefore, this strategy will help the student to have good grammar and vocabulary. In addition, Visual Aids can become a good learning and empowerment tool to practice a second language in private and public institutes. Since it is a natural process in which someone learns a mother tongue to get acquaintanceship through no verbal-linguistic as native American speaker does.

Also, it is important to say that this investigation will have the possibility to base these lessons using all the strategies that will help students from different grades and institutions, giving the teachers materials based on solid research. Equally important, to prove that this

research is effective, teachers need to follow some important steps to make a first diagnostic to find the possible corrections to get the best results that teacher expects to see throughout the process of learning- teaching.

In addition, through the investigation, the teacher has to apply different tools to improve and develop the investigation based on the implementations of lessons plans making after previous observations of what the students need to improve their English and the different tools as in the first second. The final part makes reassure that the investigations will help them remember, create, and apply things that they learn through audiovisual aids. In conclusion, this research will enroll students with different grades, ages, and special needs. Applying this technique and the diagnostic test will demonstrate that students, no matter their conditions, will learn, encouraging them to activate their brains, making them apply prior knowledge.

#### **1.4 Antecedents**

According to Alibec (2018), education in the older generations began to develop because the method was not appropriate. They have to improve their method of implementing visual educators that were the name in this era. The idea is to use the new method to enhance the students' interest in learning a new language using different visual aids that they think are powerful tools. Moreover, they think that teachers have a better option to get involves with the students during the lessons, making learning more attractive to them knowing that education is in constant change. Consequently, when teachers use visual aids, they can use a strong tool because the technology provides an option to implement or use different resources. These resources will make classes more interactive and easier to teach a second language, more different from the old years when they have to find images or information from books or other resources.

In addition, the main objective of implementing this strategy is to prove that students have more opportunities to retain the images, videos, or interactive games than the usage of many grammar structures that can be boring when the process of learning a second language takes place. They think that technology is playing an important part in this process when it is possible to use the combinations of both visual aids and technology all the time inside the classroom to increase the students' interest. On the other hand, when teachers had to teach with books, pictures, or images, it has been more complicated for them. Nowadays, with the internet connection, they can use more interactive visual aids like virtual games; having more than expertise, they have to make sure to innovate with new technological tools to get involved.

Thus, when students want to develop speaking skills, they have an option to use a lot of different tools like photographs, diagrams or use a PowerPoint to connect ideas smoothly and fluently, allowing the students to get more vocabulary, easier remembering, or making relations between images and vocabulary increasing the opportunities to get the knowledge more natural. However, it is important to know that people are constantly using visual aids sharing pictures, videos through social media, getting compulsive behaviors of sharing information where they are or what they are doing. With this information, the author wants to represent why visual aids are important to carry out learning a second language no matter which teaching method you choose to use, visual aids will make a difference.

Finally, learning a mother language starts with the use of visuals more than grammatical use because children do not be able to write or read. The same thing will happen when you want to teach students to activate their minds with images, photos, and gestures to develop the capacity to speak, imagining the action before the grammatical sentence.

Garzón (2012) Refers that when teachers use this resource smartly; it is probably that student gets more knowledge, power of audiovisual material pretends to develop continuity of

thought. The use of visual aids is an important part that will determine if students get the second language. Also, Students can work in an interactive environment because it helps every people to effort a critical education furthermore the media presence in the social environment creates since early ages involvements in cultural and educative facts. In addition, it refers to the different audiovisual tools that some teachers nowadays have an option to implement with the students inside the classroom. Tools such as videos or TV come to improve forms to teach with virtual audiovisual instruments to get the main goal that is an exemplary teaching-learning process.

As Hidalgo (2013) mentions, visual aids have come to improve language skills that are mainly important today because people will travel around the world in a wide range of cultures. That is necessary to implement the best tools in students allowing them to communicate with people in another culture to learn more about it having the options to speak in the best way. Besides, they emphasized the kind of educational audiovisual aids created, including software instruments and virtual games that encourage students and have them interested in such a way that they utilize them correctly so that the primary purpose of enhancing the learning process can be accomplished. The importance of the designed material for children and teenagers is also essential regarding the kind of visual aids supplying to the students, simple and easy materials. they must focus on the context with interactive games motivating the participation of the students.

According to Kaswa (2015), when students can learn English through visual aids, they have more possibilities to get the second language better than students who do not have an option to learn with this kind of strategy. Besides, the author refers that the use of visual aids takes place for 150 years in the Greek and Latin people due to its people in the ancient era do not have an option to write or read. On the contrary, they use methods to hunt animals or to cook food with rudimentary tools, but through visual aids, that is the way people learn how to communicate

something to someone. Thus, Kaswa is trying to intent demonstrating than when he is making the comparison between two important schools in Tanzania using or not visual aids. He inferred that it is important to implement all these resources and tools to get the main goals getting the best outcomes making students get enough knowledge to develop the second language in the primary skills in the best way.

According to Rivera (2017), it is important to use listening skills to improve the students' second language. However, they mention that listening skills come with other main skills like speaking or reading. Also, they mention that this learning process comes with activities that need to use visual aids to complete part of the process, not just the main skill because students can learn through different audios but not only audios they need visual aids to complement part of the knowledge that they hope going to get in this process.

Hence, communication is an important process in different cultures that come to the idea to use oral skills communication obviously with visual aids with gestures, movements among others that people have to do every day to make a request, place food, or to say something. They do not have an option to make those actions without using the different skills the people develop in childhood and through the years. Nevertheless, the direct method is used to complement the theory of why students need to learn with audiovisual aids. This becomes more important due to the pandemic that is affronting our country for the covid-19 allowing the teacher to implement technological tools like Kahoot or another virtual platform to enhance student's skills.

### **1.5 Scope**

Level B2 students at ITB are the participants in this research because of the issues in retention skills. They also have difficulty understanding the present continuous, so the researcher wants to use other techniques in the classroom that require improving their English. This

investigation will focus on different teaching from the normal teaching that educators implement every day in public schools.

In addition, this research will be carried out on how teaching implements good retention and grammar. The primary purpose is that students can get enough knowledge through traditional techniques but in a different way. Consequently, students and teachers can learn through images, videos, and games using different tools. Today's technology gives teachers options to use, which is very advanced, and professors could take advantage by applying a wide range of resources.

For instance, this strategy called visual aids is a strategy in which students will concentrate on the topics they will be able to implement every day through images, virtual games, PowerPoint, or videos. Likewise, students who want to become teachers are an excellent option because they get to know a lot with this technique and have fun during classes.

Thus, this strategy can implement images, videos, virtual platforms with specific information on how to use present continuous, with materials such as games or other resources simultaneously using the technology to get an advantage on it. This strategy will be used to evaluate the results of visual aids in seven grade students, also to demonstrate how it is easier for the student to apply the information and understand faster, see how they can achieve good retention, learning grammar structures to use shortly to improve their English as a second language.

## **Chapter II**

### **Theoretical Framework**

According to the investigation about the different techniques and materials used during teaching-learning, teachers can implement an infinity list of materials to enhance the students' advantages. This will give them the option to learn easily. That is the reason why this investigation is going to be about materials that professors have. Teaching through visual aids is an old tool that is revolutionizing fast, helping the teacher to use more and more tools to encourage students to learn a new language by using images, photos, pictures, map drawing, among others. Other important materials are videos. Those are interactive tools in formats and colors with an infinity of options giving the teachers-students a wide range of materials use. On the other hand, handouts or PowerPoint comes to make the teacher guide during the class easier to follow slides step by step, giving them the option to feel more comfortable throughout the lessons.

Finally, because of the Covid-19 virtual games are coming to improve an excellent form to get the best advantages from the students using interactive platforms with the infinity of tools, getting the knowledge in a fun way. Besides, other important themes that the readers will find are the grammar through the use of present continuous, the usage of many methods that belong or are an important part of the visual aids, the communicative approach or task-based approach, among others. All the information proves why visual aids are an important part of the learning-teaching process that teachers have to implement in their classes.

## **2.1 Literature Review**

According to Mahroo (2020), the literature review is a phrase composed of two words, literature that means pieces or work in writing form that is valued using to complement and investigate a specific topic. In contrast, review means comparative or analysis of the information that was created in the past. Another important definition is that literature review collects documents that have much information about a specific topic, giving information, data, or ideas in written form, making the reader have a critical engagement for relevant information. Finally, it is a book that was previously created for some else that gives information about future studies.

### **2.2.1 Visual Aids**

According to Beqiri (2021), visual aids are materials created to reinforce visually, such as images, PowerPoints, video clips. Virtual games, among others. Besides, they are used to transmit information to someone. There are a lot of different types depending on the purpose. They could be used to summarize important information, avoid using many words, clarify and show examples, take the audience's attention, emphasize what you are saying, make a memorable point, or maintain the audience's interest.

According to Anderson (2020), it is said that despite visual aids are one of the most antique materials; they continue using them as tools in the present day. One of the most important things is when teachers understand the relationship between visual materials and the teaching-learning process that through history, specifically after war world II having, and more evolution became more widespread in education at all levels. Besides, students live in a technological world with visual aids to reinforce the process of learning for a long period. Tools like PowerPoint introduce a topic allowing students to get new knowledge remembering all the images and concepts used through the presentation making the learning- process easier for the

students taking more advantages like discipline and concentration developing critical thinking providing opportunities for effective communication.

In addition, in the case of audiovisual aids known as training sources which mainly use hearing or sight materials, recordings, or photographs, among others. That not depends on reading or explanation to convey meaning because did they not depend on verbal symbols making references to them as hardware or components presenting an important content working as a source of information making the learning process permanent. In other words, when teachers stressed the use of audiovisual tools, they provide more approaches to new topics because they provided concrete materials stimulating the students interesting. According to the author's investigation, when teachers use these tools, 40% of the process of learning is through visual materials, 25% auditory, 17% tactile, 15% organic sensation, and 3% taste or smell. That is one of the main reasons why implements these tools in education. It is a must to get the best advantages in the process.

According to Sharma (2016), it is said that scientifically the process of learning is taking place in a specific part of the brain where the memory acts as a filter getting the information in chunks. Those are why visual aids come to enhance the teachers' tools and the student's comprehension. On the other hand, visuals are presented through images or objects that stimulate and reinforce the learning process. Moreover, the author stated that when teachers use audiovisual aids, they make the presentations interesting, credible, persuasive, and professional, making the ideas easier to understand. The study has proved that 90% of all human perception is through the usage of the visual aids maintain interesting helping at the beginning stages promoting the student's participation using in all levels of education producing an interactive process. Besides, visual aids have many advantages. As Joey Papa suggests, some of them are

memory retentions allowing the students to keep the information three days after the meeting, solidifying the information. Another important point is organizing communication giving the teachers and students the option to remember important aspects of the presentation. Also, it is important to improve the attention span, that is, the retention ability, and listen effectively, preparing the brain to receive information in the best way.

As Oglee (2019) mentions, visual aids are the flip of textual books. When students have an option to use them, they can analyze, evaluate or interpret because they include important parts. The first part is the two- dimensional visual and graphic resource, and the second is the three dimensional that means learning aids are different but with a similar purpose which means that visual aids have a lot of different types and formats making to provide information as in the three-dimensional resources where teachers have an opportunity to see the learning and thinking process. Thus, the author mentions different visual aids like the matrix or the flow chart, mentioning that the flow chart is common in classrooms but depends on the interpretation that the students and teacher give them. That means that there are flow charts in different shapes and contexts with a variety of meanings. Some of them are the diamond, rectangle, or circle creating meaning between them or illuminating the process with this visual tool.

