

University of Guantánamo

Faculty of Education

Foreign Language Major

Term Paper

Theme: Proposal of teaching means to improve the quality of English lesson in 7th grade at Américo Cesar Deliz Hernández School.

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INTRODUCTION

Our Revolution is one of greatest processes all over the time in the history. It has changed the past and the present of millions of persons in all over the World, but anything of this is possible if the revolution does not have as base a system of education of quality that has as main objectives to educate capable persons for living in society and to respect the different ways of thinking and believing of the rest of the persons.

It is necessary to take into account important elements that have marked a part of our history from the point of view of the education and the author would like to refer to the scientific revolution in Cuba. This success has been seriously very important for us because it has given many advantages to the Cuban people.

When we are going to talk about the advantages that this scientific revolution gave us it is indispensable to mention the educative sector. Many necessary elements have been gotten in order to develop a competitive system of education, some of them are the computers, the TV and the videos. These elements in the world of the education are named teaching means, these play a very decisive role at the time to teach.

The teaching means are very important in teaching learning process because they are capable to help teachers and students so much at the time of teaching and learning.

They get the attention of the students of a best way, the students keep the knowledge in the memory because it is provided that the human being can remember much better the images than the words.

During the period of the systematic and concentrated practice teaching in the school through different visits to English lessons, interviews to some students, visits to methodological training were observed some difficulties that are affecting the development of the foreign language teaching in 7th grade students.

Although some investigations have given important conclusions about this topic it is not enough and there are some difficulties related to this topic.

Difficulties

- Poor use or non use of teaching means in the English lessons.

- Poor preparation of the teachers at the time to use teaching means.
- There is not relation between the corresponding lesson and the teaching means used.
- At the school there ere not the necessary teachings means for the English lessons.

According to the difficulties stated the author of this investigation defined as scientific problem the following.

Scientific problem

What teaching means could be elaborated to improve the quality of English lesson in 7th grade at school Américo Cesar Deliz Hernández?

According to the scientific problem stated, it allows the author to establish the following object of study.

Objective of study:

The teaching learning process in 7th students at school Américo Cesar Deliz.

In order to give solution to the problem it is intended the following objective: Elaboration of teaching means to improve the quality of English lessons in 7th grade at Américo Cesar Deliz Hernández School.

In order to give solution to the problem it is intended the following scientific questions:

- 1- Which are the theoretical aspects that support the use of teaching means in English language teaching?
1. Which is the real situation existing with the use of teaching means in 7th grade at Américo Cesar Deliz Hernández School?

2. What teaching means could be elaborated to improve the quality of English lesson in 7th grade at Américo Cesar Deliz Hernández School?
3. How possible is to use teaching means elaborated to improve the quality of English lesson in 7th grade at Américo Cesar Deliz Hernández School?

In order to fulfill with the objective proposed it is intended the following scientific tasks.

- 1- Determination the philosophical, psychological and pedagogical aspects that support the use of teaching means in English Language Teaching.
- 2- Diagnoses the real situation existing with the use of teaching means in 7th grade students at Américo Cesar Deslis Hernández School.
- 3- Elaboration of a system of teaching means to improve the quality of English lesson n 7th grade students at Américo Cesar Deslis Hernández School.
- 4- Evaluation of the level of effectiveness of the use of the teaching means elaborated for the English lessons in 7th grade at Américo Cesar Deslis Hernández School.

Research Methods

For the development of this work the following methods were applied:

From the theoretical level:

- Analysis-synthesis: It is applied to determine the characteristics of the object, the relationship among its components and then synthesize them as a whole from theoretical point of view.
- Induction -deduction: It was applied to infer the information about the object of study and arrived to conclusions.

- Historical-logical: It permitted to analyze the historical background of the problem, taking into account its logical character and up to date conditions.
- Method of transit from abstract to concrete: it permits to obtain a general view of the existing problem in the teaching learning process as well as, the reality of the fundamental relations that are materialized through the application of the proposal.

