



UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE IDIOMAS Y LINGÜÍSTICA

Modality: Quantitative Investigation

RESEARCH PAPER

In order to obtain the Bachelor Degree – English Major
Licenciadas en Ciencias de la Educación – Mención Inglés

THEME:

AUDIO-VISUAL RESOURCES AND ITS INFLUENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL OF THE STUDENTS OF THE FIRST YEAR OF BACCALAUREATE OF “PORTOVIEJO” HIGH SCHOOL IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016-2017.

AUTHORS:

HIDALGO COELLO PRISCILA DOLORES

MACIAS CHOEZ GEMA PATRICIA

THESIS ADVISOR:

ROLANDO INTRIAGO

THESIS REVISER:

GABRIEL EGÜEZ

PORTOVIEJO – MANABÍ – ECUADOR

2017

DEDICATION

This work is dedicated firstly to god for giving me the life, health, faith and the wisdom to realize this achievement in my career, without him none of this would have been possible. Thanks god for all the blessings you give me.

To my beloved mother Olga Choez, for guiding and supporting me in all my academic stage, morally and economically, I am very grateful with her for her advice. I love her so much.

To my husband Gabriel Fernandez for being my inspiration to become a successful professional. He gave me their advices and support in all moment.

In addition, my children Jusstin and Annahy, who are my happiness, my joy and motivation to finish my career. I love them.

Finally, I am grateful with the people who contributed in one way or another to make possible this work in a successful way. This effort is dedicated for all of you.

Macias Choez Gema Patricia

DEDICATION

This thesis work is dedicated firstly to my loving and caring daughter Fernanda Navia, who is my world,-SHE provided the necessary inspiration THAT I NEEDED to complete my objectives in my life.

To my mom Carmen Coello and my dad Jairo Hidalgo, who has been my motivation every day to become a successful professional and who have always loved me unconditionally and support me in all my academic stage, not only morally but economically, they were always here with me.

To God, for being my guide, who enlightens me from that place to which we call heaven, and gives me the sufficient wisdom, faith and happiness.

This work is also dedicated to my love Jhonny Briones, who has a been a constant source of support and encouragement during of the moments that I have needed.

Finally, I would like to thank to my teachers of my major, because they have given me some knowledgement and advice that made the person who I am. I feel grateful with my friends and classmates people who have contributed in one way or another to make possible this work in a successful way. This effort is dedicate for all of you.

HIDALGO COELLO PRISCILA DOLORES

ACKNOWLEDGMENTS

For those people who had been our sides, especially the thesis advisor **ROLANDO INTRIAGO** and reviser **GABRIEL EGÜEZ**. They shared their knowledge with patience and motivation; they were guides for the development of this research paper.

To our dear parents, because they have been the reason and inspiration in every event, the pillar of our education and training. We love them.

We would also like to thank to the advisors of our distinguished School of Languages and Linguistic, for their advice-and knowledge imparted throughout our development as professionals, to our colleagues and other aggregates, those who during this brief part of our lives enriched in different ways our minds.

The authors

LETTER OF AUTHORIZATION ON COPYRIGHT

UNIVERSIDAD TECNICA DE MANABI
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Idiomas y Lingüística

Hidalgo Coello Priscila Dolores and Macías Choez Gema Patricia graduates of the Languages and Linguistics MAJOR, declare to be the authors of the present research titled: "AUDIO-VISUAL RESOURCESS AND ITS INFLUENCE ON THE DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF BACCALAUREATE OF "PORTOVIEJO" HIGH SCHOOL IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016- 2017." Moreover, they certify that the ideas, findings and results of the present work were made under the Modality of Research project, which are of their exclusive responsibility and authorship.

The Authors rights will remain in accordance with Articles 5, 6, 8; 19 and other relevant of the Intellectual Property and its Regulations. .

Portoviejo, February 2017


HIDALGO COELLO PRISCILA
DOLORES

C.I. 131178822-6


MACIAS CHOEZ GEMA
PATRICIA

C.I.131286470-3

v

APROVAL OF ADVISOR

UNIVERSIDAD TECNICA DE MANABI
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Idiomas y Lingüística

Portoviejo, enero de 2017

Mg. Rolando Intriago

CERTIFICO QUE:

Como tutor del trabajo de titulación, modalidad de investigación, con el tema, "AUDIO-VISUAL RESOURCESS AND ITS INFLUENCE ON THE DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF BACCALAUREATE OF "PORTOVIEJO" HIGH SCHOOL IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016-2017.

Ha sido culminado por los egresados: HIDALGO COELLO PRISCILA DOLORES Y MACIAS CHOEZ GEMA PATRICIA , por lo tanto emito el informe final y confirmo la originalidad de este TRABAJO DE TITULACIÓN, que bajo mi dirección y asesoramiento como TUTOR, cumple con las disposiciones establecidas para el efecto **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN**, Artículo 8 en el cual afirmo que está listo para que continúe con el siguiente proceso, particular que pongo a su conocimiento para que Gabriel Egúez, emita el informe respectivo como REVISOR.


Mg. Rolando Intriago
TUTOR

APROVAL OF REVISER

UNIVERSIDAD TÉCNICA DE MANABI
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Idiomas y Lingüística

Portoviejo, enero de 2017

Gabriel Egúez

Catedrático de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad Técnica de Manabí.

CERTIFICO QUE:

El trabajo de titulación, modalidad de investigación realizado por las egresadas: HIDALGO COELLO PRISCILA DOLORES Y MACIAS CHOEZ GEMA PATRICIA, titulado **"AUDIO-VISUAL RESOURCESS AND ITS INFLUENCE ON THE DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF BACCALAUREATE OF "PORTOVIEJO" HIGH SCHOOL. IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016-2017.**

Lo he revisado junto con el informe que fue emitido por Rolando Intriago como **TUTOR**, por lo tanto emito mi informe no vinculante **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN, Artículo 9,** con el cual afirmo que está listo y aprobado para que continúe con el siguiente proceso, particular que pongo a conocimiento, del Tribunal de Revisión, Sustentación y Evaluación.


Lcdo. Gabriel Egúez

REVISOR DEL TRABAJO DE TITULACIÓN

INDEX

CONTENTS

1. <u>DEDICATIONS</u>	II-III
2. <u>ACKNOWLEDGMENTS</u>	IV
3. <u>LETTER OF AUTHORIZATION ON COPYRIGHT</u>	V
4. <u>APPROVAL OF ADVISOR</u>	VI
5. <u>APPROVAL OF REVISER</u>	VI
6. <u>CERTIFICATE OF THE INSTITUTION WHERE THE RESEARCH WAS PERFORMED</u>	87
7. <u>INDEX</u>	IX
8. <u>RESUMEN</u>	XII
9. <u>SUMMARY</u>	XIII
10. THEME	1
2. PROBLEM STATEMENT	2
3. REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETHICAL FRAMEWORK.....	4
3.1. AUDIOVISUAL RESOURCES	4
3.1.1. AUDIO-VISUAL MATERIALS IN FOREIGN LANGUAGE TEACHING CLASSROOM.....	4
3.1.2. IMPORTANCE OF AUDIO-VISUAL AIDS IN TEACHING OF ENGLISH.....	5
3.1.3. THE FUTURE OF AUDIOVISUAL RESOURCES IN SCHOOLS	6
3.1.4. EFFECT OF AUDIOVISUAL AIDS	7
3.1.5. BENEFITS FROM THE USE OF AUDIO-VISUAL RESOURCES	8

3.1.6. KINDS OF AUDIOVISUAL RESOURCES USED IN ENGLISH CLASSROOM.....	9
3.1.7. REASONS FOR VIDEO IMPLICATION IN CLASSROOM.....	12
3.1.8. INTEGRATION OF AUDIOVISUAL MEDIA IN THE PROCESS OF LEARNING THE ENGLISH LANGUAGE.....	13

CHAPTER 2

3.2. PRODUCTIVE SKILL OF THE ENGLISH LANGUAGE.....	14
3.2.1. ORAL SKILLS ON STUDENTS.....	14
3.2.2. SPEAKING SKILL.....	14
3.2.3. PRODUCTIVE SKILLS IN ENGLISH LANGUAGE.....	16
3.2.4. IMPORTANCE OF THE SKILL OF SPEAKING.....	16
3.2.5. IMPROVING SPEAKING SKILLS	18
4. <u>ACHIEVEMENT OF OBJECTIVES</u>	20
5. <u>HYPOTHESES ELABORATION AND VARIABLES DEFINITION</u>	21
5.1. <u>GENERAL HYPOTHESIS</u>	21
5.2. <u>SPECIFIC HYPOTHESES</u>	21
5.3. <u>VARIABLES</u>	21
5.4. <u>OPERATIONALIZATION OF VARIABLES</u>	22
6. <u>DEVELOPMENT OF RESEARCH DESIGN</u>	24
7. <u>DEFINITION AND SELECTION OF SAMPLE</u>	26
8. <u>DATA COLLECTION</u>	27
9. <u>DATA ANALISYS</u>	39
10. <u>ELABORATION OF RESULTS REPORT</u>	51
10.1. <u>ACHIEVEMENT OF OBJECTIVES</u>	51

<u>10.2.</u>	<u>CONCLUSIONS</u>	53
<u>10.3.</u>	<u>RECOMMENDATIONS</u>	54
<u>11.</u>	<u>THE PROPOSAL</u>	55
<u>11.1.</u>	INTRODUCTION OF THE PROPOSAL	56
<u>11.2.</u>	THEORETICAL FOUNDATIONS OF THE PROPOSAL	57
<u>11.3.</u>	OBJECTIVE OF THE PROPOSAL	58
<u>11.4.</u>	<u>REFERENCES OF THE PROPOSAL</u>	60
<u>1.</u>	<u>RESEARCH PAPER BUDGET</u>	67
<u>2.</u>	<u>ACTIVITIES CHRONOGRAM</u>	68
<u>3.</u>	<u>BIBLIOGRAPHY</u>	71
<u>4.</u>	<u>ANNEXES</u>	72

CONTENTS

<i>Annex 1:</i>	“PORTOVIEJO” HIGH SCHOOL	74
<i>Annex 2:</i>	English teachers completing the surveys	75
<i>Annex 3:</i>	Giving instructions about the surveys	76
<i>Annex 4:</i>	Students First “A” basic educational completing the surveys	77
<i>Annex 5:</i>	Students First “B” basic educational completing the surveys	78
<i>Annex 6:</i>	Working with the advisor Rolando Intriago, M. Sc	79
Table 1	Operationalization of the independent variable	22
Table 2	Operationalization of the dependent variable	23
Table 3	Population	26

UNIVERSIDAD TECNICA DE MANABI

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA**

**“AUDIO-VISUAL RESOURCESS AND ITS INFLUENCE ON THE
DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF
BACCALAUREATE OF “PORTOVIEJO” HIGH SCHOOL IN
PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016”**

ABSTRACT

The present research was designed to identify the use of audio-visual resources and its influence on the development of speaking of the students of Portoviejo high School, located in Portoviejo City. Using audiovisual materials as pedagogical tools, it is very usual in the modern education, because they manage to motivate the students and what they understand and assimilate, the contents taught in the classroom in a more effective manner. Knowing a language has objectives very convincing and it is for this reason that the use of audiovisual resources allows its learning to be faster and more effective. Also, in this research strategies for the good development of speaking with the objective of motivating students to speak in English in a good way. As a result, the implementing a manual for teachers is suitable to the proposal because it involves some techniques and strategies to develop speaking skill. In that way, with the completion of this research, students, teachers and authors are benefited since self-preparation helps other persons to continue their education by themselves and then take advantage over others who do not practice this kind of teaching-learning.

DESCRIPTORS: AUDIOVISUAL RESOURCES, SPEAKING SKILL, MOTIVATION, PEDAGOGIC TOOLS, EFFECTIVE LERNING

UNIVERSIDAD TECNICA DE MANABI

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA**

**“AUDIO-VISUAL RESOURCESS AND ITS INFLUENCE ON THE
DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF
BACCALAUREATE OF “PORTOVIEJO” HIGH SCHOOL IN
PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016”**

RESUMEN

La presente investigación está diseñada para identificar el uso de los recursos audiovisuales y su influencia en el desarrollo de la producción oral del idioma inglés de los y las estudiantes de la Unidad Educativa “Portoviejo”, ubicada en la Ciudad de Portoviejo. El uso de materiales audiovisuales como herramientas pedagógicas es muy usual en la educación moderna pues logran motivar a los estudiantes y que estos comprendan y asimilen los contenidos impartidos en el aula de una manera más eficaz. El conocimiento de una lengua conlleva consigo objetivos muy puntuales y es por eso que el uso de recursos audiovisuales determina que el aprendizaje se logra de una forma efectiva. Además, en este proyecto se presentan estrategias para el buen desarrollo de la producción oral con el objetivo de motivar a los estudiantes a hablar en las horas de inglés. Como resultado, la aplicación de un manual para maestros son adecuados a las propuestas porque implican algunas técnicas y estrategias para desarrollar la destreza de la producción oral. De esta manera, con la realización de esta investigación, los y las estudiantes, docentes y las autoras se benefician desde la auto-preparación para ayuda a otras personas a continuar su educación por sí mismos y luego tomar ventaja sobre otros que no practican este tipo de enseñanza-aprendizaje.