The authors mention that when a teacher wants to create a tool with visual aids, they have an infinity of options to use as tables and flowcharts, focusing on activating the primary knowledge allowing the students what they are learning at the deep level. It does not matter what type of visual learning the students want to use; moreover, depending on what the students understand or how they want to work helping them to develop ideas and organize their thoughts.

### 2.2.1.1Types

As Mammadova (2019) mentions, teachers have the responsibility not just to act. Thus, they have to reassure that the teaching-learning process takes place in the best of ways because students think that learning grammar is sometimes boring. However, as teachers know, the learning process without grammar is almost impossible. That is why the author wants to give the option to the students to get the best knowledge with a lot of different tools that, in combination with visual aids, come to help them learn in another way. However, through the years, English becomes an important requirement when students want to find a job because this is part of the resume. Due to it, students have to be able to develop the main skills. However, it is not the same for all of them because English is not a requirement to get a career at the university despite the textbooks and other tools going to evolution in the cd or virtual forms to give the students easy ways to get the primary skills.

Besides, visual aids are all the visual tools that teachers can use to teach grammar, speaking, writing, or listening, being these tools emphasized by the author as photos, images, flashcards, among others allowing the students to learn to mean fluently and accurately. Also, it will be easier for adults and kids to get the best advantages from pictures or other tools in conjunction with the grammar structures. In addition, another tool help improving students' learning process is the smartboard. Students and teachers can use images with grammar, complete activities, underline important information, or share information through tools like Prezi or canvas, making the students get the best advantages of learning with visual aids. Another important tool is the projector, where teachers can share images and photos, which come to develop the student's forms to learn.

Moreover, furthermore of the projectors or other tools. It is important to know that the internet improves the forms to share images, photos, or even information. Since the combination of the internet and apps give the teachers or students an option to share information without any restriction, as you can see on Facebook or other social media. It can be said that the internet and apps are necessary for better language learning because they are cheaper and accessible to download images, pictures, or even textbooks. According to Bachaer (2020), it is said that when teachers have an option to teach through different tools in special video teaching, that is powerful, giving them the option to revise their recording-making feedback. Although video teaching has been exciting for many years, it is one of the best options for teachers to gain experience, analyze videos, or learn. Educator's adequate forms of teaching with videos, creating more interactive lessons encourage the students to learn a second language.

Analysis of the video used as kind of tools of visual aids and also through these tools teachers can observe what kind of method, or the approaches that different teachers used during the process of teaching-learning, or even themselves have an option to analyze if the method that they are using is according to the students that they are teaching as the author mentioned, there are so many approaches when teachers decide to use video as a tool to teach or learn. Hence, video teaching has been introduced to allow the teachers to look at how they teach and learn, giving the teachers an option to manage different tasks making corrections according to the observation. Important points found in the investigation are the group discussion called video learning community. With this point, teachers are going to use these records as practice or find new methodologies. Other point structures viewing guides where professors generally use this technique when they are teaching students correcting possible mistakes during the video usage,

and finally the observation rubric that will provide a form to evaluate or rate teachers by themselves or evaluate other teachers.

As Panconesi (2017), when students are getting involved in the different virtual games, they can get in touch with people in other countries where students are getting a second language, allowing them to get more knowledge from native speakers. In other words, while students are playing virtual educative games, they are interactive with cultures that come to help and improve learning the L2 in the best way. Furthermore, according to Zhan (2019), it is said that when students use virtual games, they feel more comfortable with the idea of learning English or another second language in a fun way. Students in countries like Iranians that were intermediate or in Saudi school show that when they have an option to get in touch with English culture, they were able to learn more than students who do not have the option to do it. The research was carried out through pre-test and post-tests.

Crane (2017) mentioned that visual aids are an important part of learning because they make the audience's interest through videos, images, photos, PowerPoint, or handouts, allowing the audience to learn in a fun way. After all, sometimes students prefer to learn a new vocabulary or grammar using demonstrations, making the students get more motivation in learning a second language. Besides that, there are many instruments to encourage the students. A handout is a beautiful tool to make your students go straight to the main point. When the handouts are created with a PowerPoint presentation, it is possible to place the image on the right side with space on the left side for students to write their important comments or notes taking during the lessons.

### **2.2.2 Teaching Grammar**

As Greenwalt K (2016) mentions, students are getting their knowledge through the experiences because teaching is the ability to manage students in different areas, such as to assist

learners in maximizing, directing, and organizing those areas to get advantages developing experiences. Also, he thinks education is in continuous growth, and nobody becomes educated without prior knowledge, giving children the same learning opportunities as adults. Furthermore, according to Richards (2021), the grammatical structure has two dimensions one to create sentences and another to create the part that concerns the process of speaking and the written part. The first system that refers to the knowledge is part of the speech, tenses, phrases, clauses, and syntactic structures used to create grammatically well-formed sentences in English. However, students need to know another kind of grammar used when sentences are connected in longer paragraphs of discourse to create texts known as a text-grammar used to create a thesis, books, newspaper, among others.

According to Mangal (2019), students could have multiple intelligences with different forms to get the previous knowledge. Besides, Mangal mentions that, specifically, visual/spatial intelligence allows students to have the option of getting information through images, videos, presentations, or educative games. It also includes the capacity to develop other skills like reading, writing with a good sense of direction using all the tools that come to de visual aids making the students get the meaning easier. Besides, other multiple intelligences that are important are the verbal/linguistic, which is the capacity to learn through auditory tools that are in close relationship with the visual-spatial because teacher sometimes uses a tool like videos that contain audio, allowing the students to get the meaning easier. Finally, the interpersonal and intrapersonal is the capacity to work in groups or not.

There are four main skills: reading, writing, speaking, and listening, each of them follows by a serial of sub-skills. In this case, the research will be based on all of them because they, together with the visual aids, will take part in the goals to get during the investigation, providing

accurate information about how to use them in the best way in conjunction with the audiovisual aids. In the next part, you can get more information about them. According to Larry (2018), the reading skill is part important of the process of learning. Most of the time, when students read a lot, it gives them the option to get more vocabulary to express themselves better, obviously using visual aids to complement their it when students have an option to practice reading visualizing images. They have more opportunities to recall the previous information that they are going to use. Besides, people have to read every day in different forms: the cereal book with images, newspapers, magazines, flyers, brochures all of them usually brings images to make interesting to the readers getting the attention another important thing that the author does mention is the use of the web pages or the use of the social media that nowadays come to set of illustrations that cap the attention of the readers making them read for everyday purposes like placer, entertainment, find information or for comprehension.

Atasoyi (2017) mentioned that another important skill is listening, which is the process that takes place between two people. One that is sending the message and another receiving the message involving the non-linguistic and linguistic process. Also, this process takes place by two important types, the bottom up, where students mainly focus on things that they already know, like vocabulary through images or grammar. On the other hand, the top-down is used to comprehend the communication intention in association with the usage of non-linguistic knowledge. In addition, apart from the first types of listening mentioned before, there are two types more extensive: when the students are listening to music or watching a movie with subtitles or when they are getting knowledge without the teacher's assistant. The intensive is when students get the knowledge through the teaching assistant that usually takes place in the classroom.

According to Ching (2019), it is said that writing is also an important main skill that involves a process of pre-writing. The first process of getting ideas by brainstorming technique or other techniques like images, graphs, charts, or another picture helps them focus on the topic using more important ideas. The second one is the writing process that is composed for the creation of the first draft. The last writing process is post-writing, where the teachers can give feedback or use another technique like peer feedback allowing the students to create sentences or text with the visual aids help.

Travis (2018) says that speaking could be verbal or non-verbal, so this skill takes place in three different ways in a two-way process, intentional or unintentional, and when the original intention does not match. Besides, communication is the ability to interact with other people, improve our lives in different ways, and get the best outcomes when teachers can persuade the students to learn a second language. Despite speaking takes place through the message, channel, and receiver in this opportunity, our main goal is to teach through different tools related to visual aids.

### **2.2.2.1 Present Continuous**

As Tomak (2017) mentions, the present continuous is a verbal time in English conformed by a subject, verb plus “ing” plus complement that is usually used in actions that are happening at the moment. This verbal time is set up with regular and irregular verbs to complements questions, statements affirmative or negative depending on the context. Another way to use this verbal time is to talk about actions that happen at this time as this month or this year or to talk about actions that will happen shortly. Moreover, Putri (2018) mentioned that the present investigation is based on using visual aids in teaching Present Continuous tense because the purpose is to show why it is important to use these kinds of tools. This research carries out on 21 students in two

universities in Muhammadiyah Padangpanjang, taking place through the quantitative method, showing that using pictures or other tools as media will help in the implementation in teaching present continuous tense, analyzing student 's scores improvements taken from all indicators. Also, using this media to improve the learning process presents continuous tense by using a picture. Besides, in this investigation, the researcher use instruments as a test or exam that is a tool or technique intended to measure students' expression of knowledge, skills, or abilities dividing the test into two pre-tests and post-test. This technique aims to measure the skills, knowledge, and ability possessed by individuals or groups, showing the students a picture that consists of daily activities. After all, the purpose of this research is based on the three indicators of present continuous tense that is subject, to be plus verb + ing is to get accurate information.

Equally important, the form of to do the procedure is dividing the group into subgroups of two or three students and a picture representing an action in present continuous. Then, students must guess through mime what action the student is doing—finding many different results throughout the activity, giving the teacher the option to analyze all the information to conclude if the activity was well elaborated, obtaining the best results through the activity graphing of tables. Additionally, when the teacher implements (V+ing) as the main point in the present continuous tense, it can sometimes be confusing because students forget to use the –ing form in their sentence with the gerund function. On the other hand, it can be seen significant improvement of students 'score where the teachers can implement visual aids in teaching, using this tense to the students who can suddenly remember the present continuous tense in relationship with the use of the picture media on teaching.

Without any doubt, according to the investigations, when students get involved in the usage of the present continuous with the visual aids, they have more opportunities to get the

meaning in the best way. It can be seen when the teacher implements a pre-test with a low percentage of 43.24 without images or pictures. On the other hand, visual aids as tools for teaching present continuous is effective because it can stimulate them to remember the formula of present continuous tense providing by the information getting on pre-test and post-test, making images more exciting for students. Through different methods and approaches such as, the communicative approach, the silent way, the community language teaching, among other. To sum up, when the teachers use these kinds of tools, it can be shown that students improve their scores between pre-test and post-test using any implementation of visual aids on teaching present continuous tense. Moreover, it can be said that when teachers implement the usage of pictures or other visual aids in teaching present continuous tense is quite significant and practical because this research is going to encourage the students to improve EFL enhance the present continuous and other verbal time.

### **2.2.2.2 Teaching Using Visual Aids**

According to Hidri (2019), the implementations of the visual aids are important tools in the Tunisia education system because, according to the research, they have to be an essential part of the planning to get the best results in the process of learning- teaching, encouraging the students to have more interactive lessons through different methods as the communicative approach, silent way among other, improving the EFL using the CLT to accurate appraisalment of instructional materials. Besides, the author mentions the importance of using original materials during the implementation of visual aids to teach the students in classrooms. Also, taking into account the size, form, bold of the materials when teachers are elaborating them, among other characteristics to encourage non-native speaker in the process of EFL to learn that is the main reason of the investigation to demonstrate why is important to use these tools to get the main

goals in EFL.

Thus, the main purpose of the audiovisual aids is to clarify abstracts concepts because the concepts of this are all the things like images, devices, or objects that have an option to improve or make it easier to get the meaning. According to Canning's survey, when students have an option to learn through videos or another interactive tool, they are getting involved in critical thinking, making the students more active in EFL. -As a result, the investigation divided the visual aids into two categories which are dividing into sub-categories in the first group are the materials as projectors, videos, virtual games, PowerPoint, or audio aids as radio, the television receiving this name because of the interactive tools and the second one is non- projection category integrated by images, maps, graphic chart, photos, pictures, cartoons, comics among others.