From the empirical and experimental level:

- Interview: In order to know the degree of knowledge that English teachers have about the theme.
- Observation: In order to know the reality of the problem through the direct perception of classrooms.
- Inquiry: In order to know the opinion of the students in relation with the theme of investigation.

From the mathematical level

- Perceptual technique: In order to indicate the results obtained in the interviews and inquiries.

DEVELOPMENT

1. Philosophical, psychological and pedagogical aspects that support the use of teaching means in English language teaching.

“Teaching means should serve to better the working conditions of teachers and students; they never substitute them in the classroom”.

As it can be seen, the first part of this postulate shows the great responsibility of teachers while using teaching means at their disposal, and elaborate those needed or that can be made according to the possibilities, so as to help the improvement of the teaching learning process. The second part reminds teachers that teaching means complement the teacher’s work but they never substitute them.

From the author point of view this is very important for a good development of the teaching learning process, for this reason it is important that teachers know the concept of teaching means and how to regulate his use during the class.

“The teaching means are images and representations of objects and phenomena that are specially made for teaching. They can also be natural or manufactured both in their normal form or prepared, that contain information and are used as source of knowledge”.

The author considers that teaching means are any material used in the classroom while teaching. Of course the material should be selected taking into consideration the content and the level of the students.

Teaching means are very important components of the teaching learning process. Their importance should be analyzed from three points of view:

1-The philosophical: Teaching means and their use are determined by the dialectical materialist theory of knowledge. This means that it is necessary to guide the students from the reality to the abstract thought and from this to the communicative.

This is due to the fact the teacher has to provide the students the contact with the linguistic and extra linguistic materials objective as possible to facilitate the comprehension, in such a way that the student can analyze synthesize and finally express it.

2-The psychological and the pedagogical points of view: Concerning these two aspects, it is necessary to explain that teaching means reduce considerably the time devoted to learning as they make teaching more objective. Results of investigations have shown that:

- The students fix the quality an object easier when they see it directly than when it is orally expressed.
- With the use of teaching means the potentialities of sensorial organs are better used.
- Most of the things people learn is through the eyes and ear.
- The knowledge is kept longer in the students' memory.
- They improve the effectiveness of teaching as they propitiate the direct contact with the objective reality and its reproduction.
- They activate the intellect as there can be transmitted more information in few time, so the students need greater psychic effort to process the information.
- In the linguistic and extra linguistic aspects, visual means permit to put the students in contact with representations of the usual situations of the foreign

language (gestures, places , artistic manifestations, building ,historical facts and other elements of the country whose language is taught

- Visual means permit to make summaries, through charts and other written forms, the lexical and the grammatical generalizations, as well as to show, graphically the articulation of sounds.

General characteristics of teaching means.

As general characteristics, it can be said that teaching means should be:

- **Interesting:** Teaching means should attract the students' attention towards what is being taught.
- **Relevant:** They should be directly connected to the content that is taught in the lesson.
- **Motivating:** The teacher should make an adequate selection so that they provide an incentive to the students to learn. That is as the teacher makes use of them, the students should be encouraged to learn and participate in the lessons.
- **Compatible:** they are totally in correspondence with the content to be taught

An important element related to this topic is the classification of teaching means. They are classified by their natural form into two groups:

1-Technical and auxiliary teaching means aids; those which do not contain information by themselves, but they contribute to help the main function of teaching means. It is the case of:

- The board
- The overhead
- The tape recorder
- The magnet board

- The puppets and their places
- The flannel board
- The pocket chart
- The language laboratory
- The machines used for teaching. (TV, Video, computer)

2-Teaching means those which contain information. It is the case of:

- The textbook and the workbook
- A message written
- Elements used for the pocket chart.
- Charts
- Schemes
- maps
- Three-dimensional objects (real objects, toys, models)
- Pictures
- Filmstrips
- Films
- Slides for the overhead projector
- Recorder materials
- Programs for the machines (Videos tapes, software)

In this part, it results very necessary to explain that both, the up to date technology and the creativeness and imagination of teachers and the students may offer a lot of solutions in regard to the elaboration and use of teaching means in foreign language teaching.