DESCRIPTORES: RECURSOS AUDIOVISUALES, DESTREZA ORAL,
MOTIVACION, HERRAMIENTAS PEDAGOGICAS, APRENDIZAJE
EFECTIVO.

1. THEME

“AUDIO-VISUAL RESOURCES AND ITS INFLUENCE ON THE DEVELOPMENT OF SPEAKING OF THE STUDENTS OF FIRST YEAR OF BACCALAUREATE OF “PORTOVIEJO” HIGH SCHOOL IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016”

2. PROBLEM STATEMENT

knowing more than one language is a great opportunity for everyone, especially for students of high schools, which are preparing to face a globalized world where the communication represents one of the most requested needs today. Without any doubt the goal of education is to contribute to developing the skills of the students, in order to play an interactive role in a community where education is focused on its own learning.

The Ecuadorian education promotes that every single student be the protagonist of his own training and they get and create their own knowledge, in addition to become an active agent of this process, where teachers are not only guides but mediators of knowledge.

The objective that has the education is great but in schools we can noticed the lack of learning techniques that help to improve dexterity communicative and make that students participate in the educational process, denoting as well as a result of the difficulty in the pronunciation, little capacity to capture and shyness to speak. In part this is caused because of a large number of teachers and students who have not developed the good habit of researching and the auto-preparation, and also the lack of teaching material to work properly, thereby matching some teachers who are unaware of appropriate methods that could be used within the classroom to help to develop the skills of productive English.

Nevertheless, the environment of some schools even evidence the use of traditional strategies focused on memorization and transforming education in a rigid system and little interactive, in addition to the inefficient use of audio-visual resources that allow

the active participation and efficiency of the student. These shortcomings have been able to showed in the English Area of "**PORTOVIEJO**" high school.

One of the objectives to be achieved through the use of audiovisual resources is to induce the language of an unconscious ways in students and offer a range of opportunities in an academic future and labor work an essential requirement is to have a basic knowledge of the English language.

PROBLEM FORMULATION

Based on the foregoing we may mention the following issue:

How affects the use of audiovisual resources in the development of speaking skill in the students of first year of baccalaureate of "Portoviejo" high school in Portoviejo city, during the school term 2016?

DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Development of speaking skill in the English language

SPATIAL DELIMITATION

This thesis collected and analyzed data on the audiovisual resources and its influence on the speaking skill of the English language in "Portoviejo" high school at Portoviejo, Manabí Province.

3. REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETICAL FRAMEWORK

3.1.AUDIO-VISUAL RESOURCES

3.1.1. Audio-Visual Materials in Foreign Language Teaching Classroom

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great reputation and has developed rapidly because of the increasing emphasis on communicative techniques that facilitates the target language.

Webster's Encyclopedia Unabridged Dictionary of the English Language, defines Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes".

Audio -visual resources are the best tool for making teaching effective and the best dissemination of knowledge .So there is no doubt that technical devices have greater impact and dynamic informative system and according to (İsmail, 2006) **"Language learning is a complex process: in this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by societies that involve individuals and mechanisms"**, for that reason teachers need technologies relevant to the teaching learning process in order to let student get the correct information in the right.

(Doosur Ashaver, 2013) Refers that **"Audio-visual materials are great opportunities for students to develop communication skill while actively engaged in solving meaningful problems"**. In other words, learners surely like it

more and pick them up better if they are involved in important and attractive actions when they participate and provide opinions.

3.1.2. Importance of audio-visual aids in teaching of English

(Daniel, 2013) Mentioned that **“English is a foreign language and students cannot recognize it as they understand their mother-tongue. Therefore, teaching of English becomes hard for us and the main point of use of audio-visual aids is to allow teacher to create his lessons active and exciting”**. In order to teach English teachers have to use the direct method. Hence, it's for educator to give a clear idea to the students through audio-visual aids. Such type of teaching make the idea permanent in the learners mind. Books and other printed materials have been the basic tools of teaching for centuries, but today scientist and experts propose that the new educational procedure is the technological method that has a great importance to create a stimulating and interactive environment in the classroom.

Audio-visual resources play a very important role in the teaching learning process we can identify some aspects important and are the follow:

- ✓ **Motivation**
Audiovisual resources motivate the students so that they can learn better and keep in mind the information taught.

- ✓ **Clarification**
Through audio-visual resources, teachers clarify the subject matter more easily than when they used books.

- ✓ **Increase the Vocabulary**
Audio-visual resources helps to increase the vocabulary of the students more

effectively.

✓ **Saves Time and Money**

The use of audio-visual resources helps teacher and students save time having an interactive communication.

✓ **Classroom Live and active**

Audio-visual resources make the classroom environment more effective and dynamic.

✓ **Avoids Dullness**

Through the use of audio-visual resources students get more easily the information and retained it for a longer time.

✓ **Direct Experience**

Audio-visual resources provide A direct experience to the students and they can express their ideas and point of view without care.

3.1.3. The future of Audiovisual resources in schools

It is clear that audio visual aids are important tools for the teaching learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration.

(Anuradha, 2010) Mentioned that the Audio-visual materials will have a huge role in the future of schools, thanks to THE development of technology and the necessity of identifying the advantages that these mechanisms have for us

To have a variety of Audiovisual tools make teaching and learning a rich experience, motivate students with creative and innovative multimedia events- will also save time in lesson preparation. And also helps in maintaining discipline in class since all

the students' attention is focused in learning. This interactive lesson also develops critical thinking and reasoning that are important components of the teaching-learning process.

(Wong, 2009) Mentioned that the availability of images and audio resources can be used in many ways to enhance teaching and learning process. On top of their effectiveness in illustrating ideas, showing models, inspiring debates and attractive language skills, more importantly, these materials can offer a more exciting way of teaching and learning than a straightforward tutorial.

3.1.4. EFFECT OF AUDIOVISUAL AIDS

(Idris, 2015) Said that **“Education is the greatest weapon for self-confidence civilization”**. this mean that some students in most of schools are faced with poor self-confidence and wrong oral expression in pronunciation of the English words and the cause is that English is introduced as a second language in advanced grades of school what influences in the teaching learning process getting as a result, students who are afraid to talk in front of their class and for this reason, it is good to provide ideas and opinions in the activities the teachers realize into the classroom.

3.1.5. Benefits from the use of audio-visual resources

the audio-visual resources are often used as a tool to create a link between teachers and students, and besides that, their reality; develop a true learning all teaching must be run in continuous contact with reality and the constant changes that it emerge. (Madrid, 2001)

"In a technified world is already essential not only the application of traditional technologies - still present in the classroom - but also, and inevitably, new technologies, especially information and communication." (Ahuaded & Salanova, 1998)

The new era of education requires that the participants are involved in the process of teaching, and be at the forefront with all the technological advances to provide an interactive learning and significant, where the new prospects are dealt with ease and success in educational environment increasingly interactive.

The audiovisual media have become an indispensable resource for education, because most of the information is caught through the sense of hearing and sight. (Ramirez, 2009)

To propose activities of class using audiovisual materials, we must bear in mind that the material will be suitable for transmitting the contents and achieving the objectives that we pretend to use, such materials should be appropriate to the stage of maturity and the cognitive level of the students, in order to achieve the required learning.

3.1.6. Need of Teaching Aids

“The audio-visual resources are aids which involve the sense of vision as well as hearing are called Audio- Visual aids”. For example: - television, film projector, film strips etc.”

- 1) Every individual has the tendency to forget. Proper use of audio-visual resources helps to retain more concept permanently.
- 2) Students can learn better when they are motivated properly through different audio-visual tools.

- 3) Audio-visual resources develop the proper image when the students see, and hear properly.
- 4) Audio-visual material provide complete example for conceptual thinking.
- 5) The audio-visual resources create the environment of interest for the students.
- 6) Audio-visual tool helps to increase the vocabulary of the students.
- 7) Audio-visual materials helps the teacher to get sometime and make learning permanent.
- 8) Audio-visual resources provide direct experience to the students.

3.1.7. Kinds of audiovisual resources used in English classroom.

The power of technology has caught the attention of the current generation and this influence could be seen in the field of education too. The technology for teaching learners in this competitive world is the use of Audio-Visual helps. Audio relates to “hearing”, visual is “seeing” and aids are the tools that are used for this purpose.

“Apart from the use of text-books when the teacher uses audiovisual aids, the topic becomes more clear, effective and easy to understand and thus it lasts forever in the mind of students”. (Shamsideen, 2016).

In other words audiovisual resources helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration.

Use of audio visual aids improves students' critical and analytical thinking and the most common are: slides, videos, music, film, and flashcard.

Audio visual aids are sensitive tools used in teaching and learning process. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding and in the classroom we can find teachers that use some kinds of audiovisual resources and their classification is:

a) **Visual aids.**- permit students look and identify images and pictures in front.

❖ **SLIDES:** “A slide is a small piece of transparent material on which a single pictorial image or scene or graphic image has been photographed or reproduced otherwise”.

Slides permits the teacher to stand in front of the class while using the projector, thus enabling her to point out features appearing on the screen by pointing to the materials at the projector itself and at the same time, to observe the students reactions to her discussion. In other words teacher and students start an interactive relation in order to get a meaningful learning.

❖ **FLASHCARD:** “Flash cards are a set of pictured paper cards of varying sizes that are flashed one by one in a logical sequence.”

This material can be self-prepared or maybe bought and also present some advantages for teacher and students like:

- It can be used to review a topic.
- Can be used for drill and practice in elementary classes
- To develop the cognitive abilities of recognition and recall of students.

❖ **FILMS:** It is a visual aid used in language teaching in the forms of fixed film strips and motion picture film. The advantages of film strips are they direct the attention of students to the screen and to the picture and words on it. What we present in a film strip can be shown over and over. But also its present some disadvantages that teacher have to consider at moment to used that, as for example:

- Room needs to be dark
- Requires time and special equipment
- Expensive
- Equipment may fail

However, the main function of audio-visual aids is to allow the learner to understand what he hears and see, to learn the different situation in which language forms are used in order to get big amounts of information.

b) **Auditory aids**.- permit develop the listening skill and heard something but not to see.

❖ **MUSIC:** This kind of audio-visual material or resource is very interesting and funny for the student because it catch their attention and do the classroom environment more effective. It can be used for students to acquire the singing ability, deliver a speech properly, and recite a poem in the right way. For play the music we can use tape recorder, computer, and other electronic object.

✓ Record player:

Using tape recordings students can record their own discussions, speech it may help students improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills.

Advantages:

- Easy to use and provide a permanent.
- Can record real episodes
- Recorders are portable

Disadvantages:

- Only provide the oral portion of an episode not the visual

✓ Radio

Listening to radio program are useful in learning languages. However; listening to a radio program needs good listener as for radio program cannot be repeated.. When you listen to a radio program you should have your own paper and pencil to take notes in order to remember the main ideas afterward.

c) **Both: audio-visual aids**.- Combine the visual and auditory aids and help students develop the four productive skills.

❖ **VIDEOS:** Nowadays, educational videos are available in libraries, web sites or in the market. Teachers or instructor of the class must be familiar about how to use the material effectively and catch the student's attention about the

topic teach into the classroom. Videos present also some disadvantages if they are used in wrong way some of them are:

- Requires practice
- May distract students when they are videotaped.
- May be difficult to handle all the equipment.

d) **COMPUTER**: electronic toll that is used by most of the educational society, organize and find information do calculation and control other machines.

✓ *Advantages:*

- teacher faces the class while presenting information
- Provide both audio and visual records
- inexpensive

✓ *Disadvantages:*

- Require a small number of students
- Preparation for the aid takes time

3.1.8. Reasons for video implication in classroom.

A great benefit of the video use is that it offers realistic language feedback. (Saima Rasul, 2011) Stressed that **“Movies and TV programs are made for native speakers, thus in that sense video provides authentic language input”**. This means that the practical implications of the use of the video in the classroom can easily be used; teachers can step in the process whenever he wishes; for example: he can stop, start and rewind to repeat it for several times where necessary.

As well, student can focus what character has been said, repeat it, and predict the reply and so on. The student can also concentrate in point on visual clues to meaning

such as facial expression, dress, gesture, and attitude and on details of the atmosphere. Using visual clues to meaning in order to increase learning is a significant part of the video methodology.

Besides, the learners have a common idea of the culture of the target language. It may be pleasant for the learners to have something different for language learning apart from the course books and tapes for listening, because students pay very much attention when they are inspired and interested about something. Traditional verbal advices can be tedious and painful for students. However, the use of audio-visual offers basic stimulus to learners by peaking their curiosity and stimulating their interests in the topics.

3.1.9. MUSIC IN THE TEACHING ENGLISH

Music includes a lot of strategies than can be conduct according the level, age of learning. It is full of phrases and expressions that will prepare children for using genuine language. It teaches fluency in order to increase the vocabulary **“to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom”** ((Metin, 2010).

“Songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons” (Kuśnierek, 2012)

Nowadays the teaching of a new language include diverse didactic materials there were can be effective and dynamic class where the students may have relaxed enough to improve their speaking and that engage the listener's attention.

When we listened songs can be connect with a new world where the learner must have a funny and easy learning of new language. Songs not only are attractive for the students, but also the teachers find them quite attractive because are short and self-contained recordings, texts, and films that are easy to use in a lesson.