In addition, the main reason why the author pretends to implements aids adjusting the environment of the class to develop the way to think, making them critical, helping them to forget the long list of vocabulary, giving way to a new form to learn interactively, and in a fun way encourage the students to feel comfortable during the process of getting an EFL. Despite, in Tunisia exist previous studies about the implementation of visual aids in class. However, this research is coming to complement why the education system in that country and around the world has to implement these tools to improve the EFL in students. In consequence, exposing the learners to a natural language is the best option to allow them to develop the EFL like a native speaker heading toward communicative competence, taking place the investigation in a low level of proficiency a little neglected in the past giving the option to overthink it is necessary to implement these materials in a didactic plan that is the main reason why this study is taking place about the materials utilized inside the classroom and the reaction of the students during the

implementation of the visual aids.

As a result, the researcher carries out this investigation through different tools as a questionnaire or interview-getting positive results in the case of the students that accept that when they used visual aids, they enjoy more the process of EFL, allowing them to learn quickly. On the other hand, teachers who can select the best methods through visual aids, making the student learn concrete materials supporting the idea that visual aids choose the best way, are essential while getting knowledge. Equally important, the teachers' answers during the interview were relevancy, interest, realism, motivation, usefulness, and accuracy, and more constructive to students in their process of learning the language. All of the teachers were involved in multifarious learning activities in the classroom to grab the attention of the students and to ensure an effective instruction of English. The visual aids' usage demonstrates that students who learn through visual aids have more opportunities to develop the EFL in the best way.

Hence proved that students that have an option to learn through these materials feel more comfortable sharing information, participating, making activities using videos, images, or even completing activities hearing different songs, giving the students abstract grammar with the usage of this technique. In summary, the positive perception of audiovisual resources and the diverse issues that emerged in this study pave the way because they were complete engaged with the activities participating, creating, filling the blanks making the classroom a magical word to enjoy, and learn.

As Arihant Experts (2020) mention in the world, social media and media are taken an essential part in formal and informal education in different situations because speaking in television and radio broadcasts in association with the audiovisual aids can help education under

the following situations either for regular students in formal education, or the general public to provide the information through public broadcasting services like TV and Educational Radio.

Education is an important part of a society that can influence the social and economic sectors of the country, turning the population into human capital, providing knowledge, attitude, and skills.

Besides, it is important to mention that the education condition of India is deficient due to the vast population. It is impossible to cover all the people with adequate education, literacy, or skill-based in traditional institutions, or even the number of those who genuinely need education and are interested in having it is enormously significant. Thus, it is difficult to provide education for all the country that is why the role of Audiovisual Aids and social mass in teaching is going to play an important part in motivating the teachers behind using audiovisual aids as main tools to enhance teaching methods and improve student's comprehension. Equally important, the teaching profession has a lot of opportunities to enrich the educational process to learn from students. Although some concepts and educational objectives are easy to understand for the students, others require thinking creatively to emphasize the importance of getting the goals that are why using audiovisual aids in teaching is one way to enhance lesson plans and give students additional ways to process the information more accessible.

Consequently, when teachers have to teach inside the classroom, they will find different audiovisual students, so they have to implement the technology that offers many choices to capitalize on a new generation's curiosity for multimedia presentations as videos, virtual games, among others. Also, each of these mediums has its specific importance for the concerned learners, which will explain in the next part. The first category is the auditory learners can get take the place of the learning process through spoken words rather than the written one as the author mention they have a predilection for a taped record of lectures, audio-digital books, music

with lyrics, or movies with subtitles come to help the auditory learners because they pick up the meaning or the information easier on speech nuance. Another helpful tool for students with hearing disabilities is when professors use microphones while lecturing.

The second category is the visual learners with the facility or capacity to understand meaning through tools like graphic portrayals such as virtual or physical charts, images, photos, videos, and diagrams. PowerPoint presentations and slide projectors have also given way in the modern classroom. However, the goal is the same because when professors accompany their lessons with visual tools, giving the students the best learning potentials, especially in the world that people live submerged in today with technology usage. -Finally, but not less important students with special needs are essential for these kinds of students presenting the information in several formats because they can understand a concept or process any information in different ways making actions as playing a book on tape while at the same time is reading together is a good way to reinforce the abstract concepts. Also, audiovisual technology is taking an important role in the modern classroom teaching process, but using technology to teach them helps explain the subjects giving the students with special needs to get the meaning in the best way.

However, there are different types of learners that teachers have to take into account when they want to add audio/visual aids in their teaching techniques, constantly checking their lesson plans to find ways to implement different teaching styles, allowing them to assess each student's overall understanding of the desired learning objectives, providing audiovisual concepts in different subjects matter to encourage the students to get easier the concepts like fractions and proportions in the case of math, or other subjects like English. Therefore, using Audiovisual Aids brings many benefits in the process of teaching-learning. Here are some of the many benefits. First, they help an audience use their capacity and to stimulate their thinking. Also, the important

key is increasing the student's interest in a subject more interactive than written matters, becoming the audience more engaged to learning. Besides, audiovisual aids enhance the student's process in this digital age, helping to emphasize a point. The presenters can teach a topic effectively to many people without having them buy expensive implements.

### **2.2.2.3 Methods to Teach Visual Aids**

According to (Harmer, 2016) the word method comes from the different material that teachers have to prepare before, during, and after each class that involves the role of teacher-learners through the activities, techniques implementing them to encourage the pupils to make actual application of the approach. On the other hand, the word approach comes from how people acquire their knowledge and how language is constituted. In addition, the word procedure comes from the steps that teachers have to follow, using a specific technique, or even when they have to give instructions to the pupils about a specific activity, and the technique is used to describe a procedure to guide teachers practice because some methods start as procedures or techniques.

The process of acquiring a new language is constantly changing due to different techniques or methods. Brown (2016) Through the years there were a lot of different methods evolving little by little improving the forms to teach, but in 1980 come the new method simulating the real-life inside the classroom, probing the nature of social, cultural, and pragmatic features of the language, allowing the students to learn with a solid base that is called communicative language teaching (CLT), trying to get our learners to develop linguistic fluency, and equipping them with tools for generating conversations unrehearsed making inherently. These theoretical interests underlie what we can best describe as CLT that is difficult to define CLT because it involves more than getting simple knowledge. Besides, the main reason is that students through the process that there is a possibility of acquiring natural language Without

having to use so much grammar and also leaving the womb of our classrooms speaking it without having to rehearse, allowing the students to have a process of language for a lifetime and sparks learners to reach their fullest potential.

Equally important, many characteristics form part of the CLT lesson's goals are focused on grammatical, discourse, sociolinguistic of the communicative strategy focused on pragmatic because techniques are designed to engage learners in the use of language for meaningful purposes giving the students fluency and accuracy. However, fluency may have to take more importance than accuracy to keep learners constantly engaged in language using language, productively and receptively, in unrehearsed contexts outside the classroom. Moreover, classrooms will equip students with the skills necessary for communication inside and outside the class, giving the students the opportunities to focus on their learning process and develop the appropriate strategies for autonomous learning. On the other hand, the teacher's role is a facilitator and guide, not giving all the information because the pupils have to construct meaning through genuine linguistic interaction with others. In consequence, fluency should never be encouraged at the expense more than in communicative classrooms: students are encouraged to deal with unrehearsed situations and, finally, the teacher's facilitative role in CLT is the product of two decades or more of slowly recognizing the importance of learner initiative in the classroom that makes it difficult for a non-native speaking teacher who is not very proficient in the second language, but teachers have another important tool such as video, television, audiotapes, the Internet, the web, and computer software can help them.

Another important method that is primary known as a task-based approach that has specific definitions as solving communications problems characterized to compare real-world activities, having some priority, and the task assessment is going to give the outcomes, so the task

is a special form of technique because task and technique sometimes are synonymous as role-play task/technique. Tasks are usually the last important method because this method is not new. It puts it at the center of one's methodological focus, viewing the task as a communicative learning process directly linked to the main curricular goals. Research on task-based learning, as Skehan or Foster among others, has attempted to identify types of tasks that enhance learning to define task-specific learner factors as roles, proficiency levels, and styles to examine teacher roles and other variables that contribute to the achievement of objectives allowing the students to get the best advantages of this kind of method to develop the L2 in the best way.

In other words, the approach to language teaching is the main goal of all your teaching methodology during the process of learning - teaching in the classroom, so teachers will be able to demonstrate at least some components of their approach to language learning and teaching, having an understanding of how that approach enlightens the classroom practices. As a result, many aspects of the approach will be predictably those espoused here, especially since that teachers are just beginning to learn how to use this method. That is quite understandable to keep in mind the importance of the dynamic nature of even the most experienced teachers.

#### **2.2.2.4 Teaching Grammar with Visual Aids**

According to Mosquera (2017), when the teachers pretend to teach ESL, grammar plays an important role in the lessons to make easier the process of teaching-learning most of the time, when teachers decide to use visual aids as the main tool in combination with grammar using different types of visual aids like PowerPoint, pictures among others, implementing in different contexts and with different participants, showing significant results demonstrating the importance of the use of visual aids.

In addition, in countries like the USA in recent studies have demonstrated that visual aids in combination with grammar, new approaches have emerged replacing the old ones, from grammar-translation to audio-lingual, for example, using cognitive until communicative approaches introducing the different topics to the use of inductively or deductively, allowing the teacher to implements grammar instructions through the deductive in methods like grammar-translation, or in another way the use of the communicative approach as inductive, allowing the evolution and application of new methods to teach English.

As Kittelstad (2020) mentions, when teachers want to teach grammar rules and the students have to learn them, it should not be a tedious process. Despite that, most of them require rote memorization. However, the approach to teaching has changed because they had to understand that the process could be more interactive implementing tools and activities to encourage students to learn easier. Without a doubt, worksheets have an important place in the classroom, allowing the task-based method to dominate the classroom, focusing on two important aspects of what students need to be taught and why it needs to be taught.

Besides, visual learners are commonly found in the classroom are set up with visual aids that will help them with the retention and build lasting memories training their brains in the best way. There are many visual aids as photos encouraging the students to bring a family picture or even the pets photos because this is task-based learning at its finest, stimulating the visual part with different questions related to the photos allowing them to be successful remembering detail about it. On the other hand, diagramming sentences is a classic visual aid that still holds an important place in the classroom and not less important game of opposites related with the antonyms as dark and light.

As Olayiwola (2021) mentioned, when the teachers want to teach grammar through visual Aids, they have an option to apply an infinity of tools that seems to be important in the sense that it arouses interest, motivation in the pupils in beginner classes because when the students have an opportunity to learn through different visual aids allowing them to feel interested because if a pupil is motivated, the process of learning grammar will become easier and he will understand quickly without time-consuming.

In addition, it is important to know that there are three main principles like the given to new principles related with the relationship of one sort or another between given and new information is far from new in which means given and new information are aligned in the interests of language acquisition. Another important is the awareness where the meaning is encoded by a particular grammatical form making learners aware of it and not less important the real operating conditions conformed by two types of grammar teaching activities and analyzed using grammar activities as an objective, and engaging in effective communication, encouraging learners to develop explicit knowledge of form-meaning mappings.

Besides, when teachers have to teach in the classroom, the main skills through visual aids is to develop listening, reading, speaking, and writing at the same time using tools like pictures to encourage the pupils when they have an option to see a photo translating the meaning of the text, or individual items of language, allowing the pupils to get a context for the language and their activity through pictures, or another visual aid contributing to the search for specific information in the text and to helping the students together with of visual aids, finding information and understood it to give the students the option to learn EFL in the best way.