Also it is necessary to remind teachers that the textbook is the main teaching means to be used as it is the main source of information and drilling as well as educative material mainly the content of language texts.

The teacher should know how to evaluate the teaching means used in foreign language teaching, for this the leading criterion should be their correspondence with the didactic principles together with the results of the practical allocation in the classroom.

The effectiveness of a teaching means depends of the attainability and the clearness of the information it carries in relation to:

- The real possibilities to develop habits and skills in the language.
- The scientific character of its content in regard to the linguistic elements.
- The educative potentialities, both ideological and ethic and aesthetic.
- Its correspondence with the syllabus and with the objective of the lesson.
- The possibilities to achieve an active and conscious participation of the students.
- The possibilities to save time in describing situations, explanation of the vocabulary, characteristics of persons, places and objects, etc.
- The possibilities to summarize, in charts, the essential characteristics of the linguistic material.

Two of the most important teaching means in education are the TV and the video, it is indispensable explain that the use of TV and the video lessons was one of the measures of our revolutionary government as a result of the Third Education Revolution to continue the teaching of the English language because of the lack of teachers.

This was not applied properly, so the consequences are now clearly seen: few students could learn.

The combination of sound elements, mainly recorded, visual means as filmstrips, in foreign language have advantages:

- That the listening or visual material may be elaborated taking into consideration the didactic needs and purposes. Their qualities cannot depend on the specific situation from the classroom.
- That both the recording and projection can be heard and seen by all the students in the classroom, in a clear way, because they can be adjusted to the conditions of the place.
- That this type of material of this type of materials permits to offer characteristics of the cultural environment of the foreign language, together with gestures and facial expressions.
- That the correct use of listening and visual combination can be approximated to the conditions in which the linguistic act is really produced.

The teaching means have a close relation with the methods because since the moment of preparation of a lesson, the inseparability of objectives, contents, methods and means are manifested in a logical sequence that the teacher should follow, determining first the objectives and then select the content. These two factors offer decisive criteria to determine the methods that will apply and the means that will use in the lesson.

We can say that there is a dialectical unity because within this interaction both, methods and means constitute a dialectical unity in two senses or ways, First, the scientific-technical development propitiates possibilities to create new means, which, at the same time permits to modify or change the methods and even the creation of new ones. Second, in the daily practice the methods and the procedures selected

determine the means that should be used to accomplish the method, but at the same time the selection of procedures is influenced by the real possibilities to have or to prepare the means.

Which are others reasons that support the importance given to the teaching means taking into account that they have a main role inside of the scholastic organization and didactic area?

These are others investigated by the author.

The teaching mains are main components in teaching. With this affirmation what it wants to indicate is that in every process the teaching means are an indispensable part of each process. Nowadays is impossible to think that a teacher develop his lessons using just the oral word. Even in the lessons that we can consider as traditional the book and the board are an integrant and necessary part of them.

When we accept that the teaching means are constitutive part of the teaching process means that this interaction with the rest of components of the curriculum (objectives, contents, strategies, activities) Conditioning and modulating the precipitation of them.

For example the achievement of some exterminated kind of adjectives depend of anyway that some specific means to be used, the contents are circulated through means and this possibilities a way of structuring and presentation of them activities need teaching means that possibilities them but at the same time elaboration of specific materials for teaching has to begin from the analysis of the characteristics of rest of the components of curriculum.

Teaching means are an integrant part of the communicative process in teaching.

The instructive process and of the curriculum represent an specific kind of human communication. The relationship that are established between the designer's curriculum and teacher, the relationship that are crated between a particular teacher and his students, the communications (more less spontaneous between students when they learn) are communicative process regulated internationally and configured for getting to teach.

Inside of these process of communication the teaching means have relevant place. It is conceded them traditionally the paper of channel of communication but they represent more than a simple support because apart from to facilitate and represent the informative messages that the students must receive the teaching means condition or configure the communicative transactions between teachers and students.