3.1.10. Integration of audiovisual media in the process of learning the English language.

Within the classroom of English materials and teaching resources and the audiovisual material are a tool to attract the attention of the students and provide them a variety to the class, where they must take into account that the teacher is not the only remedy and that he should not be on use because there is a range of technological resources that provide support for the teaching-learning process. (Tomás, 2009)

In this new learning model where the student is an active person that gets his own knowledge and not from the teacher himself, is not able to achieve a significant learning in learners what makes it necessary to include audiovisual technological means to strengthen the productive skills of the students.

"The difficulties of access to the information, when it has been linked to objects difficult to reproduce and traveling to the same speed that the means of transport, have shaped our behavior and our institutions". (Adell, (1997))

Today the information technologies are increasingly present in education which allow us get an easy access to the information by helping to develop new teaching methods within the classroom where the audiovisual materials have become an essential part in all area and so demonstrating that our society is the information

society which will be called the era of knowledge and learning, since the use of the ICT's has become an indispensable tool for the educational environment.

CHAPTER 2

3.2.PRODUCTIVE SKILL OF THE ENGLISH LANGUAGE

3.2.1 ORAL SKILLS ON STUDENTS

Is known as language skills to the ways in which enables the use of the tongue; and didactics have been classified according to their mode of transmission in (written and oral) and the role they play in the communication in productive and receptive. (Carrera, 2015)

Internationalization processes, computing and social networks have achieved that we can know instantly what happens in the farthest corner of the world with just turn on the television or the click of a button.

3.2.2. DEFINITION OF SPEAKING SKILL

“Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak.” (Allou, 2013)

Nowadays in language teaching, many people feel that speaking in a new language is harder skill that student acquire that when you speak you cannot edit and revise what you wish to say, as you can if you are writing but it's the right way to express ideas and the student can communicate ours feelings in the moment feels that the writing cannot do but the problem that have the teachers is the manner in focus the teaching

converting in the grammar as the first skill most important. ***“Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech.” (Ishrat, 2008)***

(C.Richards, 2008) ***“In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.”***

“In which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.”

(C.Richards, 2008)

The speaking sometimes is considered a simple process because it consist of producing systematic verbal that requires that learner have the necessary knowledge and its referred to as productive . We use the language in different situations for obtain a new job, in the school and so only communicate with others but the great problem that face a student is the frustration commonly is that they have spent years studying English, but still they cannot speak it.

“The good English speakers should care about making errors or mistakes. They have to think about everything that they say carefully. A good English speaker is able to produce a well-controlled output. To master speaking skill students should master grammar rules and structures.” (Allou, 2013)

The ability to speak a new language is synonymous with knowing that language and love it as a native language, the first thing that it must do is to lose the fear of the

mistake, though we never know from the first moment we are fine when speech every word but it is the practice of her that us convert in good learners.

3.2.3. PRODUCTIVE SKILLS IN ENGLISH LANGUAGE

Is known as language skills to the ways in which enables the use of the tongue; and didactics have been classified according to their mode of transmission in (written and oral) and the role they play in the communication in productive and receptive. (Carrera, 2015)

Our society has evolved into what is now known as the communication and information society, in which the growing pace of technological advances, internationalization processes, computing and social networks have achieved that we can know instantly what happens in the farthest corner of the world with just turn on the television or the click of a button.

3.2.4. IMPORTANCE OF THE SPEAKING SKILL

In the teaching of languages and foreign languages has been usual deal separately with four language skills: listening comprehension, oral expression, reading comprehension and written expression. However, in the real situations of communication The most common is that several skills are combined with each other. (Clouet, 2010))

It is frequently seen that the learners of English Fluent in a certain way the English conversation in the context of daily communication but it is common to find that still struggle with problems to acquire correctly the linguistic competence cognitive academic.

The skill of the speaking is one of the first two skills that developed when we started within the learning of English and in which the pupil is motivated to develop from day to day with the practice. So Appointment (Trudy Wallace, 2004) **"Students improve speech formal when teachers to provide elements to organize their ideas to prepare a presentation"**.

By focusing on a communicative approach within the teaching of English language we are giving the student a role for their own knowledge because when learning a foreign language, you can communicate and get to know new cultures.

Oral expression can be divided in two skills a receptive (listen) and another productive (speech) it is normal that the two skills occur within a communicative process in which the sender and the receiver to communicate among themselves and not a isolation. (Lourdes, desarrollo de la comunicacion oral en la clase de ingles, 2011)

To learn how to speak more in English special attention must be paid to listen to the language, it is advisable to see series and movies in English, being in constant practice. While more is in contact with the language, the more you will become familiar with it and each time it will be easier to know what the other person is speaking because the brain is getting used to imitate structures and phrases, forming patterns to follow.

According (Carvajal, 2013)The listener should be so extensive and intense, since in that way the students can improve their skills and obtain valuable information of the language through a combination of materials and procedures of extensive and intensive listening.

The ability to speak fluently presupposes not only knowledge of the characteristics of the language, but also the ability to process information and language "in the act".

3.2.5. CHARACTERISTICS OF GOOD SPEAKER

“Speaking a foreign language is not an easy task for many learners. The speakers” skills and competencies have an impact on the success of any exchange”. (allou, 2013) *mentioned that there are some required features that determine the level of proficiency in speaking skill.*

Fluency:

The good English speaker should be able to use English language fluently with no difficulties. According to (Blevins, 2011) “Fluency is the ability to read words accurately and quickly. The components of fluency are automaticity, prosody, accuracy and speed, expression, intonation and phrasing.” In other words when students try to talk in English they need forget the scares and don’t take account about mistakes and in this way they find the correct form to develop the oral skill.

Accuracy:

The good English speakers should care about making errors or mistake, accuracy refers to the ability to recognize or decode words correctly. A student who reads words incorrectly may get that the listeners understand in wrong way the author’s proposed message, and erroneous word reading can lead to misunderstandings of the text.

Vocabulary selection:

This is another feature of good English speakers and (Bassir, 2011) think that “Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way”.

Due to the big gap between the acquisition of basic conversation in English and academic English and its structure, it is so important for teachers to be knowledgeable about the most effective strategies and methods of how acquired vocabulary and provide constant academic support to students.

Flexibility

Its means the ability to turn take in a conversation and to adapt to new topics or changes of directions. Good English speakers are able to introduce a topic, discuss a topic, and change a topic. This indicates that they are good turn takers

3.2.6. IMPROVING SPEAKING SKILLS

“Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values” (Rahman, 2010)

If well to know that the acquisition of a new language don't be an easy tool so only for communicate but it depends of new vocabulary that the student learned to love it. Speaking is the activity that requires an interaction and integration between the student and teachers with the world around. In relation to the activities in order to develop the speaking skill, there are many ways to promote oral skills in the

classroom. Discussions, speeches and role-play, among others, are the most typical speaking activities and make it of a good manner dynamic students.

“Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way.”

(Bashir, 2011)

The four language skills of listening, speaking, reading, and writing are all interconnected because when you obtain that a student talk is essential that it have the control of others skills for the students that reader learned new vocabulary through of this activity and when it listening maybe can improve of different ways of pronunciation. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language.

“Oral expression can be divided into two skills a receptive (listening) and other productive (speaking) it is normal that the two skills occur within a communicative process in which the sender and receiver to communicate with each other and not in a way isolated.” (Lourdes, desarrollo de la comunicacion oral en la clase de ingles, 2011)

So this can says that the process of communication depends of each factor because without listening don't have speaking it involves a simultaneous process. The purposes of conversation include the exchange of information, the creation and maintenance of social relationships, the negotiation of status and social roles as well as deciding on joint actions.

For this we need to know that the materials join a crucial part in the knowledge of a new language for that reason the audiovisual material can convert in an important tool that have a teacher at the moment teaches.

The thing essential in all learning of a new language is the teacher give the student the opportunity to spend time practice with others the right manner of speech with this through of conversations, role play and the diverse activities focusing on speaking practice also offers an opportunity convert a fluency student.

Speaking is more than making the right sounds, is choosing the right words or getting the constructions grammatically correct.

4. ACHIEVEMENT OF OBJECTIVES

4.2. GENERAL OBJECTIVE

To determine the influence of the audio-visual resources in the speaking of the students of first year of baccalaureate school in "PORTOVIEJO" high school.

4.3. SPECIFIC OBJECTIVES

- Diagnose which type of audio-visual resources are used to develop the skills of speaking in the students of "PORTOVIEJO" High School
- Identify the benefits offered by audiovisual resources to oral skill in learning English language.
- To design a proposal to solve the problems found in the investigation.

5. HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.2. GENERAL HYPOTHESIS

GENERAL HYPOTHESIS: Audiovisual resources influence positively in the development of speaking skill in the English language teaching in the students of “Portoviejo” high school.

5.3. SPECIFIC HYPOTHESES

- Audiovisual resources used by teachers help students to improve speaking skill in the English language.
- To discover what are the advantages that exist when using the audiovisual resources to improve the intellectual capacity of students.
- To design a proposal to solve the problems found in the investigation.

5.4. VARIABLES

5.4.2. INDEPENDENT VARIABLE:

Audio-visual resources

5.4.3. DEPENDENT VARIABLE:

Development of speaking in the English Language

5.5. OPERATIONALIZATION OF VARIABLES

5.5.2. INDEPENDENT VARIABLE:

Audiovisual resources

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
Audio -visual resources are the best tool for making teaching effective and the best dissemination of knowledge .So there is no doubt that technical devices have greater impact and dynamic informative system and according to (İsmail, 2006)	Students- Teachers interaction	<ul style="list-style-type: none"> • Realia • Music • Film • Diapositiva • Motivation English level • Perform activities • Follow instructions 		100	Techniques: Survey Tools: Questionnaires
	Teachers performance	<ul style="list-style-type: none"> • Creativity • Class management • Topic domain • Class facilities • Class time • Number of students • Address instructions • Motivation • Dialogues • Perform Activities 	5		
	Educational Community	<ul style="list-style-type: none"> • Programs • Books • Schedule • Teachers profile • Institution facilities • Authorities 	2		

Economic
Factor

• economic
Discharges

Table 2 *Operationalization of the independent variable*

Note: prepared by the Authors

5.5.3. DEPENDENT VARIABLE

SPEAKING SKILL

TABLE 3 *OPERATIONALIZATION OF THE DEPENDENT VARIABLE*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997)	Oral production	<ul style="list-style-type: none"> • Diction • Vocabulary • Intonation • Pronunciation • Connecting • Punctuation • Stress 	5	100	Techniques: Survey Tools: Questionnaire
	Strategies of speaking Process	<ul style="list-style-type: none"> • Speaking aloud • Speaking slow • Speaking fast • Speech • Guessing the topic 		100	
	Importance of speaking English	<ul style="list-style-type: none"> • Vocabulary • Grammar • Stress • Social interrelation • Information • Practical 	5	100	

Note: prepared by the authors

6. DEVELOPMENT OF RESEARCH DESIGN

6.1 LEVEL OF RESEARCH

Quantitative Research: According to Cohen (1980), quantitative research is defined as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case.

This research paper also had a proactive orientation drawing up a proposal with the aim of promoting the quality of self-learning to improve the learning of speaking in the English language.

RESEARCH DESIGN

Documentary research: Information from books, journals and other types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

Field Research: surveys were applied to students of “Portoviejo” high school who were the subjects of study. Therefore, the results obtained were analyzed qualitatively.

METHODS

The study used the Inductive-Deductive method, the same that was based on the bibliographic review in order to examine the study of variables such as claim in reality.

TECHNIQUES AND INSTRUMENTS

Survey: Questionnaire for students and teachers of “Portoviejo” high school in order to get to know the level of autonomy that they exhibit in this institution.

Bibliography: Bibliographical forms were used to collect conceptual and theoretical information from different sources that helped to develop a more accurate theoretical framework.

Data Tabulation: This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

RESOURCES.

HUMAN

- ✓ Students of “Portoviejo” high School
- ✓ Teachers of the same institution
- ✓ 2 researchers
- ✓ Tutor responsible of conducting the Project.

MATERIALS

- ✓ Copies
- ✓ Computer
- ✓ Standards A.P.A Guide
- ✓ Books
- ✓ Cameras
- ✓ Folders
- ✓ Transport
- ✓ Notebook
- ✓ Internet

TECHNIQUES

For data collection, the techniques to be used are:

- ✓ Surveys
- ✓ Tabulation of data
- ✓ Observation

INSTRUMENTS

- ✓ Questionnaires
- ✓ Bibliographic entries.
- ✓ Tables and graphs
- ✓ Notebook

7. DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a universe of 83 students and 2 teachers.

As is shown in the following table:

Table 4 *Population*

Educative Institution	Basic Education Years	Number of students and teachers
Students	First A	34
	First B	31
	First C	30
English teachers		5
TOTAL		100

Note: prepared by the authors

FORMULA TO CALCULATE THE SAMPLE

$$n = \frac{N}{E^2 (N - 1) + 1}$$

✓ **DATA**

n = sample

N = population

E = 0,1

✓ **PROCEDURE**

$$n = \frac{100}{0,1^2 (100 - 1) + 1} = \frac{100}{0,01 (99) + 1} = \frac{100}{0,99 + 1} = \frac{100}{1,99} = 50,25$$

In this way the sample was obtained to implement the survey to students and do the research.