### **2.2.2.5 Benefits of Visual Aids to Teach Grammar**

As Ryan (2021) mentioned, when teachers can use visual aids, they get more benefits in the EFL Classroom because there are many reasons why visual aids make more comfortable the process of learning. First, it helps students understand and remember concepts more easily while presenting the students' concepts with visual aids to bring them back when they remember the image. Another important is that it reduces teacher talking time as a famous phrase says, "a picture is worth a thousand words."

Besides, the last benefits mentioned before are providing a touchpoint that they can refer back to throughout the lesson to remind them about their new language. Moreover, it makes the class more dynamic and fun, giving the students option to learn grammar in combination with images or PowerPoint, reading through storytelling draws, writing, imaging the actions, and speaking using several gestures.

## **Chapter III**

### **Methodological Framework**

In this investigation, it is important to consider the different parts that conform to the methodological chapter. The research approach is divided into three important qualitative, mixed, and quantitative approaches in the first part. Another important part is the research design that is conformed by the descriptive and action. On the other hand, the primary, secondary, and tertiary sources are composed of books and newspapers. Besides, the reader will find the analysis categories with concepts taken from the specific objectives and the data collection instruments related to the kind of tools implemented during the investigation. Moreover, finally, the collection data process and data analysis explaining different forms to get the information in the best way.

#### **3.1 Research Approach**

There are three different research approaches the qualitative, quantitative, and mixed approaches. According to Bhandari (2020), the quantitative method takes place through data, using numerical systems to analyze and find averages, make possible predictions, get information about range populations, or even find patterns. In addition, it is important to know that quantitative research is different from qualitative research because the first is used to create investigations in sciences: biology, chemistry, psychology, economics, sociology, marketing, among others. Besides, there are several forms to use quantitative research in methods like descriptive that seek an overall summary study variable. Another method is correlational, investigating relationships between study variables and the experimental research in charge of

studying the relationship between cause and effect variables. In addition, abstract concepts can translate into observable and quantifiable measures.

The University of Northhampton (2018) states that mixed methods combine both quantitative and qualitative, which people use to collect data and analyze to get answers and questions. When people want to use the mixed method, they can 'triangulate' or collect different types of data to check their findings or make graphics about their interpretations. For instance, you could compare students' written test scores and interview them to find out how they feel about writing. However, it is important to know that not all topics require mixed methods, and it is not always the best option to use mixed methods because it depends on the kind of topics the students have. Students sometimes think that collecting one set of data is not 'complicated' when preparing a dissertation or research project. On the other hand, most tutors would prefer to read individually, well-planned, well-collected set of data that is most important to the research question, then about several sets of data that were difficult to connect.

Finally, according to Bhandari (2020), qualitative research is characterized by non-numerical data. When the students want to apply the qualitative method, they have to collect and analyze data with the finality to understand concepts, opinions, or experiences. Also, it is important to mention that this research approach is the one that will be used in the research. Moreover, it is important to know that it is commonly applied in the Humanities, Social Sciences, or even in anthropology, Sociology, Education, Health Sciences, History, among others. Besides, it is used to understand how people experience the world because there are many approaches where researchers can use the qualitative method. For this reason, researchers often consider themselves "instruments" in the investigations. All observations, interpretations, and analyses are filtered through their lens.

Normally, observations are some standard qualitative methods that are characterized by the use of recording what you have seen and heard. Another important method is interviews that are personally asking people. Besides other methods, one more is focus groups asking questions and generating discussion among a group of people and surveys that are used to distribute questionnaires with open-ended questions. Finally, secondary research is characterized for collecting data in texts, images, audio, video recordings, among others.

On the other hand, the Qualitative method is characterized by the use of words, opinions, thoughts, feelings, and behaviors, according to the University of Northhampton (2018). When the students can use the qualitative method, they will get more advantages because through the research. They have an opportunity to get lots of detail about specific cases, people, or groups. Despite that, some students would argue that the analysis is also very subjective. However, it depends on your approach or the data collection form, including the level of detail and clarity in the methodology and how they analyzed it.

Therefore, it is important to know that when students made a good qualitative research article, they will have a solid basis to compare their results with other studies, including lots of rich detail, usually in examples, illustrating their interpretations. There is some topic that as a researcher's students can implement qualitative data as Parents' feelings and habits about reading to their children or Nurses' knowledge and opinions of infection prevention protocols among others. Hence, when students want to take an investigation, they have to follow some important questions to be reassured that the investigation will follow a qualitative method. So the first question is 'what type of information will answer the research question'? Depending on the answer, students have an option to make interviews, questionnaires, among others. The second question they need to ask themselves is: how objective is the topic? Is it possible or appropriate

to measure it qualitatively? So students could make a questionnaire and ask them to mark boxes about their perceptions to get qualitative results.

### **3.2 Research Design**

In the present investigation, two types of designs will be used the descriptive and action research. According to McCombes (2019), descriptive research is characterized to accurately and systematically describe a population, situation, or phenomenon. Also, when people want to carry out an investigation, they have to answer questions like what, where, when, and how, but why is not include as descriptive questions. Also, descriptive research can include various research methods when they want to investigate one or more variables. Besides, it is important to know that this kind of research is an appropriate option when the investigator aims to identify characteristics, frequencies, trends, and categories. Since it is useful when the researchers do not know the topic or problem when they do not have a clear idea of why something happens, they need to understand how, when, and where it happens. In addition, the research design should be carefully developed to ensure that the results are valid and reliable. Descriptive research is usually used in both quantitative and qualitative.

Overall, when researchers want to use the descriptive approach, they can use the survey that allows them to gather large volumes of data analyzing frequencies, averages, and patterns. Another important is the observations giving them to gather data on behaviors and phenomena. Also, it is often used by psychological, social among others, to understand how people act in real-life situations. Finally, a case study used to describe the characteristics of a specific subject gathers detailed data to identify the characteristics of a narrowly defined subject.

According to O'Brien (2001), action research involves combining social science with the practical concerns of people in an immediate problematic situation. In the same way, the

combination of these two factors action research to study a system and, at the same time, to collaborate with members of the system. Accomplishing this twin goal requires the active collaboration of researcher and client; giving steps stresses co-learning as a main aspect of the research process. In addition, it is important to know other names and action research: participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. In other words, action research is learning by doing a group of people identify a problem, finding solutions to resolve it, seeing the results according to the effort, but if not satisfied, giving the option to try again. Likewise, some important attributes form part of the action research. First, it focuses on turning the people involved into researchers. Second, it has a social dimension - the research takes place in real-world situations solving real problems. Finally, at the first time in other disciplines, the initiating researcher does not attempt to remain objective but openly accepts they are partial to the other participants.

Equally important, action research has some important principles as reflexive critique an account of a situation, that it is factual. A second principle is a dialectical critique of social reality, shared through language. Another collaborative resource that involves the participants in an action research project is co-researchers—the next risk related to the change process potentially, creating psychic fears among the practitioners. Also, the plural structure is the nature of the research involves different points of view, comments, and critiques, producing multiple possible actions and interpretations. Finally, theory, the practice involves the action researchers, theory, in a continuous transformation.

To conclude, there are some important types of action research as traditional action research created from Lewin's work together with organizations and include the concepts and practices of Field Theory. As a number two, the contextual Action Research created by Trist

related to work on relations between organizations. Another type is radical action research that is related to dialectical Marxist materialism' and the praxis orientations of Antonio Gramsci.

Finally, the educational A fourth stream has its roots in the writings of John Dewey, an important American educational philosopher.

### **3.3 Information Sources**

According to the University of Minnesota (2021), when people create an important document or carry out an investigation, they have to use information that is called Sources of information or evidence that is often categorized into three main parts. Primary, secondary, or tertiary material. They have used these classifications based on the originality of the material and the proximity of the source or origin.

#### **3.3.1 Primary Sources**

These kinds of information sources are trustworthily formed by events of records or evidence as they are first described or were created by the first hand. They are original materials information that is shown for the first time or on which other investigation is based. Primary sources have shown original thinking or reporting discoveries, sharing fresh information. As important primary sources are textbooks, scholarly journal articles research-based, poems, photographs, speeches, and letters, among others, using the textbooks Audio-Visual Aids in Education by Skye Anderson and Teaching Grammar to a Grammar Tamilla Mammadova.

#### **3.3.2 Secondary Sources**

These sources were created by analyzing and restating primary sources describing, or explaining primary sources, providing or adding value to a primary source. Some examples of Secondary Sources are thesis, edited works, and articles that interpret or review research works,

histories, biographies, among others, using for the thesis investigation information like Visual Aids in Language Education by Camelia Alibec and The Impact of the Audiovisual Aids in Teaching Learning by Sandra de Los Angeles Parreño Garzón.

### **3.3.3 Tertiary Sources**

Tertiary sources are made up of an index, summary, or compilation. In addition, when the main purpose is to list, summarize ideas or information, using reference materials that are considered tertiary sources in the case of examples are dictionaries, encyclopedias, almanacs, data books, among others.

## **3.4 Analysis Categories**

### **3.4.1 Visual Aids**

Visual aids are materials created to reinforce the learning process visually, such as images, PowerPoints, and video clips. Virtual educative games, among others, having different types depending on the main purpose could summarize important information because the main reason is to avoid using many words.

### **3.4.2 Teaching Grammar**

One of the main forms by which students are getting their knowledge through the experiences is to manage students in different areas, such as to assist them through the different cognitive processes.

## **3.5 Data Collection Instruments**

The data collection instruments are important tools that teachers require to test the specific objectives of the investigation, and they have used them to get information from a specific population. Besides, they will be chosen according to the type of research and the target

population to which it is directed. The chosen instruments and the reason for each of them are written below.

### **3.5.1 Observation Checklist**

The observation checklist is a kind of tool that is the first part will have information in English about the name of the institution, student's names, supervisor teacher, student's teacher name, date, and all the basic information that the tools required to make it more formal, obtaining personal data that will later be analyzed in detail are same as in the second section where will be written in English too to observe the level of English that students have in the research, giving the teacher a general perspective if the classroom lessons were achieved through different strategies previous used in class.

Besides, the next part will create a box with different columns and lines with some colors using ten statements that have specific information about the usage how teacher carry out the lessons using or not audiovisual aids with present continuous, with three columns that teacher have to put a check, allowing the teacher to observe data in a concrete form, getting positive or negative results from this kind of tool. Moreover, this box will be used just for the student's teacher to make a diagnostic. In addition, the structure is going to have times new roman letter size 12 and general structure as in the other documents each of them with the respective box, making it easier to interpret for the teacher. Hence, the instrument will have clear instructions to complete it part by part for the teacher. Finally, the instrument known as an observation checklist will be used to get possible outcomes about how the teacher teaches students, enhancing the understanding of the present continuous in student's level B2 at Instituto Tecnico Bilingue.

### 3.5.2 Proposal

Due to the issues that are affecting our country and worldwide to the pandemic situation that is generating by the covid-19, teachers have an option to present a proposal showing through different activities that contain different visual aids because teachers understand the power of visual aids in helping students through the use of the four main skills, valuing the support that visuals aids have encouraging students to make associations between pieces of information, keeping much information in their brain in the form of images allowing them to use the information when they want to communicate something in the best way.

Despite this, sometimes teachers do not approach the use of visual aids in students with different abilities, or even teachers can stimulate the creation of visual aids in the classroom using strategies to bring images of flashcards allowing the students to interpret grammatical structure related to the flashcards or images. On the other hand, when teachers use visual aids to encourage the students to promote a conversation, it could be a video to introduce a topic, allowing the students to get previous information about the topic before the teacher speaks about it.