In conclusion the means are the channel through the different agents of the curriculum lined in relation (designer-teacher; teacher-students; students-students) conditioning the messages and kind of relation that are established between them.

- The teaching means expedite accede to the students experiences of knowledge that are very difficult to be gotten because of the far in time and in space.

- The teaching means expedite to accede to happening phenomenon or situations occurred in the antiquity or in places that are very far from the students.

- The teaching means are driving the intellect abilities in the students.

- The obtaining of knowledge through teaching means demands to the persons the analysis of the messages represented symbolically.

- The teaching means are an expressive vehicle to communicate the ideas, feelings, and opinions of the students.

Apart from to accede to the reality, situations or newfangled concepts the teaching means are configured as the sources that expedite to the students to manifest and to express his knowledge, attitudes and feelings.

- The teaching means are supports that keep stable and inalterable the information.

-At the school the teaching means can not be just facilitator sources of academic knowledge, also they should be in an object of knowledge for the students.

Finally, a last argument for justification the importance and interesting that the teaching means have at school is that these must become in an object of study for students.

Our society is characterized by a high level of technology and our schools can not be divided or separated from this reality that is changing all over the world.

The teaching means have not always the same concepts and in 1970, Rossi and Biddle defined as teaching means as any device or apparatus that is used to transmit information between persons

In the dictionary of education directed by Good (1973) it was established the following concept: Source and other materials that present a complete body of information and are autonomous more than supplementary in the teaching learning process.

But this definitions were not very complete and the author believe that one of the most correct is one of Escudero (1983) and explain that a teaching means is any technologic source that articulate in a determinate system of symbols and messages with instructive porpoises.

It is necessary too explain that what make different to the teaching means of the informative means (newspaper or TV) is that these messages are elaborated with instructive porosities. The principals of a newspaper or of a TV channel do not elaborated their messages with a specific objective of provoking knowledge in the audience and less in school contexts because they will try to inform, to entertain, motivate and create attitudes.

Many important authors explain that each teaching means have three dimensions:

The semantic, the syntactic and the pragmatic.

*The semantic dimension of a means is referred to the contents, information, and messages of itself. This semantic dimension includes what the means say.

The syntactic dimension is referred to “how the message is presented in the means”, it means that includes how is structured, organized and symbolized the information.

The pragmatic dimension makes reference to the use of the means, how and what for the means should be used.

According to Salomon (1979) one of the most representatives and important in this topic in the last years, the specific attributes of the means are the following.

-The technologic attributes: that affect mainly in the diffusion of the information (It means that affect the availability and the accessibility).

From a psychological point of view the effects of the knowledge with teaching means would be affected by the following variables.

Internal variables of the means:

*Information transmitted

*Systems of symbols

*Mode of structuring and symbolic representation of the information

Variables of the persons

*Previous knowledge

*Styles and cognitive abilities

*Attitudes, interests and motivation

Variable of the context and use of the means

*Demands of the task

*Instructive strategies

*Interaction means\ teachers\ students

When someone is studying the use of teaching means should know a very important concept about this topic,

Manipulative means: A group of sources and materials that can offer to the persons a way of representation of the knowledge of an inactive nature.

The manipulative means can be:

*Real objects and sources

*Materials of refuse

Symbolic manipulative means:

The school can not ignore and remain indifferent to this reality. This means that not only should incorporate these technologies for methodological improvement and innovation in order to help students learn math, social or natural.

The school must take up the challenge to prepare and train students to interact with the media in their daily lives. That is, it means knowing the technical mechanisms of production, values and ideological positions underlying such means, namely technically use the hardware and software of the same. In short, it gives students pursue criteria for decision on the use of own technologies DECISIONS our culture and society.

2. Media education: a conceptual approach

In this section we will try to present a definitional proposed teaching aids, so that the same for differentiating the instructional component of the remaining elements of the curriculum, while offering distinctive features compared to other media.