The universe of teachers of English were taken as sample to do the research.

8. DATA COLLECTION

TABLE AND FIGURE OF QUESTION N° 1

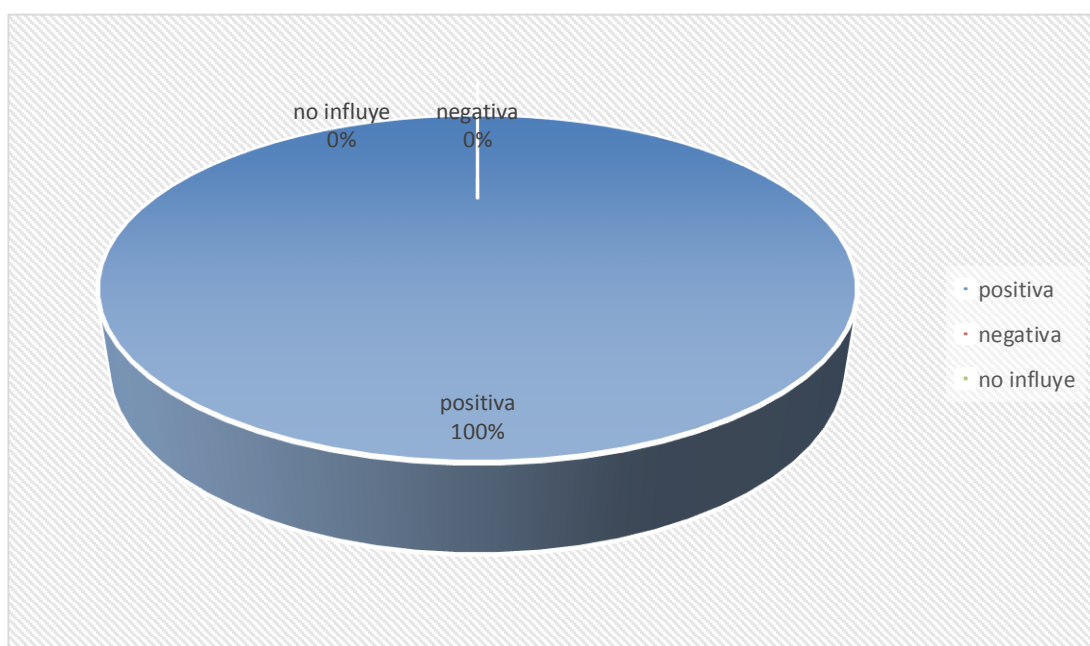
SURVEYS APPLIED TO TEACHERS OF “PORTOVIEJO” HIGH SCHOOL

Table 1: opinion about use of audio-visual resources

1. What is your view about the use of audio-visual resources in the development of speaking during the learning of the English language?

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- Positive	5	100%
b.- Negative	0	0%
c.- Does not affect	0	0%
TOTAL	5	100%

GRAPHIC N° 1



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macias Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 2

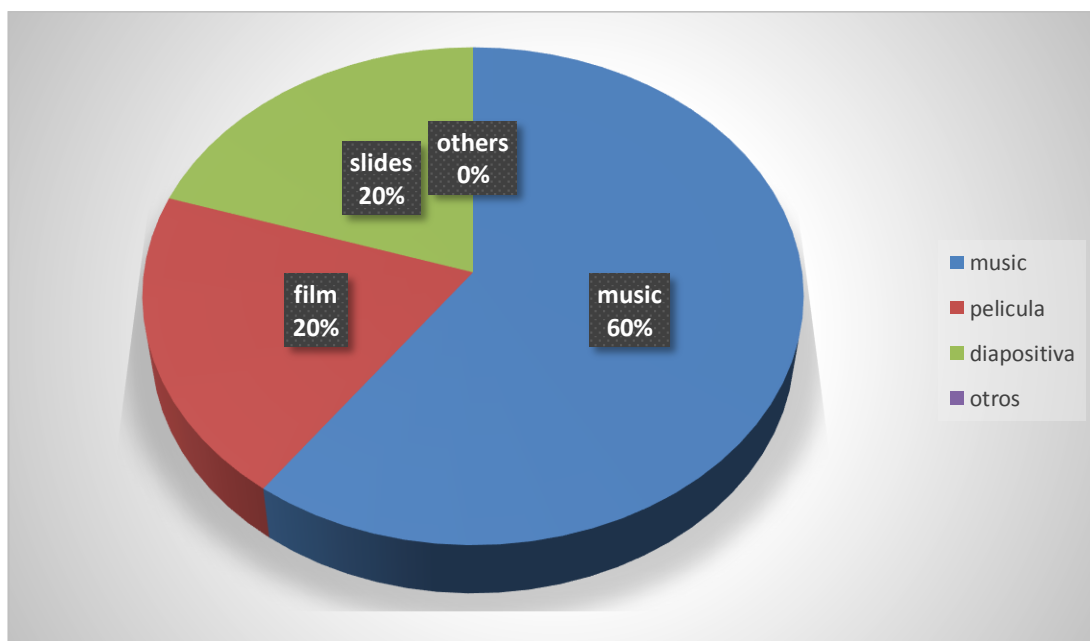
2. What type of audio-visual resource do you use to develop speaking skill in your students?

Table 2: audio-visual resources used for speaking skill

CHART N° 2

ALTERNATIVE	<u>FREQUENCY</u>	PERCENTAGE
a.- Music	3	60%
b.- Films	1	20%
c.- Slides	1	20%
e.- Other (specify)	0	0%
TOTAL	5	100%

GRAPHIC N° 2



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macias Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 3

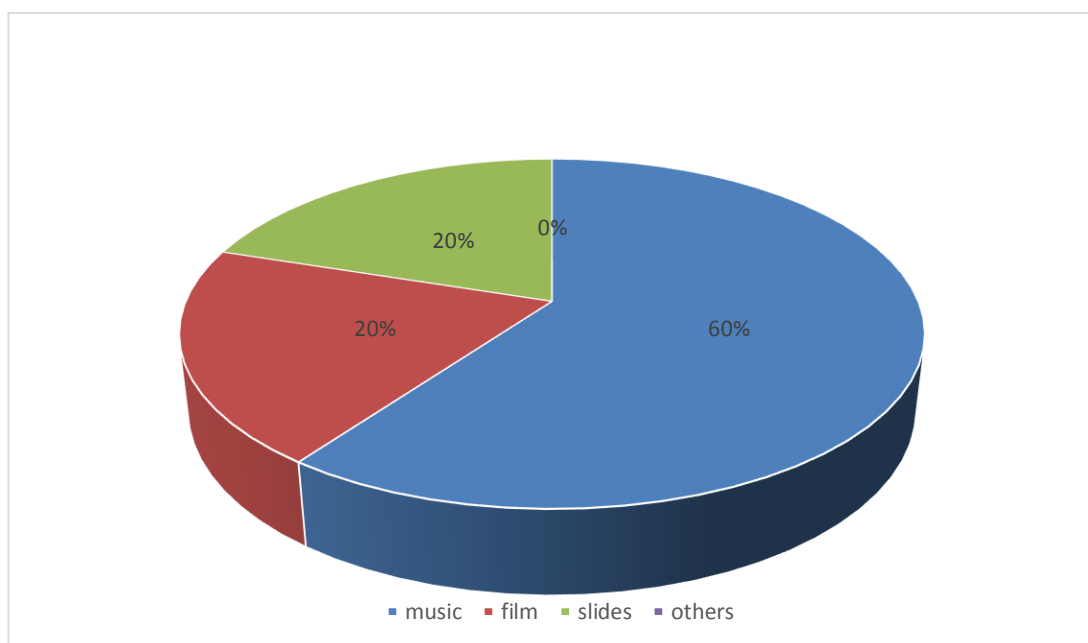
3. Which of the following audio-visual resources allows you to develop speaking skill more effectively?

Table 3: audio-visual resources to develop speaking

CHART N°3

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- Music	3	60%
b.- Films	1	20%
c.- Slides	1	20%
e.- Other (specify)	0	0%
TOTAL	5	100%

GRAPHIC N° 3



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macias Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 4

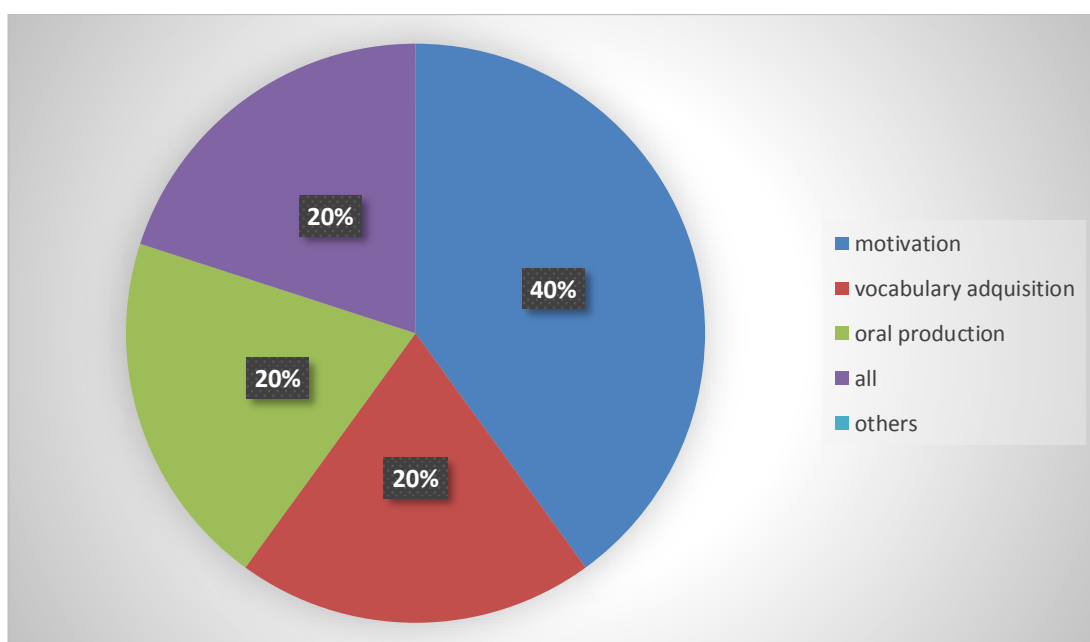
4. What advantages do the use of audio-visual resources produce in the development of speaking in English?

Table 4: advantages of audio-visual resources

CHART N°4

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- motivation	2	40%
b.- vocabulary acquisition	1	20%
c.- Oral production	1	20%
d.- All	1	20%
e.- Other (specify)	0	0%
TOTAL	5	100%

GRAPHIC N° 4



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macias Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 5

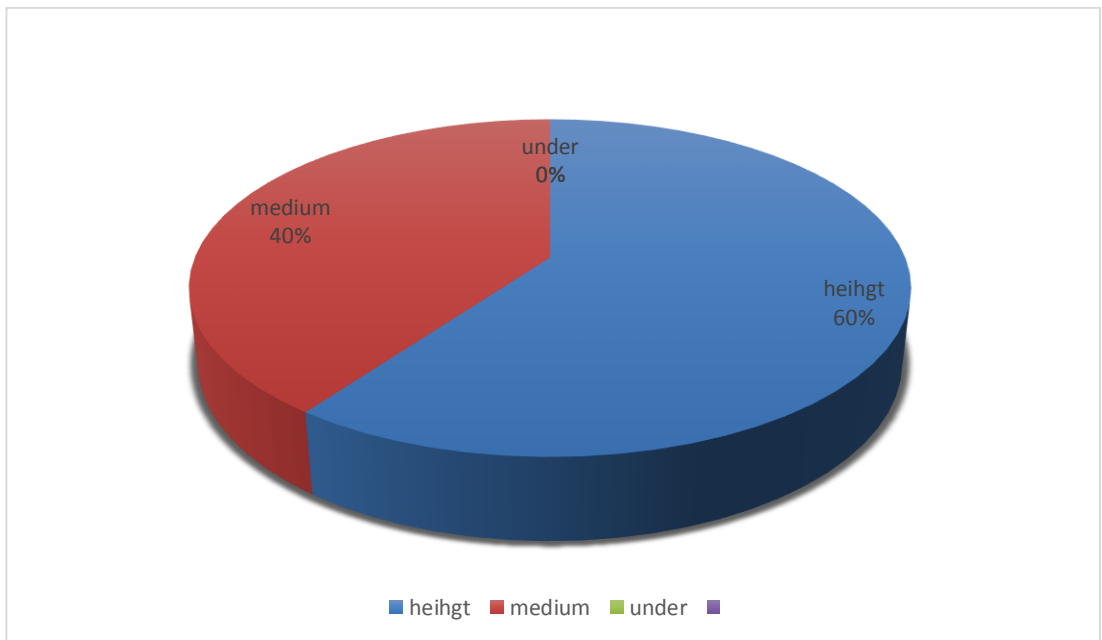
5. What do you think is the level of your student in their speaking skill in English language?