Moreover, when teachers want to create visual aids to involve students, they have to consider size, form, and color in the design of visual aids that are essential to catch the students' attention in the process of teaching-learning. However, initially, students may hesitate to create their visuals and take on the designer role that is the reason why teachers have to encourage them. Hence, over time, teachers learned that using visual aids in combination with the course content is a positive process, despite that is harder to find the appropriate tools, or even create correct to get the students' attention to get the main goals to teach EFL in the best way.

### **3.5 Collection Data Process and Data Analysis**

To proposed through visual aids, the enhance of the reading, speaking, listening, and writing skills that will be carried out during the research before the teacher starts with the activities will make an observation checklist for the first diagnostic. The next half part of the process is a serial of the proposal to apply different activities in the classroom using visual aids. First, the teacher will have several proposal tools to teach grammar activities that include visual aids allowing them to find possible issues during teaching-learning.

The second half of the process to improve the four main skills is the theoretical part. In the first part, the teacher can implement various activities proposed to encourage the students to learn ESL in the best way. Then, the conclusions will be made according to the general results of the investigation through the activities proposed to them. The instruments that will be used to identify difficulties in student's level B2 at Instituto Técnico Bilingüe in San Jose are an observation checklist and different activities proposal using visual aids. The first will be used during the first contact with the students in the first assignment by the English teacher in charge of the class because the observation checklist will be used for a general diagnostic as the first tool to find the possible weaknesses when students get in touch to learn EFL observing what the main problems detected during the first part are.

The second tool teacher will have proposal activities allowing the teachers to use several activities in a virtual and presential way, giving them the option to choose whatever they want in the second half part of the investigation because the main goal is to encourage the students to learn through these strategies. However, it is important to mention that after the observation teacher has to prepare lessons plans that include the proposal on how to use the activities with visual aids will be used as a warm-up, PRT or PRS, or even as a closure allowing the teacher to use the best proposal activities allowing the students to get knowledge, vocabulary, or even to

understand the topic through the activities proposed to apply visual aids for enhancing the understanding of the present continuous in level B2 student Instituto Técnico Bilingüe.

Institution name: \_\_\_\_\_ Grade or Level:  
\_\_\_\_\_

Supervisor name: \_\_\_\_\_ Teacher student's name:  
\_\_\_\_\_

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Observation checklist			
Possible issues observe through the lesson.	Always	Sometimes	Never
The teacher uses an appropriate warm-up to enroll the students in the present continuous.			
For the students is easy to get an introductory idea about the topic.			
Teachers use activities that include a present continuous structure with visual aids.			
The teacher speaks to the students just in English when he was explaining the use of present continuous.			
The teacher uses appropriate visual aids according to the size, color, and form.			
For the students is not difficult to understand when the teacher explains the topic.			
Students did questions and clarifying ideas through the lessons.			
Classroom management is appropriate during the lessons.			
The students participate actively when the teacher implements activities.			
The teacher gets the main goals throughout the classes.			

Notes :

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<b>Institution name:</b>			
<b>Instructor name:</b>			<b>Region:</b>
<b>Subject:</b>			<b>School Term:</b>
<b>Level</b>			<b>Schedule</b>
<b>Date:</b>			<b>Plan Number:</b>

<i>Linguistic Objectives At the end of the week, ss will be able to</i>	<i>Mediation Strategies Topics: Subject-verb agreement</i>	<i>Evaluation of learning outcomes</i>
<b>WRITING</b>  <b>SPEAKING</b>	<b>WU:</b> <b>PRS:</b> <b>PRT:</b> <b>CLOS.</b>	<i>Ss will be assessed through...</i>  <b>WRITING</b>  <b>SPEAKING</b>

## **Chapter IV**

### **Data Analysis**

This chapter will be created to analyze possible outcomes and inform the reader about the results obtained by applying the instruments used to research. In this chapter, teachers will find the relationship between the objectives and tools. Being the most important in this investigation, the reader knows the main issues when students are receiving grammatical structures using the present continuous presented in B2 level students, and the suggests of several activities to enhance the use of this verbal time.

#### **Reasons for Creating a Proposal**

Due to Covid-19 and its effects worldwide, the Ministry of Education (MEP) decided to suspend classes. Therefore, the researcher was not able to apply the instruments he had intended to. For example, an observation, and to find possible issues and create strategies to improve the understanding of the grammatical structures through visual aids and evaluate if the students could get over the problems getting an adequate knowledge in B2 level students during their virtual classes. However, it was not possible because of the reason before mentioned. Due to this, it was impossible to apply the observation instrument, allowing the researcher to guide the observation through previous virtual lessons imparted during the professional practice observed if the students learn more with or without visual aids.

Thus, it was not possible to coordinate permission from the private institution due to the administration problems. Despite the teacher being allowed to carry out the researcher there, it was impossible to apply the necessary observations. Due to the reasons mentioned before, the researcher has to create several proposals that will be useful not only for the English teacher but

also for the institution's teachers in general. These proposals will be based on six activities to enhance the understanding of the present continuous during virtual or presential classes.

Hence, the proposals creating will be made for the teachers at Instituto Técnico Bilingüe. The main goal is to improve the student's use of the verbal time previously mentioned above during virtual or presential lessons. In addition, the proposals are going to help the teachers of this institution by suggesting functional tools. These tools will provide them with different activities to work on, introducing grammatical structures together with visual aids and improving the use and vocabulary related to the four main skills. Besides, it will provide the teacher with suggestions on how and when to apply the strategies according to their needs.

#### **4.1 Analysis and Interpretation of the Results**

According to AQR (2013), the process involves qualitative investigation related to the sense and meaning, finding possible problems and solutions through different methods. All these to get information or data through records of group discussions and interviews using tools and complex activities of structuring, re-framing, or exploring it. The researcher looks for patterns and insights relevant to the key research issues and uses these to address the client's brief. However, it is important to mention that due to the pandemic situation, the results' analysis only has an observation that is not enough to get conclusions and several proposals that teachers at Instituto Tecnico Bilingue have an option to use.

##### **4.1.1 Observation**

The observation is an instrument that the teacher creates to find possible issues during the process of teaching-learning. It will help to analyze the classrooms if the teacher uses the appropriate tools to introduce the topic activity by getting important conclusions about general details if the students could understand the topic and participate actively during the lessons.

However, in this case, it is important to clarify that due to the pandemic situation, it was not possible to complete more than one observation, not having the option to make an analysis.

Institution name: Instituto Técnico Bilingüe

Grade or Level: B2

Supervisor name: Cesar Calderon Martinez  
Fallas Hidalgo

Teacher student's name: Olger

Date: April 24<sup>th</sup> 2021

Observation checklist			
Possible issues observe through the lesson.	Always	Sometimes	Never
The teacher uses an appropriate warm-up to enroll the students in the present continuous.	x		
For the students is easy to get an introductory idea about the topic.		x	
Teachers use activities that include a present continuous structure with visual aids.		x	
The teacher speaks to the students just in English when he was explaining the use of present continuous.	x		
The teacher uses appropriate visual aids according to the size, color, and form.		x	
For the students is not difficult to understand when the teacher explains the topic.		x	
Students did questions and clarifying ideas through the lessons.	x		
Classroom management is appropriate during the lessons.	x		
The students participate actively when the teacher implements activities.		x	
The teacher gets the main goals throughout the classes.		x	

Notes: the teacher can teach in different ways; however, according to the institute rules, he has to develop more speaking instead of use visual aids to explain the topic.

Through the observation when the professor was teaching, he does not use enough visual aids throughout the lessons due to the institute's rules. It foments using speaking skills instead of using important tools like images, photos, and PowerPoint. To make easier the learning-teaching process during the lesson, the teacher was making questions related to the use of the present continuous. However, the students were motivated but not enough for the lack of tools to store the information in the brain in the long term.

On the other hand, some of them had difficulties understanding the real use of the verbal time because the professor provided grammatical activities without using visual aids, making it more difficult for the student's brain to process the information adequately. Despite this, the teacher was amazing in teaching the main skills using several tools to help the students make more participation in class understanding the real use and applications of the present continuous as a verbal time, getting the best outcomes during his lessons.

Finally, it is important to mention again that due to the emergency that is affecting our country for the covid-19 was impossible to make more observations to have an option to make a deep analysis about more possible issues into the virtual lessons finding possible solutions.

#### **4.1.2 Proposals of the Activities Implement**

##### **1. Proposal of the Subject for the Student**

The main subject will be related with the use of the present continuous through the use of wheel questions in a virtual and physical form encouraging the students to learn rules, forms, how to create sentences, and start a conversation class between teacher and students in a fun way

together with educative video related with the main topic that can be found on the in the next web page that belongs to YouTube site.

## **2. General Objective**

To encourage the students to enhance the present continuous through the use of educative activities through videos.

### **Specific Objectives**

- According to the rules previously given through the activity. Create appropriate sentences in an oral or written form.
- To develop correct structures when they speak using present continuous.

## **2. Tools**

The materials required for the activities are a video taken from YouTube and a virtual wheel question.

## **2. Auto Evaluation**

The students will be able to analyze what they did, good or bad, before, during, and after the activity, completing a short box with a check.

## **1. General Instructions**

### **Activity 1**

#### **Things that I have to Carry out to do the First part of the Activity**

Teachers have to present a video related to the present continuous to introduce the topic. Besides, the students will be able to make questions or clarify ideas throughout the activity. The time allowed for the activity is 10 minutes.

[https://www.youtube.com/watch?v=AKzG\\_ZS-Ydg](https://www.youtube.com/watch?v=AKzG_ZS-Ydg)

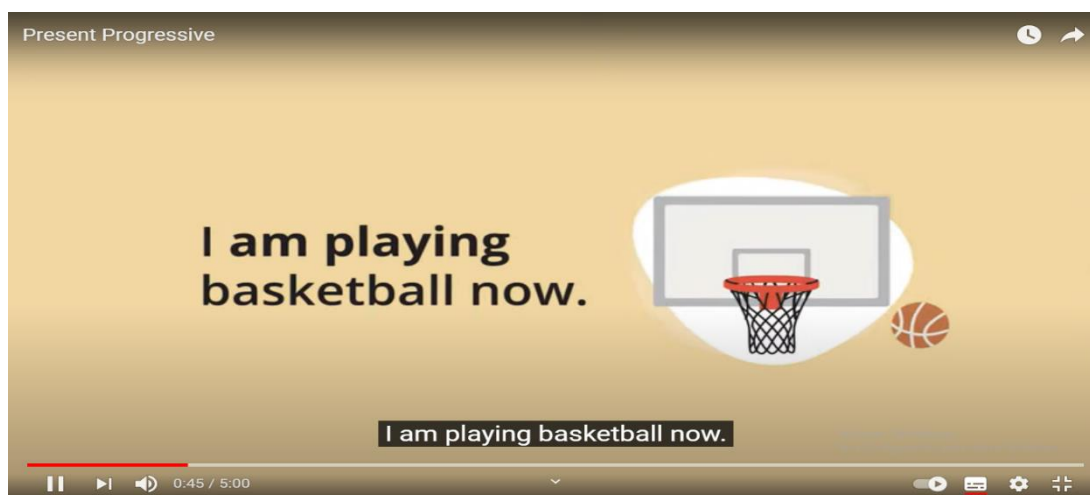


Figure 1

## Activity 2

**In the next part, the teachers have to follow the instructions.**

The students have to spin the wheel question virtually. Then, they have to create or answers questions according to the images shows in the best way. If the students were able to give correct answers, they are going to receive a gift.