It is already well known throughout the classical distinction between two components; hardware and software. A literal translation of such terms would be "hard" (the material, the mechanical support), and "soft" (what is transmitted, encryption of messages, the program). For example, in television, their hardware will display, CRT and other devices making up the apparatus, and software programs for the same are issued.

Well, the first attempts at conceptualization of teaching aids were preferably supported on your hardware dimension, ie, they were considered as different material supports transmitters of information.

For example, Rossi and Biddle (1970) defined as the medium of instruction:

"Any device or equipment that is used to transmit information between people" (cited by Gerlach and Ely, 1979, p.18).

In the same vein Edling and Paulson, considered as a means:

(P. 251) "the graphic, photographic, electronic or mechanical to capture, process and rebuild roads visual or verbal information".

In the Dictionary of Education directed by Good (1973) instructional media as defined: "Resources and other materials having a complete body of information and are more autonomous supplementary items in the process of teaching and learning" (p. 307).

As can be seen, these definitions agree highlight technological hardware or media aspects as well as the transport of messages through the same as leading role.

What meant this conceptualization of media?. Well assume a conception of them basically as "educational hardware", as their technical characteristics materials become the property alleged representative and distinctive from other instructional components. Thus, the media would be configured as media stimuli vary by the degree of realism of their messages encoder. Therefore it could be assumed that to the extent that given to subjects knowledge through multiple sensory stimulations media effects will be more noticeable and significant.

Facing conceptualizations media underlying the above definitions we found one that we think fits our vision of the media, while being thorough enough, in the sense that includes the defining critical attributes of the media education. This definition to which we refer is that offered by Escudero (1983, p.91):

"(Medium of instruction) is any technological resource that articulates in a certain system of symbols certain messages for instructional purposes"

Consider this definition and therefore will justify the reasons for choosing it.

The first feature that stands out is that half is a technological resource. This indicates that half or teaching material requires first hardware, physical support material. With this data, we can distinguish other educational media elements such as the objectives, activities, or employment, content, etc.

Second in half must be some kind of system of symbols, that is, the medium should represent "something" other than himself. You must have a reference that is symbolized in the middle through certain codes.

The third feature is that the average mailer, communicates information, means something.

But what differentiates the medium of instruction in other media (press and TV) is the fourth attribute, that is, that the messages are processed for instructional purposes. The directors of a newspaper or television channel not designed and developed your messages with the specific purpose of learning cause your audience, let alone it occurs in school settings. They will try to inform, entertain, motivate, create attitudes, etc.

The combination of these four definitional features, educational facilities can be differentiated from other elements or instructional objects that are sometimes confused with the term "medium".

We are referring to under "teaching aids" do not fit or organizational forms or modes of teaching (such as demonstrations, exhibitions, group work, excursions, etc.) because they do not meet the attribute of "technological resources"; nor our definition includes tools and instruments of work and school furniture as neither scissors, markers, paper, ..., and of course the desks, tables or chairs, fulfill the attribute "symbolize", or transmit messages. The latter are real objects such as animals or plants, but no teaching aids in the sense that we have defined.

However, it must make a clarification regarding the above.

The definition we have made of the teaching profession has been proposed in order to narrow conceptually what is the object of study and intellectual reflection of our

educational project, in a manner, which is required curricular component what we mean media teaching.

However the school reality is much richer and varied definitions we can develop, so many situations and school practices are hardly to get a meaning in the conceptualization we have done.

By this I mean the following:

a) In the language teaching among teachers use the term "medium" is highly polysemic, which is fraught with ambiguity of meaning. With the "medium" word at school one can refer to the environmental background of students; the teaching resources used by the teacher to explain, demonstrate or exemplify contents; materials and instruments for student work; the context of the class; etc. Polysemy test of the "average" term is that if a dictionary query can be up forty different meanings of the same.

b) There are objects of reality but do not meet the definitional requirements that we have identified for "teaching aids" in instructional contexts play the role given to the teaching profession. Examples. A newspaper or magazine in principle are not teaching aids, but social media. But a teacher can introduce in their teaching and fulfill the functions that have given to the media. Similarly it happens with natural objects (stones, animals or plants). In themselves they are just that: stones, animals or plants, but in the context of class become resources for students to access new learning.