Table 5: level of the students

CHART N°5

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- height	3	60%
b.- Medium	2	40%
c.- under	0	0%
TOTAL	5	100%

GRAPHIC N° 5



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macias Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 6

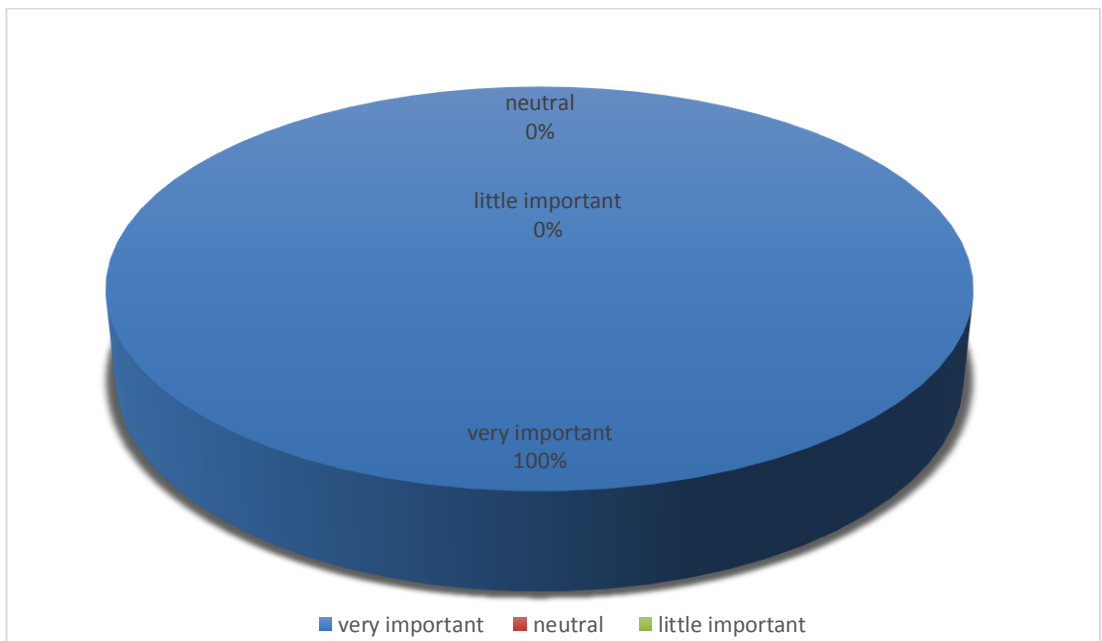
6. How necessary is it to create a methodological guide to develop speaking skill in English using audio-visual resources?

Table 6: methodological guide to develop speaking

CHART N6

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- very important	5	100%
b.- neutral	0	0%
c.- Little important	0	0%
TOTAL	5	100%

GRAPHIC N° 6



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

SURVEYS APPLIED TO STUDENTS OF “PORTOVIEJO” HIGH SCHOOL

TABLE AND FIGURE OF QUESTION N° 1

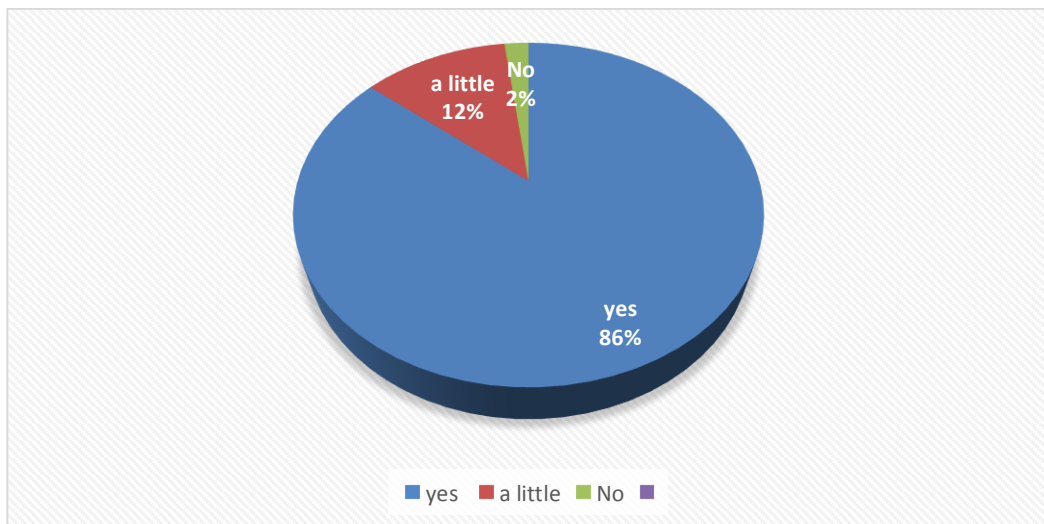
1. Do you consider essential to use audio-visual resources for the developing the learning of English language?

CHART N°7

Table 7: importance of audio-visual resources

ALTERNATIVA	FREQUENCY	PERCENTAGE
a.- Yes	86	86%
b.- A little bit	12	12%
c.- No	2	2%
TOTAL	100	100%

GRAPHIC N°7



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 2

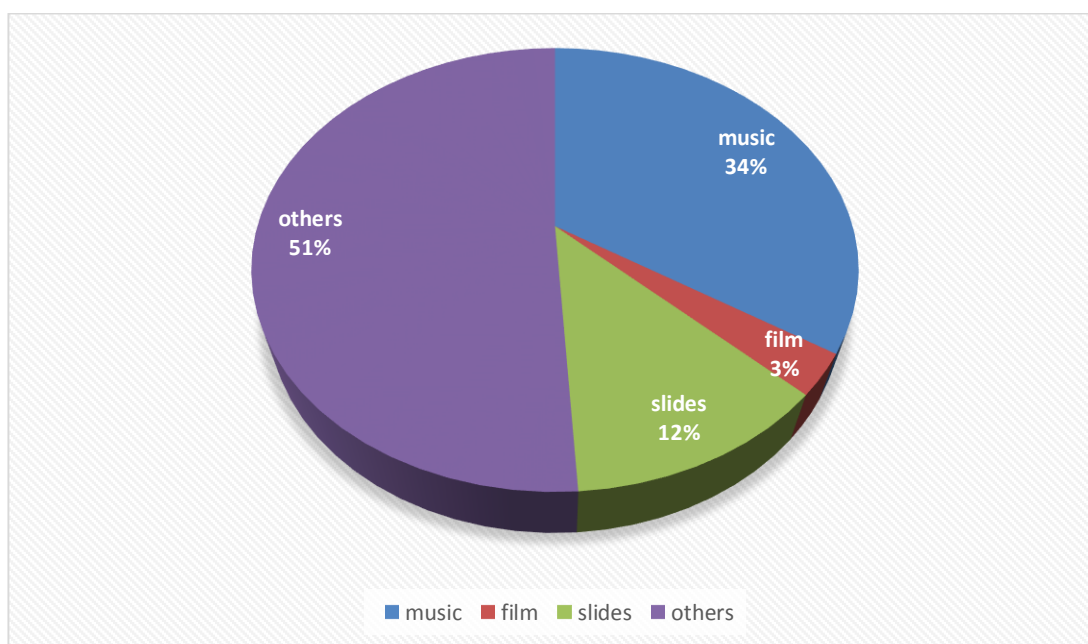
2. What type of audio-visual resource is it used by your teacher during the activities of speaking?

Table 8: types of audiovisual resources

CHART N°8

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- Music	34	34%
b.- Films	3	3%
c.- Slides	12	12%
e.- Other (specify)	51	51%
TOTAL	100	100%

GRAPHIC N°8



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 3

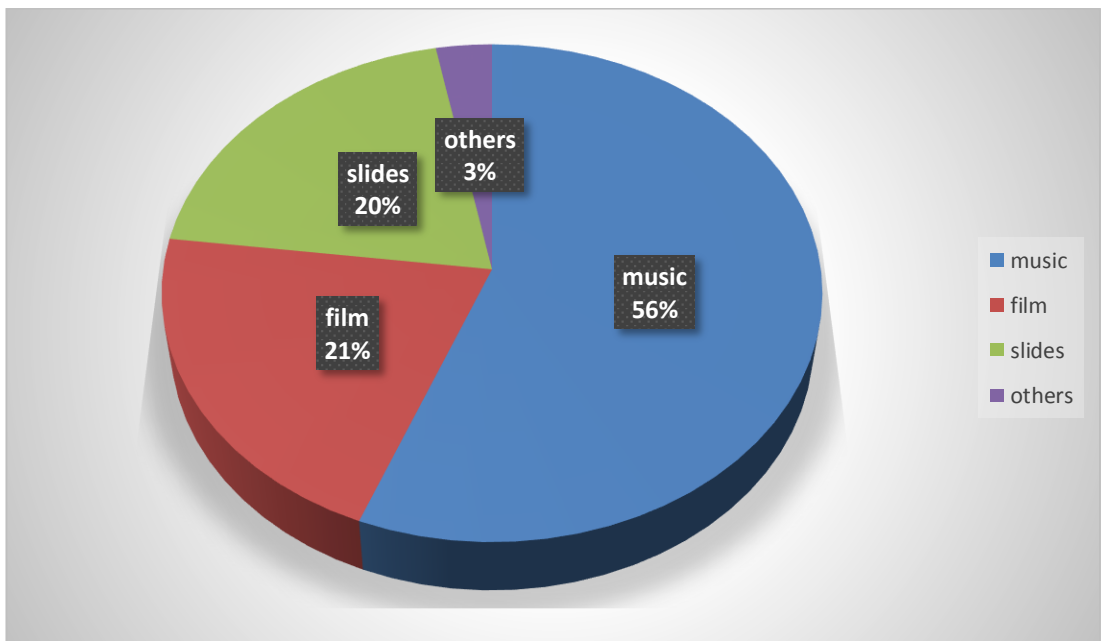
3. Which of the following audiovisual resources allows you to develop speaking more effectively?

Table 9: audiovisual resources *to develop speaking*

CHART N°9

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- Music	56	56%
b.- Films	21	21%
c.- Slides	20	20%
e.- Other (specify)	3	3%
TOTAL	100	100%

GRAPHIC N°9



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 4

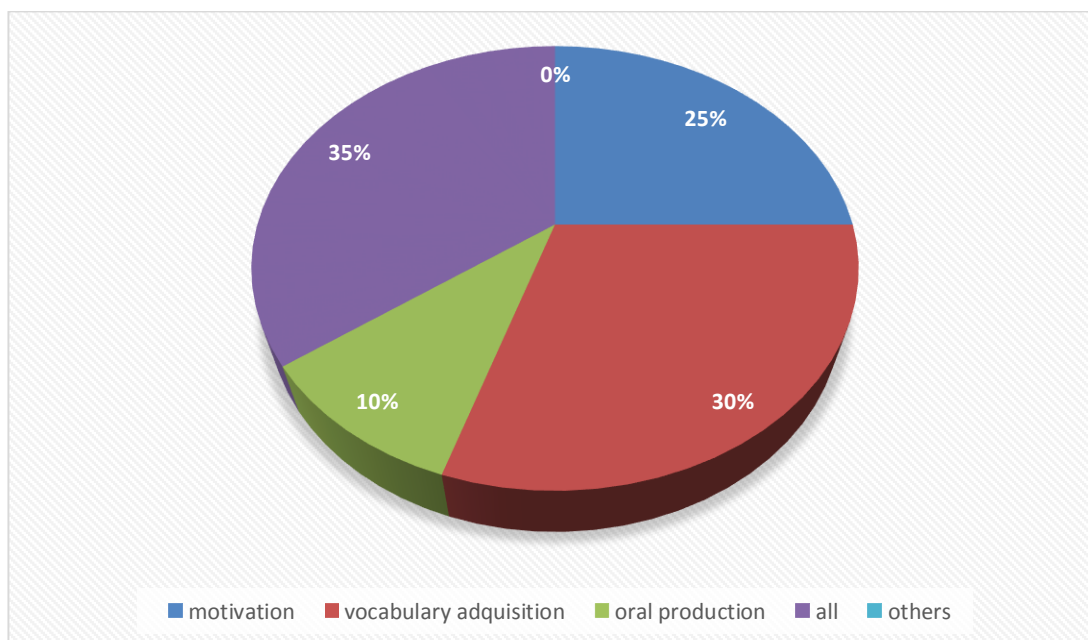
4. What advantages do you find on the use of audio-visual resource in the development of speaking in English?