The time allowed for the activity is 20 minutes.

<https://wordwall.net/resource/5725029>



Figure 2

### Activity 3

#### Time to start a conversation in class. (Role-play)

The teachers can break up the session in a virtual way to encourage the students to start a short conversation between them, interacting with the professor, allowing the teacher to correct possible mistakes during and after the activity related to the main topic.

The time allowed for the activity is 20 minutes.



Figure 3

According to the image, students have to find different images to show the classmates the image and perform the dialogue they prepare to the rest of the classmates using the present continuous.

### Activity 4

#### Providing Feedback

The teachers have the option to make a summary of the most important details seen during the classes to close the lesson.

The time allowed for the activity is 10 minutes.

## Proposal -Study Guide # 1

Through this guide, the teachers can implement several tools in class to enhance the understanding of the present continuous in student's level B2 using visual aids.

**School's Name:**

**Teacher's name:**

**Level:** B2

**Subject:** English

**Specific Objectives:**

**Listening:** to identify the main uses and grammatical rules through the video.

**Speaking:** to speak correctly when they use the present continuous.



Figure 4

### Things that I have to carry out to do the first part of the activity

<b>Materials or resources that I will need</b>	<b>Materials required:</b> <b>Video getting from YouTube:</b> <b>Virtual wheel question</b> <b>The student's participation.</b>
<b>Place where teachers have an option to implement the activities.</b>	In to classroom
<b>Time allowed to complete the activities</b>	<b>60 minutes</b>

**2. In the next part, the teachers have to follow the instructions previously written in classroom planning**

<b>Instructions</b>	The implementation of various activities to enhance the understanding of the present continuous through visual aids.
<b>Activity 1</b>	<p><b>Topic 1: "Present continuous through visual aids."</b></p> <p>Teachers have to present a video related to present continuous to introduce the topic. Besides, the students will be able to make questions or clarify ideas throughout the activity. The time allowed for the activity is 10 minutes.</p>
<b>Activity 2</b>	<p>The students have to spin the wheel question virtually. They have to answer or create questions according to the images shows, so they have to try to do it best. If the students were able to give correct answers, they are going to receive a gift.</p> <p>The time allowed for the activity is 20 minutes.</p>

### **3. Time to start a conversation class**

<b>Activity 3</b>	<p>The teachers can break up the session in a virtual way to encourage the students to start a short conversation between them, interacting with the professor, allowing the teacher to correct possible mistakes during and after the activity.</p> <p>The time allowed for the activity is 20 minutes.</p>
<b>Activity 4</b>	<p><b>Providing feedback</b></p> <p>The teachers have the option to make a summary of the most important details seen during the classes to close the lesson.</p> <p>The time allowed for the activity is 10 minutes.</p>

<b>Auto- Evaluation</b>		
<b>Answer the next chart with yes or not</b>		
	Yes	Not
I was able to understand the information that the video presents.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to answers the questions in the best way.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to create a short conversation.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to get the main idea about the use of the present continuous.	<input type="checkbox"/>	<input type="checkbox"/>

### **1. Presentation of the Guide for Teachers**

The main reason it is important to present a proposal to the teachers is to help them complement grammatical structures using the visual aids and allow them to have an opportunity to teach in a fun way. In addition, another important thing is to encourage the students to get involved in EFL and try to enhance the present continuous activating the visual part in their brain making them get more interesting to learn and remember through images, videos, or other important tools related to the use of the visual aids.

On the other hand, the "wheel virtual questions and videos" help the teachers in learning-teaching because it is possible to adapt the tools to different ages and with various games. It can be used images with a question or even photos and visual aids that provide the student's option to get the information in an easy way improving the four main skills.

In the first part of the guide, the idea is to improve the students listening through the visual aids using a video containing important information related to the use of present continuous getting from: [https://www.youtube.com/watch?v=AKzG\\_ZS-Ydg](https://www.youtube.com/watch?v=AKzG_ZS-Ydg) giving the students option to enhance the present continuous getting more knowledge throughout the video. In the second part, the teachers have to explain the instructions and details about using the wheel question that is simply because the students have to spin the virtual wheel and according to the image or question, they have to answer the questions in the best way getting a gift if they were able to answer the question. <https://wordwall.net/resource/5725029/present-continouos> . In the last part, the teachers have to encourage the students to create a short dialogue or role-play to present the conversation to the rest of the classmates in a virtual way. It gives the option to interact with the professor to make the activity more interactive using gestures or images, photos, and different visual aids.

## **2. General Objective**

Developing the present continuous through visual aids allows the student to learn with technological and recreational methodologies, an EFL through different visual aids like videos and interactive virtual games.

### **Specific Objectives**

- Listening: the main characteristic of these skills is to improve the understanding of the present continuous in student's level B2 using an educative video getting from YouTube web.
- Speaking: in these main skills, the students will be able to answers questions, create and present a conversation with the professor guide through the use of the visual aids.

### 3. Materials

The materials required to develop this guide will be the video "present continuous" [https://www.youtube.com/watch?v=AKzG\\_ZS-Ydg](https://www.youtube.com/watch?v=AKzG_ZS-Ydg) , the virtual wheel questions <https://wordwall.net/resource/5725029/present-continouos> , and the student's participation through the activities.

The video is category as a visual aids material that will send a direct message to the students through images and audio with information about using the present continuous, allowing them to create grammatical structures in a correct form. In addition, the wheel question also is a visual aid that provides students with an infinity of forms to implement and learn new vocabulary in a fun way. While they are spinning the wheel questions, they answer questions or create grammatical structures with images getting a short gift at the end of each answer.

### 4. Evaluation

The evaluation will be formative and continuous.

- ▶ The continuous evaluation through the lessons will allow the teachers to collect information when they are teaching and get the information.
- ▶ The formative evaluation also is an important tool to detect the difficulties that appear when teachers are applying and the development of the guide allowing them to detect, correct, and adapt the teaching-learning process to get the main goals.

Assessments instruments

### Listening

The observation throughout the lesson analyzes the possible issues when the students are watching the video while learning an EFL.

Note-taking during the lesson to correct possible issues in the process of teaching-learning an EFL.

### **Speaking**

The observation is when the students are answering the questions or even when they are producing a short role-play using the information previously given by the professor.

Notes taking during the students' presentation to correct possible mistakes in pronunciation or when they are creating grammatical sentences if they could make it in the best way.

### **What are the main reasons for suggesting teachers the use of these instruments?**

- To reassure that the students were able to participate actively during the activities, paying special attention to the use of language.
- To verify that the students understood the most relevant elements presented in the video and during the wheel question game that is a virtual game.
- To participate in creating the role play with the correct application, reassure that the students were able to express what they have learned orally.
- To reassure that the students tried to use the English language in the organization of the activity itself.

- To encourage the students to find information that they required can locate and use the resources offered in this guide to meet the learning needs of EFL.

### 5.Guidelines for the Development of the Guide

<b>Institution name: Instituto Técnico Bilingüe ( Virtual Lesson) Proposal</b>			
<b>Instructor name:</b>	<b>Olger Fallas Hidalgo</b>	<b>Region:</b>	<b>SAN JOSE</b>
<b>Subject:</b>	<b>English</b>		
<b>Level</b>	<b>B2</b>		
<b>Date:</b>			

<i>Linguistic Objectives At the end of the week, Ss will be able to</i>	<i>Mediation Strategies Topics: Use of Present continuous through virtual activities.</i>	<i>Evaluation of learning outcomes</i>
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<p><b>LISTENING</b></p> <p>Identify the usage of the present continuous.</p> <p><b>SPEAKING</b></p> <p>Develop the correct use of present continuous structures.</p>	<p><b>WU:</b> Teachers have to present a video related to present continuous to introduce the topic. Besides, the students will be able to make questions or clarify ideas throughout the activity. <b>(The time allowed for the activity is 10 minutes)</b>  <a href="https://www.youtube.com/watch?v=AKzG_ZS-Ydg">https://www.youtube.com/watch?v=AKzG_ZS-Ydg</a></p> <p><b>PRS:</b> After explaining the topic through the video, the students have to spin the wheel question in a virtual way. They have to answer or create questions according to the images shows, so they have to try to do it best. If the students were able to give correct answers, they are going to receive a gift.  <a href="https://wordwall.net/resource/5725029/present-continouos">https://wordwall.net/resource/5725029/present-continouos</a> <b>(The time allowed for the activity is 20 minutes)</b></p> <p><b>PRT:</b> The teachers can break up the session in a virtual way to encourage the students to start a short conversation between them, interacting with the professor, allowing the teacher to correct possible mistakes during and after the activity. <b>(The time allowed for the activity is 20 minutes)</b></p>	<p><i>Ss will be assessed through...</i></p> <p><b>LISTENING</b></p> <p>The correct use of present continuous.</p> <p><b>SPEAKING</b></p> <p>The correct application of the present continuous in conversations.</p>
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	<p><b>CLOS:</b> The teachers have the option to make a summary of the most important details seen during the classes to close the lesson. (The time allowed for the activity is 10 minutes).</p>	
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#### **4.1.3 What are the main reasons for suggesting teachers the use of these instruments?**

##### **1. Proposal of the Subject for the Student**

The main subject will be related with the use of the present continuous through the use of wheel questions in a virtual and physical form encouraging the students to learn rules, forms, how to create sentences, and start a conversation class between teacher and students in a fun way together with educative video related with the main topic that can be found on the in the next web page that belongs to YouTube site.

##### **1. General Objective**

To encourage the students to enhance the present continuous through the use of educative activities together with videos.

##### **Specific Objectives**

- According to the rules previously given through the activity, create appropriate sentences in an oral or written form.
- To develop correct structures when they speak using present continuous.

##### **2. Tools**

The activities required for the activities are a video taken from YouTube, and a wheel question is made in a virtual world wall platform.

### 3. Auto Evaluation

The students will be able to analyze what they did, good or bad, before, during, and after the activity, completing a short box with a check.

#### 1. General Instructions

##### Activity 1

##### Things that I have to carry out to do the first part of the activity

Teachers have to present video music related to present continuous to introduce the topic. After that, the students will be able to make short comments, questions, or clarify ideas. The time allowed for the activity is 10 minutes.

[https://www.youtube.com/watch?v=Tt\\_Bm8vR4hg](https://www.youtube.com/watch?v=Tt_Bm8vR4hg)



Figure 5

##### Activity 2

**In the next part, the teachers have to follow the instructions previously written in classroom planning.**

The students have to use the virtual flashcards given by the teacher from the virtual game called "Open the box." They have to create a short story with the flashcard assigned by the professor or choose randomly in a written form using draws or sentences, including the use of the

present continuous. If the students could create a short story, they would receive a gift or a comment.

The time allowed for the activity is 25 minutes.