In short, these objects that we referred by their nature could not be considered as teaching aids. But when they are intentionally used in a context of teaching in order to produce student learning they should be analyzed as means and resources for teaching.

We could justify it in terms of presentation modes of knowledge Bruner offers. I am referring to enactive, figurative and symbolic modes and types of learning experiences that underlie them (Oson and Brunner, 1974).

Real objects are not ends in themselves as neither used nor any system of symbols representing a reference beyond itself, but are resources that enable access to a contingent experience. Experience intentionally organized by the teacher enables students to acquire learning through a enactive or manipulative way.

In turn, other media, are real on which you can interact contingently objects, and to the extent that the interaction of these students do is intentionally regulated by the teacher, belong to the sphere of media, materials and teaching resources or curriculum.

c) A final consideration. Usually when speaking of teaching aids you think in terms of those materials for students with learning to lead. It not included in that category materials for the teacher to interpret the curriculum and operate in their work context.

We believe that this set of resources aimed at teacher and developed in order to facilitate the development of the curriculum (curricula, teaching guides, curriculum guides, etc.) meet the definitional requirements not only identified, but being an integral part of reality institutional curriculum, an educational project on teaching aids inevitably have to give account thereof. (Curricula, teaching guides, curriculum guides, etc.) meet the definitional requirements not only identified, but being an integral part of the institutional reality of the curriculum, a teaching project on teaching aids inevitably have to account for them .

3. The components and dimensions of the media.

In any means or resource we can identify some components: hardware and software;

and other dimensions: semantic, syntactic and pragmatic.

Hardware means consists of the "harder" part thereof. It is the physical medium technical support material. It is the means as apparatus. E.g. screen, computer keyboard; paper and covers of a book.

The software represents half the "soft" part of it. It refers to programs organized symbolically messages that are submitted through the hardware. E.g. on a same computer software programs and files be used. In a television programming would be emitted by the same.

In turn, we say that every means has three dimensions: semantic, syntactic and pragmatic.

The semantic dimension of half refers to the content, information, messages of the same. This dimension includes "what it says" the middle.

The syntactic dimension refers to "as presented" message in the middle. That is, including how it is structured, organized and symbolizes the information.

The pragmatic dimension refers to the use of the medium. It is the how and why it will be used.

4. Systems of differential attribute symbols as teaching aids.

One of the key points of the media are characterizing attributes, codes and symbolic systems used to organize and present the messages.

Facing the view of the media as mere physical media that convey information, and whose learning potential is based on the degree of similarity of representation to its referent, in recent years has been consolidating a proposal that provides a sufficiently powerful theoretical framework to provide and explain the differential impact of SoBe means learning subjects.

This means conceptualizing framework based its proposal considering the symbolic systems as the key to explaining the interaction between the subject attribute, the media and learning.

Then I try outlines the reasons for the importance of this attribute and the role of symbolic systems on student learning.

According to Salomon (1979), one of the most representative and prominent in recent years in the field of media authors, specific attributes of all means are:

a) The technological attributes, affecting especially in the dissemination of information (ie, affect the availability and accessibility of materials). However, research has shown that when the only change in a learning situation is the very technology remaining constant the other components of the situation (content, task, symbolic structuring, etc.) their effects on learning are negligible.

b) The contents are usually the primary purpose and of interest to many educational professional. However it has not found a clear and precise relationship between different media and circulation of certain content. The research findings suggest that the impact of the media in learning is not so much that transmits messages and ways to encode.

c) Mark and social situations. These are associated with the use made of the media. It seems to confirm that in certain contexts and conditions the effect of media on learning varies significantly. However, this attribute is external and independent of the nature of

any means.

d) The system of symbols. These are defined by Salomon (1979) as:

"A set of elements that represent in any way a specific reference fields that interact according to certain syntactic rules or conventions" (p. 20).