Table 10: advantages the use audiovisual resources

CHART N°10

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- motivation	25	25%
b.- vocabulary acquisition	30	30%
c.- Oral Production	10	10%
d.- All	35	35%
e.- Other (specify)	0	0
TOTAL	100	100%

GRAPHIC N°10



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 5

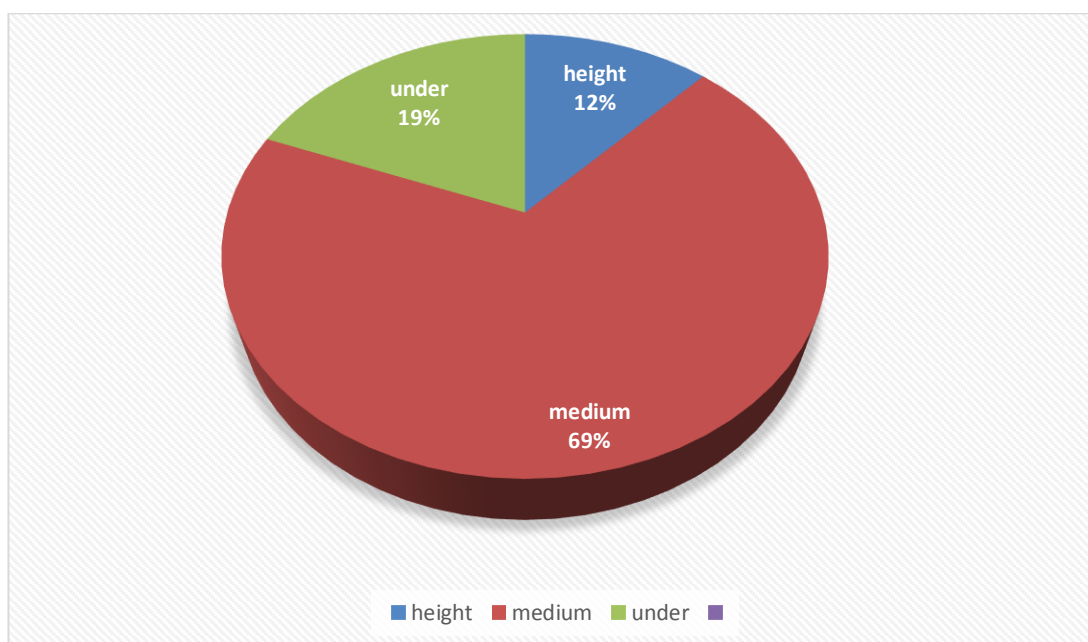
5. What do you think is your level of knowledge of speaking in English?

Table 11: level of speaking english

CHART N° 11

ALTERNATIVE	FREQUENCY	PERCENTAGE
a.- HIGH	12	12%
b.- MEDIUM	69	69%
c.-LOW	19	19%
TOTAL	100	100%

GRAPHIC N°11



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

TABLE AND FIGURE OF QUESTION N° 6

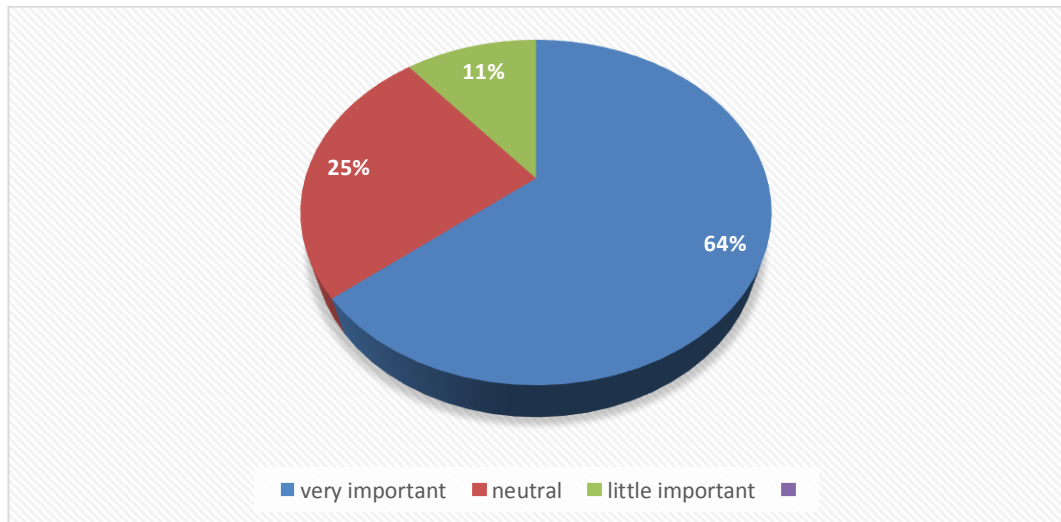
6. How necessary do you think is it to create a methodological guide to develop speaking skill in English using audio-visual resources?

Table16: methodological guide to develop speaking

CHART N°12

VARIABLE	FREQUENCY	PERCENTAGE
a.- very important	66	66%
b.- neutral	31	31%
c.- Little important	3	3%
TOTAL	100	100%

GRAPHIC N° 12



Source: English teachers of “PORTOVIEJO” high school

Authors: Hidalgo Coello Priscila & Macías Choez Gema Patricia

9. DATA ANALISYS

ANALISYS OF TABLE 1 AND FIGURE 1

1. What is your view about the use of audio-visual resources in the development of speaking during the learning of the English language?

According to the results obtained in the teachers applied survey of “PORTOVIEJO” high school about the question number 1, the 100% of the sample choice option **POSITIVE**, so that can be concluded that teachers consider that the audio-visual resources in the development of speaking during the learning of the English language was positive, allowing new tools and techniques to facilitate a better the oral production.

As it can be seen, little by little, education is becoming more effective and as years pass, we have added more and more knowledge and tools to traditional teaching methods.

By critically analyzing these methods, we change our beliefs about the teaching-learning process. However, teaching in this way is more complex, and without the knowledge of how to transmit learning in this way or develop skills, the quality of teaching-learning may gradually decline at the expense of educational objectives

ANALISYS OF TABLE 2 AND FIGURE 2

2. What type of audio-visual resource do you use to develop speaking skill in your students?

After analyzing the second question of the teachers applied survey of “PORTOVIEJO” high school we can verify that three of five teachers say that they usually teach their class with music in order to make an interactive process.

According the result it is essential that teachers use the correct materials to develop the speaking skill, to create one enjoyable environment and can motivate to development communicative method.

It is necessary to build working together between the act of educating and the communication of the same. So we can determine that exist many types of audiovisual tools that make a dynamic lesson in order to students participate and interact with their opinion and own experiences.

ANALISYS OF TABLE 3 AND FIGURE 3

3. Which of the following audio-visual resources allows you to develop speaking skill more effectively?

According to the resources obtained in the teachers applied survey of “PORTOVIEJO” high school we can in regard to the three question posed, could be obtained that 60% of the teachers responded that music is the speaking skill more effectively and with a 20% films and slides was the speaking skill with less effectively. Therefore it concludes that the music are audio-visual resources that allows to develop speaking more effectively.

However it is necessary to consider that, there are few teachers that use this skill because the majority of school don't have the necessary pedagogic material.

ANALISYS OF TABLE 4 AND FIGURE 4

4. What advantages do the use of audio-visual resources produce in the development of speaking in English?

According to the resources obtained in the fourth questions about the survey teachers applied “PORTOVIEJO” high school it was verified that 40% of teacher consider that the motivation is an advantage in the development of reading in English, however the 20% choices All option, it means vocabulary acquisition, and oral Comprehension and all was considered as the advantages do the use of audiovisual resources.

Therefore according to the results it conclude that the audio-visual resources are very important in classroom, because it has some advantages that allow to students develop the speaking in English.

Considering the opinion (Madrid 2002) “The audio-visual resources are often used as a tool to create a link between teachers, students and reality; as to develop a true learning all teaching must be run in continuous contact with reality and the constant changes that it emerge ”

ANALISYS OF TABLE 5 AND FIGURE 5

5. What do you think is the level of your student in their speaking skill in English language?

According to the results obtained in the fifth question about the teachers applied survey of educational unit “PORTOVIEJO”, it was obtained that 60% choice option height and 40 % medium level of their speaking skill.

Therefore they think the impact is height when using audio-visual resources during the development of speaking in English because the audio-visual resources, also called teaching aids or interactive teaching media, can be any type of device designed and developed with the intention of facilitating a process of teaching and learning

ANALISYS OF TABLE 6 AND FIGURE 6

7. 6. How necessary is it to create a methodological guide to develop speaking skill in English using audio-visual resources?

According to the resources obtained in the sixth questions about the teachers applied survey of “PORTOVIEJO” high it was obtained that 100% of the sample in the present investigation choice option VERY IMPORTANT. For that reason it’s necessary that teachers create techniques and methodological guide to develop reading in English using audio-visual resources.

It is supported by the idea that, the teaching material is often used as a nexus or element of connection between the teacher and/or learning and the reality. The ideal would be that all teaching and learning to be carried out in contact with real life, but it is not always possible or desirable and that is why we turn to a series of means, resources or materials that we serve as the bridge between what is taught and learned and the real world. (Nerici, 1973)

SURVEYS APPLIED TO STUDENTS OF STATE BASIC SCHOOL “GRAN COLOMBIA”

ANALISYS OF TABLE 1 AND FIGURE 1

1. Do you consider essential to use audio-visual resources for the developing the learning of English language?

After analyzing the first question to the students applied survey of the “Portoviejo” high School it was verified that the 86% of the sample in the present investigation responded that Yes, it is essential to use audio-visual resources for the developing the speaking and while other 12% a little bit and with 2% say not.

For this reason its important teachers use audio-visual resources during in the class because it’s good to keep the attention of students and do the interactive class where the most winner is the student. Students also have different styles of learning, and diverging needs when it comes to the material that is offered.

ANALISYS OF TABLE 2 AND FIGURE 2

2. What type of audio-visual resource is it used by your teacher during the activities of speaking?

According to the results obtained in the students applied survey of “Portoviejo” high school about question number 2, the 51% of the sample in the present investigation chose the others, they use others type of teaching materials during the activities of speaking, others 34% choice music, the 12% slides, as well as 3% select film. So that, through these information we can say the others is the type of audio-visual material used by the teacher during the activities of speaking.

In the process of language teaching and learning English is important the use of tools or audio-visual resources such as music, slides and films which help and motivate students to learn and develop English skills mainly speaking. It is important that the teacher in the class use the different audio-visual material where the student maybe can to develop the speaking skill, it is very necessary to keep the attention of students, and thus maintain active the minds of students.

ANALISYS OF TABLE 3 AND FIGURE 3

3. Which of the following audiovisual resources allows you to develop speaking more effectively?

According to the numbers obtained in the students applied survey of “Portoviejo “high Scholl choice the music with a 56 % , others 21% films, the 20% slides, as well as 3% choice option others, concluding the use of music is an important audiovisual resource that allow students to develop speaking more effectively.

Considering that they are use commonly by teachers, the audiovisual resources help clear and keep mind active, discovering skills of all kinds, helping in work of advanced analysis, and also through interaction: spoken and written, games, developing skills of listening, reading, writing and speaking in any languages and ages.

ANALISYS OF TABLE 4 AND FIGURE 4

4. What advantages the use of audio-visual resource in the development of speaking in English?

After to analyzing the question number 10 to students applied survey of the “Portoviejo”, high School the 35 % of the sample in the present investigation choice all as highlighted advantage when using audio-visual resource and others 30% choice vocabulary acquisition, the 25% choice motivation , as well as 10% oral production and 0% choice others option, concluding that, in one way or another, teacher must influence their students in using audio-visual resource because it has advantages that allow to the students develop of speaking in English.

Certainly, speaking is so important in the teaching and learning of English because it helps students not only learning a second language but on improving fluency when talking and expressing ourselves. In addition, practice speaking activities has benefits that are useful for students. These benefits are to extend a better vocabulary that allows students have greater knowledge, improve oral communication even in our native language

ANALISYS OF TABLE 5 AND FIGURE 5

5. What do you think is your level of knowledge of speaking in English?

According to the results obtained in this question about the students applied survey of “Portoviejo” high School, it was verified that 69% choice option medium, others 19% choice under and height with 12%. As a result students believe the impact is medium when the teachers or they are using interactive learning materials during the development of reading in English.

It is necessary the importance in developing the speaking skill in the English language learners because in addition it is going to help then in their native language. The speaking skill is particularly important for comprehending what the concept and information acquired or learned in the classes.

ANALISYS OF TABLE 6 AND FIGURE 6

6. How necessary do you think is it to create a methodological guide to develop speaking skill in English using audio-visual resources?

According to the results obtained in the students applied survey of Basic State School “Gran Colombia” about question number 12, the 66% of the sample in the present investigation chose the option very important, and the 31% choice neutral and 3% think that it’s a little important create a methodological guide to develop speaking skill, concluding that the use a methodological guide to develop speaking in English is very important and necessary.

In the process of English language acquisition by the students as a second language it would not be sufficient to teach them the techniques of speaking. speaking in English is a very rewarding activity, since it helps to increase vocabulary and influences to have a better language in each of the students.

10.-ELABORATION OF RESULTS REPORT

10.1 ACHIEVEMENT OF OBJECTIVES

Achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

GENERAL OBJECTIVE:

To determine the influence of Audio-visual resources in the speaking skill of students of first year of baccalaureate school in “Portoviejo” high school.

This objective is achieved taking into account the results shown in figure number 1 and 5 of the survey to teachers, with the following percentages: 100 % of teachers said that the audiovisual resources are tools very important in the teaching learning process. Also students mentioned that learning through audiovisual material is more interesting and easier too.

As a matter of fact, “oral production is so important in the teaching and learning of English because it helps students not only learning a second language but on improving fluency and accuracy when talking and expressing themselves”. (Aina, 2013) In addition, audiovisual aids has benefits that are useful for students. These benefits are to extend a better vocabulary that allows students have greater knowledge, improve reading and written communication even in our native language.

On the other side, audiovisual resources can automatically be offered in an interactive manner, so students can through this tools feel motivated, based on for example their own pace of study and understanding.