<https://wordwall.net/resource/18095947/flashcards>

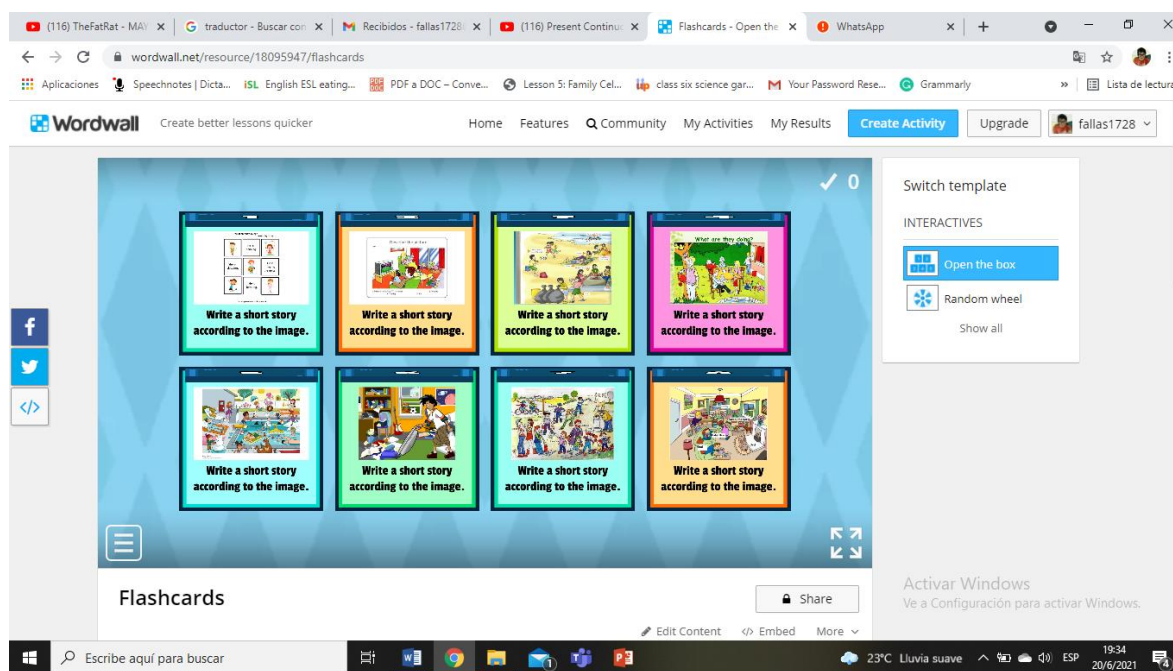


Figure 6

### Activity 3

#### Time to start a conversation class. (Role-play)

Teachers can break up the session in a virtual way to encourage the students to start a short conversation in pairs. Previously, the teacher had to give them a flashcard with different images related to the mountain. This and beaches allow the teacher to correct possible mistakes during and after the activity.

The time allowed for the activity is 25 minutes.

<https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation>

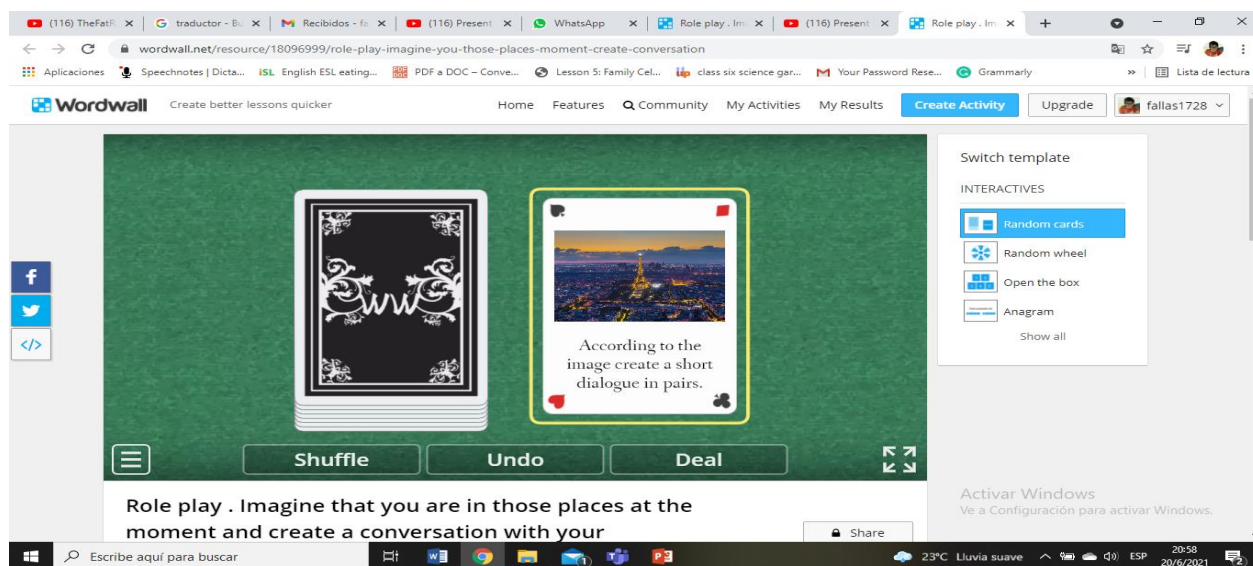


Figure 7

## Activity 4

### Providing Feedback

The teachers can finish the lesson with a short video that contains short dialogues related to the topic.

The time allowed for the activity is 10 minutes.

<https://www.youtube.com/watch?v=Ay2D8chFBKw>

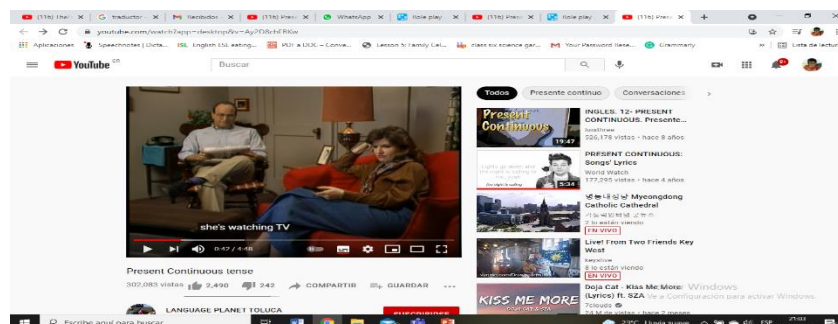


Figure 8

## Proposal -Study Guide # 2

Through this guide, the teachers can implement several tools in class to enhance the understanding of the present continuous in student's level B2 using visual aids.

**School's Name:**

**Teacher's name:**

**Level:** B2

**Subject:** English

**Specific Objectives:**

**Listening:** to identify the main uses and grammatical rules through the video.

**Speaking:** to speak correctly when they use the present continuous.

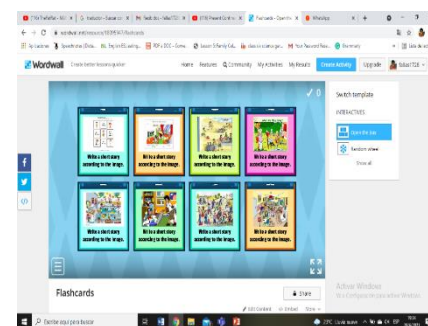


Figure 9

### 1. Things that I have to carry out to do the first part of the activity

<p><b>Materials or resources that I will need.</b></p>	<p><i>Materials required:</i></p> <p><i>Video getting from YouTube:</i></p> <p><i>Flashcards</i></p> <p><a href="https://wordwall.net/resource/18095947/flashcards">https://wordwall.net/resource/18095947/flashcards</a></p> <p><i>The student's participation.</i></p>
<p><b>Place where teachers have an option to implement the activities.</b></p>	<p><b>In to classroom</b></p>

<b>Time allowed to complete the activities.</b>	<b>70 minutes</b>
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**2. In the next part, the teachers have to follow the instructions previously written in classroom planning**

<b>Instructions</b>	The implementation of various activities to enhance the understanding of the present continuous through visual aids.
<b>Activity 1</b>	<p><b>Topic 1: "Present continuous."</b></p> <p>Teachers have to present video music related to present continuous to introduce the topic. After that, the students will be able to make short comments, questions, or clarify ideas. <a href="https://www.youtube.com/watch?v=Tt_Bm8vR4hg">https://www.youtube.com/watch?v=Tt_Bm8vR4hg</a> The time allowed for the activity is 10 minutes.</p>
<b>Activity 2</b>	<p>The students have to use the virtual flashcards given by the teacher from the virtual game called "Open the box." They have to create a short story with the flashcard assigned by the professor or choose randomly in a written form using draws or sentences, including the use of the present continuous. If the students could create a short story, they would receive a gift or a comment. <a href="https://wordwall.net/resource/18095947/flashcards">https://wordwall.net/resource/18095947/flashcards</a></p> <p>The time allowed for the activity is 25 minutes.</p>

**3. Time to start a conversation class**

<b>Activity 3</b>	<p>The teachers can break up the session in a virtual way to encourage the students to start a short conversation in pairs. Previously, the teacher had to give them a flashcard with different images related to the mountain and beaches. It allows the teacher to correct possible mistakes during and after the activity. <a href="https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation">https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation</a></p> <p>The time allowed for the activity is 25 minutes.</p>
<b>Activity 4</b>	<b>Making a feedback</b>

	<p>The teachers can finish the lesson with a short video that contains a short dialogue related to the topic.  <a href="https://www.youtube.com/watch?v=Ay2D8chFBKw">https://www.youtube.com/watch?v=Ay2D8chFBKw</a>  The time allowed for the activity is 10 minutes.</p>
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<b>Auto- Evaluation</b>		
<b>Answer the next chart with yes or not</b>		
Not	Yes	
I was able to understand the information that the video present.		
I was able to use the flashcards adequately to write sentences.		
I was able to create a short conversation in pairs using flashcards.		
I was able to get the main idea about the use of the presents continuous.		

### **1. Presentation of the Guide for Teachers**

The main reason it is important to present a proposal to the teachers is to help them complement grammatical structures using the visual aids and allow them to have an opportunity to teach in a fun way.

In addition, another important thing is to encourage the students to get in EFL and try to enhance the present continuous activating the visual part in their brain making them get more interesting to learn and remember through images, videos, or other important tools related to the use of the visual aids.

On the other hand, the "virtual flashcards and videos" help the teachers in learning–teaching because it is possible to adapt the tools to different ages and with various games. Using images with questions or even photos and visual aids that provide the students' option to get the information easily improves the four main skills.

In the first part of the guide, the idea is to improve the students listening through the visual aids using a video that contains important music and information related to the use of present continuous getting from: [https://www.youtube.com/watch?v=Tt\\_Bm8vR4hg](https://www.youtube.com/watch?v=Tt_Bm8vR4hg) giving the students option to enhance the present continuous getting more knowledge throughout the video.

In the second part, the teachers have to explain the instructions and details about using the flashcards from the virtual game "Open the box," which is simply because the students have to choose one box. According to the image, they have to write sentences and create a short story using the present continuous as the main tool combined with other grammatical structures using the professor's previously given images. Then, they have to share what they write to their classmates, getting feedback from the teacher. if they were able to complete the activity.

<https://wordwall.net/resource/18095947/flashcards>

In the next part, the teachers must encourage the students to create a short dialogue in pairs. Then, they will present the role play to the rest of the classmates in a virtual way, having the option to interact with the professor to make the activity more interactive using the flashcards previously given by the professor and different visual aids. Create in word wall platform.

<https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation>

Finally, they will have an option to get the final knowledge from the video

<https://www.youtube.com/watch?v=Ay2D8chFBKw>

## 2. General Objective

Developing the present continuous through visual aids allows the student to learn with technological and recreational methodologies, an EFL through different visual aids like videos, flashcards, and interactive virtual games.

Specific objectives

- **Listening:** the main characteristic of these skills is to improve the understanding of the present continuous in student's level B2 using an educative video getting from YouTube web.
- **Writing:** the students will be able to write adequate grammatical structures in combination with the present continuous use.
- **Speaking:** in these main skills, the students will be able to answers questions, create and present a conversation with the professor guide through the use of the visual aids.

## 3. Materials

The materials required to develop this guide will be the video" music that contain present continuous "[https://www.youtube.com/watch?v=Tt\\_Bm8vR4hg](https://www.youtube.com/watch?v=Tt_Bm8vR4hg) , the virtual flashcards called "Open the box" <https://wordwall.net/resource/18095947/flashcards> , the flashcards providing by the virtual game called "Random cards" <https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation> , the educative video <https://www.youtube.com/watch?v=Ay2D8chFBKw> , and the student's participation through the activities.