Some of these conventions may be formal (such as math symbols or language) and informal (such as art). The role of the media in symbolic systems will offer various forms of coding of messages conveyed by the media.

"The representation, as distinct from actual experience, is always encoded in a system of symbols. If you tried to delete images from the films, the mapping of the language of the text, what would remain ?. Media no symbol systems are as inconceivable as math without numbers "(Salomon, 1979, p.3).

Symbolic systems constitute the internal differential attribute of the medium, in turn, modulate the effects on learning as they affect cognitive representations of subjects interact with them.

In connection therewith, to Escudero (1983a), a medium is formed internally by two structural elements:

The modes of construction, such as stories, poems, essays, etc. Each possesses a own structural grammar that distinguishes; and

Symbol systems, in different forms of coding of messages regardless of their mode of construction.

The former can be made and used by any means, while the latter denote internal specificities of certain media, as their disruption would mean distorting it deeply. More exactly as suggested Marrero and Piggy (1983):

"The modes of construction (metaphors, scientific treatises, etc.) can be handled by virtually all media, and therefore this kind of structural elements may not be essential for the distinction between means. Not so when the system is changed symbols (e.g. the sequential nature of a text, the spatial syntax of a map, etc.), as this would imply a violation of the environment "(p.7).

We must stress that certain technologies are not inextricably linked to specific symbolic systems, nor certain types of symbols are restricted to operate on one type of carrier material. For example, the printed material can either use verbal and iconic codes, the same way you can make movies or television (Escudero, 1983a).

However, the technology determines symbolizations types that can be used (one radio we never transmit their information through iconic representations).

Therefore, in this new framework for conceptualizing it means clear that "neither the contents nor the situational correlates of means shall be used as critical criteria" (Salomon, 1979, p. 24). The media, of course, vary with respect to the content they carry, but such changes are the result of symbolic systems involved.

Different symbolic systems match or correlate with different reference fields (photography with objects, graphics with mathematical relationships, the pentagram with musical sounds). To the extent that the means differ with respect to system using symbols and stress also they vary regarding the content they carry.

Thus, for example, that television may represent visible aspects of events and books can describe not visible, it is the result of the system that uses symbols each medium, and not inherent to the media. Content types correlate with the media, but do not define the attributes of the media. "Only the symbolic systems can be useful in this critical capacity" (Salomon, 1979, p.24-5).

Certainly, these assumptions do not exhaust the arguments conceptualizes media, but they are the basis for developing an explanatory framework for relations between the media and the learner from them. Below we will explain in more detail how the media affect learning when students interact with them.

5. The interaction between symbolic systems, cognition and learning

Obtaining knowledge through the media, as we are saying, it will be affected by the type of symbolic representations through which knowledge is encoded in the middle.

In general terms, without going into the nature of cognitive learning process, we must indicate that when a student approaches the task of assimilating new knowledge is often triggered a process that would serve two basic functions (though obviously in reality it does not occur as schematically as described here):

On the one hand this subject must decode the message, which is the translation of the external, symbolic code presented in the middle of an internal code in the subject process the information.

And moreover, such information will be processed with corresponding storage and assimilation, that is, meaningful learning of it (Marrero and Piggy, 1983) will occur.

The problem is, therefore, in the transformation of external to internal cognitive representations symbolic representations, deducting hence the degree of similarity, correspondence, and isomorphism between the coding mode of the messages and the way the internal representation thereof will influence or facilitation of learning.

This transformation process requires the student a certain amount of mental activity-dependent cognitive effort it involves recoding messages internally symbolically represented externally.

According to Salomon, the factors involved in determining the amount of mental activity required a student in a learning situation would be given by:

- a) individual differences of subjects, both in their cognitive development and mastery of one or other cognitive skills. Certainly in this group should include other variables not strictly cognitive and personality, prior knowledge, interest, etc., and
- b) the task to be performed (remember, solve problems, sorting, ...) from the medium.