SPECIFIC OBJECTIVE #1:

- Diagnose which type of audiovisual resources are used to develop the skill of speaking in the students of “Portoviejo” high school.

This objective is accomplished basing on figure number 2 of the survey, in which 60 % of the teachers sample surveyed manifested that the music is the audiovisual resources that they use frequently to develop the skill of speaking in the students. They assured that in this way students fell comfort and get more confidence with the class because the listen and sing lyrics that they know of famous singer. On the other hand the 20% of teacher surveyed select films and the last 20% of teachers choice slides.

“Through music, culture as well as pronunciations and different accents can be taught. Figurative language and metaphors are a big part of music and songs and are very adjustable to our everyday experiences”. (Tucker, 2007)

This objective is also verified with figure number 9 with the following percentages: 34 % of students affirm that teachers use music as a type of audiovisual resources during speaking activities, others 21% selected films, the 20% picked slides, as well as 3% choice option others.

SPECIFIC OBJECTIVE #2:

- **Identify the benefits offered by audiovisual resources to oral skill in learning English language.**

This objective is corroborated with figure number 4, in which the results of each alternative were the following: 40% of teacher consider that the motivation is an advantage in the development of speaking in English, however the 20% choices vocabulary acquisition, the other 20% select Oral Production and the last 20% choice All option, it means motivation, vocabulary acquisition, and oral production. It is justified because motivation has been called the —neglected heart of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students ‘motivation. In this sense, students are the character of the teaching-learning process. When we as teacher learn to incorporate direct approaches to generating student motivation we learn how to make an interactive environment into the classroom. So, we will become happier and more successful teachers.

“Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning” (Othman, 2013). Motivation has been accepted by students, researchers, and teachers as one of the major variables that define the level and achievement of second language learning because in this way they can build into a classroom a happy environment.

This objective is also supported with figure number 10 in which the 35 % of the students sample in the present investigation selected All option like their answer its means (motivation, vocabulary acquisition and oral production) because they mentioned that its develop when using audiovisual resources, other 30% chose vocabulary acquisition, the 25% picked motivation, as well as 10% select oral production. In conclusion all of the option are decisive factors in learning a foreign language, which is susceptible by different variables: personality variables, the attitudes of learners, their learning styles and so on.

SPECIFIC OBJECTIVE #3:

- **To design a proposal to solve the problems found in the investigation.**

This objective is corroborated with figure number 6, in which the results of each alternative were the following: 100 % of teachers manifested that the use of audio-visual resources cause a high impact in the development the speaking English skill, so, it is necessary to create a methodological guide to develop this skill using audio-visual tools. On the other hand in figure number 12, the 66 % of students said that the creation of a guide result very important for developing the English speaking skill through audio-visual aids, while the 31% mentioned that it has a neutral importance for this skill and finally the 3% explain that the idea to create a guide has a little importance.

10.2 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

1. Both students and teachers were aware of the importance that represents the use of audio-visual resources, to facilitate the learning process.
2. The teachers do not use frequently audio-visual resources, they specified that the resource more utilized is the computer and the slides.
3. Nevertheless according the results the teachers use commonly the books that government provide and only in occasion they use the audio-visual resources and the most common are slides.
4. The advantages of using audio-visual resources cannot be denied they are a support in motivation, vocabulary, acquisition and oral production.
5. The students consider that from all the options proposed that the music is the most important audiovisual resource for developing the English speaking skill, this might be because this material is used by other teachers of other subjects.
6. It is necessary to create a methodological guide to develop speaking in English using audio-visual resources.

10.3RECOMMENDATIONS

1. It is recommended to know the correct use of audio-visual resources, to develop of speaking in the English language.
2. It is important to use audio-visual resources, like slides, films, music and others to develop the speaking skill in English.
3. Recommended using audio-visual resources in the learning process of English languages to contribute to the development the speaking skill.
4. Its recommended use correct audio-visual materials that allow teachers and students to involve in the development of this process.
5. It is recommended to be creative and implementing new tools or strategies for a better development and understanding of the students.
6. It is recommend to implement the methodological guide of interactive learning material to develop the English speaking skill

11. THE PROPOSAL

IMPLEMENTING A MANUAL FOR TEACHERS OF “PORTOVIEJO” HIGH SCHOOL TO IMPROVE THE PROPER USE OF AUDIO-VISUAL RESOURCES IN THE DEVELOPMENT OF SPEAKING THE ENGLISH LANGUAGE OF THE STUDENTS OF FIRST YEAR OF BACCALAUREATE IN PORTOVIEJO CITY, DURING THE SCHOOL TERM 2016.



SKILLS



S
P
E
A
K
I
N
G

JUSTIFICATION

The English language requires four skills essential for its proper development and learning, one of which is speaking the skill to speak, where students demonstrate their knowledge to pose dialogs and discussions within the classroom; exercises that enable fluidity as well as the debates or role play and other that enhance the pronunciation of certain words; likewise the work in pairs to help reduce shyness at the time of expressing ideas and thoughts in this language.

In Ecuador and many other countries are looking for instituting a technological culture where all have access to the new technologies of information and communication technologies (TICS), emphasizing in the educational institutions where these are required to ensure that students learn in a motivating and enriching environment where the quality and the success of the learning is greater. However the reality of many institutions is that do not have the technological and pedagogical resources necessary to achieve a more effective education where the monotony is not part of this process and on the contrary the audiovisual resources are the main tools in the current process of teaching.

THEORETICAL FOUNDATIONS OF THE PROPOSAL

The conversation is the most important means to communicate with others, and in this way establish a dialog and thus relate humanely with the environment that surrounds it.

Nowadays it is necessary to acquire a meaningful learning that requires the attention that students demonstrate in the classroom. so, in Manabí and especially at “Portoviejo” high school, the search in the methodology, strategies and resources that the teacher use in their planning driving permit the development of the oral skill and student’s knowledge.

The objective of this proposal is to provide activities that help to improve the communicative dexterity, in order to motivate students to participate in the educational process actively and efficiently. A friendly link that generates a creative environment in the classroom Students can create in the classroom and therefore a development in the enlargement and the acquisition of new knowledge and innovative skills.

OBJECTIVE OF THE PROPOSAL

GENERAL OBJECTIVE

- To improve learning English through the implementation of a manual to the good use of audio-visual resources with students of first of baccalaureate of “PORTOVIEJO” high school.

SPECIFIC OBJECTIVES

- To develop the capacity and creativity of teachers about the use of audio-visual resources in order to have an innovative environment in the classroom.
- To guide and motivate the students and teachers on the advantages of audio-visual resources on the basis of dynamics of integration.
- To develop pedagogical techniques that allow the teacher to carry out with the heterogeneity of students.

DESCRIPTION

It's important and necessary for the theoretical framework is raised in the tool that you must take to achieve the knowledge and development of audiovisual resources with the help of the techniques and integration activities in the classroom.

The application that can be referenced in the seminar we can mention the following:

- The implementation of the program about the correct use of audiovisual resources in the classroom.
- Factors that have influence in the correct use of the audiovisual resources.
- Obstacles in the implementation of the program of the correct use of the audiovisual resources
- The implementation of management of the correct use of the audiovisual resources.
- Emotional domain and its influence on learning.

Based on these theoretical features- practices of seminar raises the following activities.

ACTIVITIES

- Put into the consideration the proposal.
- Request the authorities of the institution and the endorsement and expenditure for performing the event.
- Perform planning activities for the implementation.
- Send to teacher's official invitation to participate in the event.
- Invite teachers and counselors to participate in the event.
- Run the seminar.



AUDIO-VISUAL RESOURCE MANUAL

What is audio-visual resource?

“Audio -visual resources are the best tool for making teaching effective and the best dissemination of knowledge”. (İsmael, 2006)

ADVANTAGES

- ✓ Develop student's motivation.
- ✓ Give variety to classroom techniques
- ✓ Help students to get the true picture of what is being taught.
- ✓ To help make learning more permanent.
- ✓ To stimulate imagination and creativity.
- ✓ Make the class more realistic
- ✓ To enrich the visual and auditory senses.

WHAT ARE AUDIOVISUAL RESOURCES?

Slides, Music, Flash cards,
film and Video.

HOW ARE THEY USED?



- **Flash cards:**
 - They help clear and keep your mind active. Flashcards are a great tool to remember information, illustrate the cards and to learn new vocabulary
- **Film:**
 - They direct the attention of students to the screen and to the picture and words on it.
- **Slides:**
 - permits the teacher to stand in front of the class while using the projector
- **Video:**
 - It can help you make discussion even more effective.
- **Music:**
 - Music can be relaxing. **Helps develop language and reasoning.**



Why is important to use audio-visual resources?

- ❖ Motivate to the students to talk in English.
- ❖ Help students to work in classroom and make the class more efective.
- ❖ Helping students to learn more
- ❖ Helping students to understand a difficult concept
- ❖ Increasing your student's understanding
- ❖ Communicative method is encreased

How to Improve Speaking Skills



(by yourself)

TIPS:



- ❖ Don't study grammar too much.
- ❖ Learn and study common phrases
- ❖ Don't translate
- ❖ Practice speaking what you hear
- ❖ Submerge yourself
- ❖ Don't worry about making mistake

When you talk in English you can improve:

- ✓ Vocabulary
- ✓ Grammar
- ✓ Confidence

It can help you learn new words and teach you things you didn't know.



"Judge a man by his questions rather than by his answers"

-Voltaire



ACTIVITIES OF TRAINING TO PRACTICE WITH THE STUDENTS

WORKSHOP No. 1

COMUNNICATIVE ACTIVITY....

READ EACH SENTENCE AND IDENTIFY THE CORRECT TENSE, THEN CHECK YOUR ANSWER WITH YOUR CLASSMATES AND GO AROUND THE CLASS IN ORDER TO CORRECT THEM.

Draw a circle around the action verb in each sentence. On the line, tell whether the verb is past tense, present test, or future tense.

examples:

Daniel (played) baseball yesterday. past tense

He (plays) baseball everyday. present tense

We (will go) to Daniel's baseball game. future tense

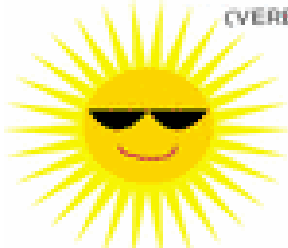
1. Daniel will choose a baseball bat. _____
2. He steps up to the plate. _____
3. The pitcher tossed the ball. _____
4. Daniel will swing hard. _____
5. The ball struck the bat. _____

WORKSHOP No. 2

CREATE A CRAZY SUMMER STORY

- Teacher provide instruction to make the activity.
- Fill in the blanks with the correct word, and create a crazy story.
- Talk with your partners about your creation and then expose then in front of class.

One day, _____ and _____ decided to _____ while on
(NAME 1) (NAME 2) (VERB)
their summer vacation. _____ grabbed a _____ and hit the
(NAME 1) (NOUN)
road! _____ thought they should _____ which _____
(NAME 1) (VERB) (NAME 2)
thought was very wild. "It's summer vacation! We have to _____!"
(VERB)
_____ exclaimed. While on their journey _____ saw a
(NAME 1) (NAME 1)
_____ climbing a _____ and that scared _____. Later,
(ANIMAL) (NOUN) (NAME 2)
it was time for a snack so _____ suggested they eat _____
(NAME 2) (TYPE OF FOOD)
and _____ and drink _____ juice. Summertime is all about
(TYPE OF FOOD) (TYPE OF FOOD)
_____ experiences, and _____ and _____ wanted to
(ADJECTIVE) (NAME 1) (NAME 2)
make the most of it. After a quick _____ in the _____, it was
(VERB) (BODY OF WATER)
time to _____. It had been another _____ summer day!
(VERB) (ADJECTIVE)



WORKSHOP No. 3

TELL A REAL LLOVE STORY

Purpose:

To develop fluency by tell about a real love story when where teenager or children to practice speaking aloud while listening.

Material:

Video, a short movie, paper toys, photos and student creativity

Procedure:

1. The teacher give to the students to opportunity of view a short love movie.
2. The teacher give the instruction of this activity.
3. The teacher provides assistance in the form of feedback about the movie
4. The students begin to tell about of a of their love story using different materials for example photos, toys and things that the second student give while the other student intent to invent to use this



WORKSHOP No. 4

Some effective activities

SPEAKING ACTIVITIES

Hangman

This is another game that can be adapted for speaking and vocabulary. Most kids know this game, which needs little introduction, but for those who may have forgotten their childhood pastimes, here's how it works: Take a word that everyone knows like "airplane," and tell the SDS how many letters are in the word = seven letters.

Then, you underline a space for each of the seven letters, as for example:

Then you give them a hint like,

"It's the name of a machine in which you can travel through the air."

Then, they guess the first letter, which in this case would be A.

Then, they guess the second letter ... and so on...

With any luck, they will be able to fill in all the letters without making any error.

The *problem* is that if they guess a wrong letter, then they suffer a *penalty* using one stroke for each wrong answer to build their own hangman's gallows, adding one stroke, for every wrong letter, step-by-step, to look like this

There are lots of words you can use such as:

Pigeon
Subway
Elephant



WORKSHOP #5

I Spy with my Little Eye...