Video is a visual aids material that will send a direct message to the students through images and audio with information about how to use the present continuous, allowing them to create grammatical structures in a correct form.

In addition, the flashcards also are visual aids providing the student's infinity of virtual forms to implements this virtual game called "open the box," allowing the students to learn new vocabulary in a fun way because while they are writing short stories, they are sharing information with the rest of the classmates getting a short gift that could be a good comment at the end of each presentation.

#### **4. Evaluation**

The evaluation will be formative and continuous.

- ▶ The continuous evaluation through the lessons will allow the teachers to collect information when they are teaching and get the information.
- ▶ The formative evaluation also is an important tool to detect the difficulties that appear when teachers are applying and the development of the guide allowing them to detect, correct, and adapt the teaching-learning process to get the main goals.

Assessments instruments

**Listening:** The observation throughout the lesson analyzes the possible issues when the students are watching the video while learning an EFL.

Notes taking during the lesson to correct possible issues in the process of teaching-learning an EFL

**Writing:** the correct use of the grammatical structures previously learns during the lessons allowing the teacher to observe the students get enough knowledge or need improvement.

**Speaking:** The observation when the students are answering the questions or even when they are producing a short role-play using the information previously given by the professor.

Notes taking during the students' presentation to correct possible mistakes in pronunciation or when they are creating grammatical sentences if they could make it in the best way.

What are the main reasons why suggesting to the teachers to use these instruments?

- To reassure that the students were able to participate actively during the activities, paying special attention to the use of language.
- To verify that the students understood the most relevant elements presented in the video and during the wheel question game that is a virtual game.
- To participate in creating the role play with the correct application, reassure that the students were able to express what they have learned orally.
- To reassure that the students tried to use the English language in the organization of the activity itself.
- To encourage the students to find information that they required can locate and use the resources offered in this guide to meet the learning needs of EFL.

## **5. Guidelines for the development of the guide**

<b>Institution name: Instituto Técnico Bilingüe ( Virtual Lesson) Proposal</b>			
<b>Instructor name:</b>	<b>Olger Fallas Hidalgo</b>	<b>Region:</b>	<b>SAN JOSÉ</b>
<b>Subject:</b>	<b>English</b>		
<b>Level</b>	<b>B2</b>		

<i>Linguistic Objectives</i> At the end of the week, Ss will be able to	<i>Mediation Strategies</i> Topics: Use of Present continuous through virtual activities.	<i>Evaluation of learning outcomes</i>
<p><b>WRITING</b></p> <p>To create grammatical structures using the present continuous</p> <p><b>LISTENING</b></p> <p>Identify the usage of the present continuous.</p> <p><b>SPEAKING</b></p> <p>Apply the correct use of present continuous structures.</p>	<p><b>WU:</b> teachers have to present a video related to present continuous to introduce the topic. After that, the students will be able to make short comments, questions, or clarify ideas. <b>(The time allowed for the activity is 10 minutes)</b> <a href="https://www.youtube.com/watch?v=Tt_Bm8vR4hg">https://www.youtube.com/watch?v=Tt_Bm8vR4hg</a></p> <p><b>PRS:</b> after a short explanation about the topic. The students have to use the virtual flashcards given by the teacher in the game called "Open the box." They have to create a short story with the flashcard assigned by the professor or choose randomly in a written form using draws or sentences, including the use of the present continuous. If the students were able to create a short story, they would receive a gift or congratulations. <a href="https://wordwall.net/resource/18095947/flashcards">https://wordwall.net/resource/18095947/flashcards</a> <b>(The time allowed for the activity is 25 minutes)</b></p> <p><b>PRT:</b> The teachers have the option to break up the session in a virtual way to encourage the students to start a short conversation in pairs previously, the teacher has to give them a flashcard with different images related to the mountain, beaches among others, allowing the teacher to correct possible mistakes during and after the activity. <a href="https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation">https://wordwall.net/resource/18096999/role-play-imagine-you-those-places-moment-create-conversation</a> <b>(The time allowed for the activity is 25 minutes)</b></p>	<p><i>Ss will be assessed through...</i></p> <p><b>WRITING</b></p> <p>The correct form to make sentences or paragraphs.</p> <p><b>LISTENING</b></p> <p>The correct use of present continuous.</p> <p><b>SPEAKING</b></p> <p>The correct application of the present continuous in conversations.</p>

	<p><b>CLOS:</b> The teachers can finish the lesson with a short video containing a short dialogue related to the topic.</p>	
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<https://www.youtube.com/watch?v=Ay2D8chFBKw>

**(The time allowed for the activity is 10 minutes)**

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the Conclusion

It is important to know that due to the pandemic situation by the covid-19, the researcher could not implement the instruments in the classroom; however, he had the opportunity to suggest to the teachers at the educative institute the option to follow a guide through several activities to enhance the understanding of the present continuous. In addition, the main reason why the thesis has to have a chapter with the conclusion is that teachers have to be reassured that research carried out during the different chapters was effective and that it can be applied in future investigations, or even giving the teachers the possibility to modify several parts through the investigation to improve the use of the proposal with the suggestion of several activities that teacher have an option to implements in future lessons, having the option to use the same activity or make modification to enhance the present continuous in students in any level through the use of visual aids.

#### 5.2 Conclusions

##### **5.2.1 To identify B2 level students' issues regarding the use of the present continuous throughout the lessons at Instituto Técnico Bilingüe during the second quarter of 2021**

When the teachers are going to teach students at any level, they have to consider that all the students have different needs. That is why teachers have to identify the most common ones to find the solutions when they pretend to explain a topic to make possible corrections. As a result, it allows the students to get the best results in this case, as a mention does not have the option to teach students enough time to make a deep analysis.

According to previous observations, when the professor in charge was teaching students at the institute, he does not use several visual aids to cover the student's needs. Due to the institute rules, they have to focus on speaking skills instead of using visual aids to encourage them to remember through videos, flashcards, and PowerPoint or another visual aid that reinforces teaching-learning. According to Anderson in chapter two, page 12, it is said that despite visual aids are one of the most antique materials. They continue to be an important tool in the present day. One of the most important things is when teachers understand the relationship between visual materials and the teaching-learning process.

On the other hand, teachers have several tools when they want to discover possible issues. One of them is observation. It is considered one of the most important tools because teachers can find mistakes and teach the students the correct method. Besides, when the students commit errors in pronunciation, speaking, or any other main skill, allowing the teacher to improve the EFL in students at any level is the main reason why observation is one of the instruments used in this research.

Finally, for the teachers is important to identify education problems making an initial diagnostic to make way for possible solutions through the correct applications of the correct activities and tools Basing in the use of different proposal to suggest the teachers how to improve the EFL using visual aids on the whole with the application of the verbal time called present continuous allowing the teacher to use the proposal to enhance the understanding of it.

### **5.2.2 To suggest various activities to enhance the understanding of the present continuous through the use of visual aids in B2 level students at Instituto Técnico Bilingüe during the second quarter of 2021**

It is important to clarify that through this research, the student's teacher just has an option to suggest possible solutions to the teachers at the Instituto Técnico Bilingüe about how to implements visual aids in different ways allowing them to overthink that have several activities like virtual games, flashcards, or any other activity. According to Hidri (2019 p. 22), the main reason to implement visual aids adjusting the environment of the class is to develop the way to think, making students critical, helping them to forget the long list of vocabulary, giving way to a new form to learn interactively, and in a fun way encourage the students to feel comfortable during the process of getting an EFL.

Equally have an infinity of options to implements during their lessons as the use of virtual platforms like “Wordwall” creating interactive games as open the box, wheel question, random cards as well as the option the use the same game in different versions allowing the teachers to make more interactive the lesson. As Arihant Experts (2020p. 25), when teachers have to teach inside the classroom, they are going to find different audiovisual students, so they have to implement the technology that offers many choices to capitalize on a new generation's curiosity for multimedia presentations as videos, virtual games among others.

Finally, it is important to mention that when teachers want to teach grammar, reading, listening, or speaking, this research was created to suggest them activities, virtual games, flashcards, PowerPoint, among others, allowing them to use one of them or even use any activities that involve the combination of both visual aids plus grammar, listening, so forth. According to Ryan on page 32 of this research, when teachers can use visual aids, they get more

benefits in the EFL Classroom because there are many reasons why visual aids make more comfortable the process of learning. After all, they help students understand and remember concepts more easily, presenting the student's concepts and visual aids to bring them back when they remember the image.

### **5.2.3 To analyze the use of the activities to enhance the understanding of the present continuous through visual aids in B2 level students to achieve the desired resolve during virtual classes**

Making a deep analysis about the importance of the use of visual aids in the classroom inferred that teachers have to use them in a direct or indirect form because when they are preparing an activity part of the planning as video to teach sometimes, they are using a kind of visual aids as well as if they are talking to the students using gestures of movements this action is part of the visual aids. As Kittelstad (2020 p. 30), when the teachers want to teach grammar rules and the students have to learn them, it should not be boring. Despite this, most of them require rote memorization. However, the approach to teaching has changed because they had to understand that the process could be more interactive implementing tools and activities to encourage students to learn easier.

Equally important is the way teachers prepare the activity. They have to consider certain requirements as the types of images, the amount of information that the video contains, and the size of the images inside the PowerPoint. According to the Canning survey (2019, p. 23), the main purpose of audiovisual aids is to clarify abstracts concepts because the concepts of this are all the things like images, devices, or objects that have an option to improve or make it easier to get the meaning. When students can learn through videos or another interactive tool, they are getting involved in critical thinking, making the students more active in EFL.

In conclusion, teachers can infer that teach EFL without the help of visual aids could be possible. However, when they consider using them in their lessons plans, the lesson could be more interactive. The students have more options to improve their English through the interactive and virtual activities suggested in this research. According to Ryan's mention on page 32 in this research, the last benefit mentioned before is providing a touchpoint to refer back to throughout the lesson to remind them about the new language they learn. Moreover, it makes the class more dynamic and fun, giving the students option to learn grammar in combination with images or PowerPoint, reading through storytelling draws, writing, imaging the actions, and speaking using several gestures.

#### **5.4 Recommendations**

According to the information gotten through the creation of different activities and tools to enhance the present continuous in B2 level students at Instituto Técnico Bilingüe, the researcher can state that visual aids should be used in combinations with the main skills to improve the EFL easily, allowing the teachers to use several tools and the students to remember concepts through images, photos, PowerPoint, among others. Teachers can teach without these tools, but when they are preparing a lesson depends on a percentage of the use of them doing impossible work without the minimum use in teaching-learning. Therefore, the researcher can provide the following recommendations.

There are many recommendations that a future researcher can follow to implement the use of visual aid in the classroom. one of them could be the fact that future researchers should be prepared to create and implement a plan B. It is the case of the pandemic situation that affects the forms to teach changing presential and virtual application by proposals.

Another important option is to implement the virtual games using visual aids prepared to suggest the teachers at the Institute Técnico Bilingüe the implementation in their lesson, allowing them to use visual aids with any other verbal time to enhance the main skills in their students.

Equally important, when teachers have an option to implement the use of the visual aids, they have an opportunity to use them in several activities, not only in grammar but also in pronunciation, listening as well as reading through storytelling with images, allowing them to improve the of student's main skills in the best way.

On the other hand, the teachers have an option to create virtual flashcards, or any other visual aids, using several platforms as Kahoot, making these activities to encourage the students to understand the topic, getting in that students what teachers want to teach focus in to get the best outcomes in future investigations.

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