Therefore, "a symbol system communicates better than another not because of a resemblance between the symbol and its referent represented, but because a system of symbols, compared with others, may submit information to, or better match consistency with - mode of representation that an individual with a particular cognitive structure and a given task, you can use better "(Salomon, 1979, p. 73).

In short, according to Salomon, the process and method of production of knowledge when an individual interacts with half would be governed by the following principles:

1. The means, while differently encoded knowledge, skills require different subjects for decoding messages. Consequently it can be suggested that the type of symbolic structuring used by the middle tend to grow in the subject processes and cognitive abilities over others.

2. The degree of learning obtainable medium will be influenced by the degree of isomorphism between the encoding means and having the internal coding for performing the subject process such information.

3. The medium may have the potential to replace certain cognitive operations subject, contacting the media, tend to acquire those operations.

2. Diagnose the real situation existing with the use of teaching means in 7th grade students at Américo Cesar Desliz Hernández School.

For knowing which is real situation existing in 7th grade at school Americo Cesar Desliz Hernandez with the use of teaching means were applied methods as explained previously in this work.

It can be said that of a group of 45 teachers 30 were interviewed.

The questions were the following:

1~Do you know what the teaching means are?

2~Do you use teaching means mean frequently?

3~Do you elaborate the teaching means?

4~how do you use the teaching means?

As results we can say the majority of the teachers know what the teaching means are. Just a 50% of the teachers use the teaching means frequently. The minority of them elaborates the teaching means to during the class. Just a 60 % of teachers know how to use the teaching means.

Also of 150 students 30 were interviewed the following questions.

1~Do you like the teaching means your teacher uses during the class?

2~Do you learn easily when the teacher uses teaching means?

3~Which are your favorite teaching means?

As result of this interview applied to the students it can be said that all the students like the when teacher uses teaching means during the class.

The majority of them get the knowledge much better when the teachers use the teaching means.

The majority of the students interviewed said that the real objects are their favorite teaching means.

An other method that was applied in order to know the situation existing in 7th grade with the use of teaching means was observation of lessons, through this activity the author could realize the use of teaching means is very poor in majority of the lessons are not used correctly by the teachers.

The teaching mans do not coincide with the objective to be gotten at the end of the class.

3. System of teaching means to improve the quality of English lessons in 7th grade at Américo Cesar Deliz Hernández Secondary School.

The proposal to be presented is a system of teaching means elaborated by the author of this work according to some units of 7th grade. The teaching means elaborated have a flexible character as they can be used in different units of the syllabus. For their use the teacher has to determine the units each of the pictures, models, maps, among others may be used according to the content. They can also be used in different stages of the units, that is, presentation of the contents or drilling.

TEACHING MEANS

- 1- **Pictures:** It was elaborated to teach the present continuous tense in the unit number 2 with title "What is your friend doing?". Also this means can be used in the unit number 6 with the title "what do you do in your free time" with the objective to teach the simple present. This teaching means consists in a group

of images in which there are some children doing some actions. In this case the teacher can reinforce in the students love towards the practice of sports.

- 2- **Model:** this teaching means was elaborated to describe places in unit number 3 with title "What is your town like?" It consists in a model of a small town. In this case this means can also be used in unit number 7 with title "How can I get to" and in this case the teacher should use it to teach the students how to give directions. It is important to say that with this teaching means the students

- 3- **A knowledge tree:** It was elaborated to teach the students how to say the different members of the family. It must be used in unit number 4 with title "Tell me about your family" It consists in a small tree with some pieces of papers written with the different members of the family. This teaching means help to reinforce love feeling in the students.

- 4- **A model:** This teaching means was elaborated to teach the students how to say the different parts of the house. This means consists in a model of a house and was elaborated to be used in unit number 6 with title "Let's talk about your home". In this case the students can develop ability for description because they need to use adjectives at the time to describe a part of the house.

CONCLUSION

The teaching means are really indispensable for teaching when are seen from the philosophical, pedagogical and psychological points of view.

There are many problems with the use of teaching means that should be eliminated totally.

The teaching means elaborated by the author will help to make easier the foreign language teaching in 7th grade students.

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