This is another one of those games that can be used as a speaking activity. Here's how it goes. You get a group in a room or a lounge or a garden, etc. Then, the first speaker looks around and chooses any object or thing that HE OR SHE can see and notices the color, such as the garden grass which is green and then says the following :

“I spy with my little eye something that is green.”

Then the others have to guess what the speaker has in HIS OR HER mind's eye, which has the color of green. For example, one speaker may ask,

“Is it a leaf?” but the answer will be, “No, it is not a leaf.”

Then, the next participant may say, “Is it a tree?” and the answer will be, “No, it is not a tree.” And so on, “Is it a snake?” “Is it a frog?” until finally someone says, “Is it the grass?” and the answer will be, “Yes, It is the grass.” And, then, the round will be finished.

Next, someone else can take another turn, looking around and doing the same thing



FEASIBILITY ANALYSIS

The execution of the program on the proper use of audio-visual resources is feasible and beneficial for interaction in the integrating learning in the students of language, and at the same time will improve teaching strategies for the benefit of the student which will affect the learning and in the quality of the learning-teaching process.



TECHNICAL FEASIBILITY

For the implementation of this research practice is needed some resources such as: projector and computers, which allow to teach and to show students, teachers the purpose of the seminar.

ECONOMIC FEASIBILITY

The expenses which are anticipated in this research, will be for per day obtaining the information through Internet, didactic material, among others. Also there are extras that may arise during the research process.

OPERATIONAL FEASIBILITY

The implementation of the program to perform the proper use of audio-visual resources is the main basis for the training and development in the acquisition of new knowledge in the students, is therefore, that through the implementation of inclusive strategies will learn and therefore interact with their peers.

RESOURCES

will be available with the economic resources of the researchers that contribute to the economic and logistical funds necessary for its implementation and IT is considered spending \$ 100.00, for carrying out the training seminar of the involved direct and indirect.

RESEARCH PAPER BUDGET

The expenses have been calculated for the execution and completion of the project as follows:

TABLE 1 *RESEARCH PAPER BUDGET*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	\$ 0,60	\$ 60,00
5 texts	Book Rental	\$ 1,00	\$ 5,00
60 sheets of paper	Printing color	\$ 0,25	\$ 15,00
200 sheets of paper	Printing White and Black	\$ 0,05	\$ 10,00
100 sheets of paper	Copies	\$ 0,03	\$ 3,00
5 CDs	CD recording	\$ 1,50	\$ 15,00
1	Research paper binding	\$ 20,00	\$ 20,00
	Transport		\$ 60,00
3	Manuals	\$ 20,00	\$ 60,00
10	Folders	\$ 0,50	\$ 5,00
2	Plagiarism control of the research paper	\$ 10,00	\$ 20,00
	TOTAL		\$ 273,00

Note: prepared by the authors

ACTIVITIES CHRONOGRAM

TABLE 2 *ACTIVITIES SCHEDULE AND BUDGET*

ACTIVITIES	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				RESOURCES		COST \$
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	HUMAN S	MATERIALS	
Topic selection and elaboration of the project	■	■	■																						Research paper authors	Use of internet, printing white/black and copies	\$ 26.50
Review and approval of the project					■	■	■	■	■	■	■	■													Research paper authors and authorities	Transport and folders	\$ 12.50
Selection of bibliographical sources and development of the theoretical framework					■	■	■	■	■	■	■	■													Research paper authors	Use of internet	\$ 20.00
Implementation of the survey and interview and preparation of statistical tables with their analysis													■	■	■	■	■	■	■	■					Research paper authors, students and English teacher of	Copies, transport and printing white/black and color	\$ 31.50

																				Guaranda N° 43 Public High School		
Preparation of the proposal																				Research paper authors	Use of internet	\$ 20.00
Review and correction of the research paper																				Research paper authors, advisor and reviser	Transport, folders and plagiarism control	\$ 32.50
Approval and presentation																				Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	\$ 95.00
\$ 238.00																						

HIDALGO COELLO PRISCILA DOLORES

MACIAS CHOEZ GEMA PATRICIA

Bibliografía

- Adell, J. (noviembre de (1997)). Tendencias en Educacion en la sociedad de las tecnologias de lainformacion. *edutec-e Revista Electronica de la tecnologia educativa*(7).
- Ahuaded, J., & Salanova, E. (1998). *Medios,recursos y tecnologia didactica para la formacion profesional*. España: Huelva FACEP.
- Aina, J. A. (noviembre de 2013). Audio-visual resources availability and use for library. *International Journal of Library and Information*, 5, págs. 417-425. doi:10.5897/IJLIS2013.0384
- Allou, A. (2013). The Effect of Audiovisual Aids in Teaching Speaking Skill. *The Effect of Audiovisual Aids in Teaching Speaking Skill* , 9/10.
- allou, A. (2013). *The Effect of Audiovisual Aids in Teaching Speaking Skill among EFL Learners*. Biskra: University Biskra.
- Anuradha, R. K. (2010). Effective use of audio-visual equipment and materials in classroom teaching. *2010 2nd International Conference on Education Technology and Computer . 2*, págs. V2-463 - V2-466. Shanghai: IEEE. doi:10.1109/ICETC.2010.5529341
- Bashir, M. (2011). Factor Effecting Students' English Speaking Skills. 2(2046-9578), 2.
- Bassir, M. (21 de 02 de 2011). factor effectiving students'english speaking skills. *British Journal of arts and social sciences*(2046-9578), págs. 1-5. Recuperado el 05 de 12 de 2016
- Blevins, W. (2011). *Building fluency: lessons and strategies for reading success*. New York: Scholastic Professional Books. Recuperado el 06 de 12 de 2016
- C.Richards, J. (2008). *Teaching Speaking and Listening* (Vols. 13 978-0-521-95776-2). NEW YORK: Cambridge. Recuperado el 12 de 08 de 2016
- Carrera, G. &. (17 de diciembre de 2015). Desarrollo de las destreza productivas del idioma ingles. *REvista Electronica formacion y calidad educativa*, 93.
- Carvajal, Z. (diciembre de 2013). enseñanza del ingles en secundaria, una propuesta innovadora. *Revista Educacion*, 37(2), 79-101.
- Clouet, R. (2010). Enfoque del Marco Comun Europeo de referencias para las lenguas. *Cielo Revista de Linguistica Teorica y aplicada*, 71-92.

- Daniel, J. (august de 2013). Audio-Visual Aids in Teaching of English. *International Journal of Innovative Research in Science, Engineering and Technology*, 2(8), pág. 3811. Recuperado el 26 de junio de 2016
- Doosur Ashaver, S. M. (mayo-junio de 2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1(6), págs. 44-45. Recuperado el 16 de julio de 2016
- Idris, A. O. (July - September de 2015). The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill in Junior Secondary Schools. *International Journal of Social Science and Humanities Research*, 3(3), págs. 50-58.
- İsmail, Ç. (October de 2006). AUDIO-VISUAL MATERIAL IN FOREIGN LANGUAGE TEACHING CLASSROOM. *The Turkish Online Journal of Educational Technology*, 5(4). Recuperado el 18 de Julio de 2016
- Kuśnierek, A. (02 de 01 de 2012). *WORD SCIENTIFIC NEWS*. Recuperado el 10 de 11 de 2016, de <http://www.worldscientificnews.com/>:
<http://www.worldscientificnews.com/>
- Lourdes, G. (enero de 2011). desarrollo de la comunicacion oral en la clase de ingles. *Revista innovaciony experiencias educativas*(38).
- Lourdes, G. (2011). desarrollo de la comunicacion oral en la clase de ingles. *innovaciony experiencias educativas*, 2(19886047), 26.
- Madrid, D. (2001). Materiales didacticos para la enseñanza del Ingles en ciencias de la educacion. (B. A. F.J, Ed.) *Revista de enseñanza Universitaria*, 213-232.
- Metin, S. &. (2010). ESPAÑA.
- Othman, D. F. (25 de octubre de 2013). The Impact of Motivation on English Language. *International Journal of Higher Education*, 2(4).
doi::10.5430/ijhe.v2n4p123
- Rahman, M. M. (2010). Teaching Oral Communication Skills. *ESP World*, 9, 2/3.
- Ramirez, R. (24 de Noviembre de 2009). La utilizacion de los materiales audiovisuales en el area de ingles. *REvista Innovavion y Experiencias Educativas*.
- Saima Rasul, Q. B. (2011). A study to analyze the effectiveness of audio visual aids in teaching learning process at uiversity level. *Procedia - Social and Behavioral Scienc*(28), 78-81. doi::10.1016/j.sbspro.2011.11.016

- Shamsideen, S. A. (28 de february de 2016). Impact of audio-visual materials in the dissemination of. *African Educational Research Journal*, 4(1), págs. 19-24.
Recuperado el 5 de agosto de 2016
- Tomás, A. (19 de Junio de 2009). Medios Audiovisuales en el Aula. *Revistas de Inovacion y Experiencias Educativas*.
- Trudy Wallace, W. E. (2004). practica oral . *como enseñar a hablar y escuchar y a escribir*, 13.
- Tucker, J. L. (2007). *BETTER PRACTICE IN MUSIC EDUCATION* (Vol. II). Maryland: Jr. Series Editor. doi:410-333-6442
- Wong, S. H. (23 de abril de 2009). Incorporating audio-visual materials in university teaching: Results of a faculty survey and corresponding actions of the Library. *New Review of Academic Librarianship*, 15(1), págs. 35-52.
doi:10.1080/13614530903106620

ANEXES

TEACHER APPLYING SURVEYS



WORKING WITH THE ADVISOR





DELIVERY OF THE MANUAL TO THE ENGLISH TEACHER



DELIVERY OF THE MANUAL TO THE PRINCIPAL OF HIGH SCHOOL



STUDENTS FIRST "A" APPLYING THE SURVEYS



STUDENTS FIRST "B" APPLYING THE SURVEYS



STUDENTS FIRST "C" APPLYING THE SURVEYS



UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Languages and Linguistics Major

ENCUESTA DIRIGIDA A DOCENTES.

La presente encuesta tiene como objetivo determinar la influencia de los recursos audio-visuales en el desarrollo de la destreza de speaking en la Unidad Educativa “Portoviejo” del cantón Portoviejo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Cuál es su criterio sobre la influencia de los recursos audio-visuales en el desarrollo de la destreza de speaking del idioma inglés? (Objetivo General)
 - a) Positiva ()
 - b) Negativa ()
 - c) No influye ()

2. ¿Qué tipo de recursos audio-visuales utiliza para desarrollar la destreza de speaking de sus estudiantes? (Primer objetivo específico)
 - a) Música ()
 - b) Películas ()
 - c) Diapositivas ()
 - d) Otras (especifique)

—

3. ¿Cuál de los siguientes recursos audio-visuales permite desarrollar la destreza del speaking de manera más efectiva? (Primer objetivo específico)
 - a) Música ()
 - b) Películas ()
 - c) Diapositivas ()
 - d) Otras (especifique)

—

4. ¿Qué ventajas ofrecen los recursos audio-visuales en el desarrollo de la destreza del speaking? (Segundo objetivo específico)
- a) Motivación ()
 - b) Adquisición de vocabulario ()
 - c) Producción Oral()
 - d) Todas ()
 - e) Otras
-

5. ¿Cuál considera que es el nivel de inglés de sus estudiantes en la destreza de speaking ? (Segundo objetivo específico)
- a) Alto ()
 - b) Medio ()
 - c) Bajo ()
6. ¿Cuán necesario es crear una guía metodológica para desarrollar la destreza de speaking utilizando recursos audio-visuales? (tercer objetivo específico)
- a) Muy importante ()
 - b) Neutral ()
 - c) Poco importante ()

Muchas gracias



UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A ESTUDIANTES.

La presente encuesta tiene como objetivo determinar la influencia de los recursos audio-visual en el desarrollo de producción de speaking en la Unidad Educativa “Portoviejo” del cantón Portoviejo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Considera importante el uso de recursos audio-visuales en el desarrollo de la destreza de speaking para el aprendizaje del idioma inglés? (Objetivo General)
 - a) Si ()
 - b) En parte ()
 - c) No()

2. ¿Qué tipo de recursos audio-visuales utiliza su docente para desarrollar la destreza de speaking? (Primer objetivo específico)
 - a) Música ()
 - b) Películas ()
 - c) Diapositivas ()
 - d) Otras (especifique)

—

3. ¿Cuál de los siguientes recursos audio-visuales permite desarrollar la destreza de speaking de manera más efectiva? (Primer objetivo específico)
 - a) Música ()
 - b) Películas ()
 - c) Diapositivas ()
 - d) Otras (especifique)

—

4. ¿Qué ventajas ofrecen los recursos audio-visuales en el desarrollo de la destreza de speaking? (Segundo objetivo específico)
- a) Motivación ()
 - b) Adquisición de vocabulario ()
 - c) Producción Oral ()
 - d) Todas ()
 - e) Otras
-

5. ¿Cuál considera que es su nivel de inglés en la destreza de speaking? (Segundo objetivo específico)
- a) Alto ()
 - b) Medio ()
 - c) Bajo ()
6. ¿Cuán necesario es crear una guía metodológica para desarrollar la destreza de speaking utilizando recursos audio-visuales? (tercer objetivo específico)
- a) Muy importante ()
 - b) Neutral ()
 - c) Poco importante ()

Muchas gracias

