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Audiovisual Aids as a Teaching Strategy to Develop Speaking.

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Dedication

First of all, we give the honor and thank to the Lord-God, because he has given us the wisdom, strengthen, health and perseverance spirit in order to fulfill the purpose to achieve this goal in our academic lives.

Acknowledgement

The first to whom we recognize this triumph is to God-my lord, due to his grace has stayed with us all the time giving us knowledge, determination, health and the life firstly in order to overcome against all the adversities that came up through the path, this way we want to quote the next biblical verse that says. "Commit your way to the lord, trust also in him and he shall bring it to pass" Psalm 37:5. Hence everything that living creature get is because of the help and will of the lord God.

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Abstract

The audiovisual aids have occupied an important place in contemporary society, not only as entertainment media, but as tools that frequently penetrate the educational field. Numerous investigations on this subject have exposed the special characteristics that audiovisual aids imply as effective resources in the teaching and learning of languages, especially English.

However, the benefits of interacting with this material for language learning have been frequently discussed, research often focuses on how teachers make use of these for their class. This research aims to indicate how the use of audiovisual aids has influenced the development of language skills and communication skills, especially the ability to speak.

Audiovisual aids has been found to attract 8th grade students because they are tools they are used to and traditional teaching usually seems boring and unproductive. Thus, watching movies, music videos, online games, or other teaching strategies associated with these media is more attractive.

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1. Research scope

1.1 Introduction

The audiovisual aids for entertainment, which is currently presented as a strong field that permeates education, should be used by language students with perseverance and depth. According to Agudelo (2012) communication devices, increasingly permeate the educational environment and it becomes more necessary to use them for the development of students' skills and to establish a concrete learning process. This resource not only involves the development of the learner's communication skills, but also promotes the acquisition of other concepts that inevitably accompany the learning process of a language, such as culture, social context and different linguistic elements that enrich their learning.

The traditional teaching of English in high school may present limitations in the transmission of these elements and according to this, through audiovisual aids, the student can acquire knowledge and develop skills such as speaking. Due to the great impact and attraction generated by audiovisual aids such as films, short films, videos, online games and television series in students. Bahrani and Soltani (2012) state that. "In fact, many researchers agree on the fact that authentic language input from various audiovisual programs has the potential to provide the necessary language input for language learning". Thus, image and sound tools have now become a necessity in education.

In the present research it is intended to analyze methodological strategies to improve the teaching of speaking through the use of audiovisual aids with 8th grade students. For this, the Dr. Carlos Vega Bolaños Central Public Institute was taken as a point of reference, which is located on the east side at Masaya Central Park. This school has six 8th grade classrooms, all of them in the afternoon shift only.

This study is divided into 5 fundamental aspects. Firstly, there is the summary and the introduction where the elements that originated the analysis of the use of visual aids to develop speaking in 8th grade students are described in broad strokes, considering that at this level the students have already passed the period of familiarization with the new language.

Then the magnitude of the problem and the importance of carrying out this study are described. Subsequently, a breakdown of theories associated with the main subject of the work is made and the criteria of the authors are based on those of experts in each subchapter of the conceptual framework.

Next, the instruments that were applied to obtain the results of the study are presented and consequently the qualitative and quantitative interpretations of those results to finish summarizing the aspects in general that are derived from the results and what relationship they have with the objectives set. .

It is expected that this research contributes to considering audiovisual aids as a valuable teaching resource that facilitates the optimal development of speaking in high school students, especially 8th grade.

1.2 Problem statement

The grammatical approach applied to the teaching of speaking hinders the oral production in 8th grade students and creates a low participation of them in the activities proposed by the teacher, a reason that leads to the following approach:

How do audiovisual aids contribute to improve speaking micro-skills among 8th grade students?

1.3 Rationale

The methodology of teaching the English language has been constantly changing according to the needs of society and its demands in terms of mastering this language. With the development of new forms of communication, the need arises to train students who are able to communicate effectively in English. Faced with this context, it is important to analyze a didactic strategy that helps the development of speaking skill, taking into account some factors such as age, interests, and basic knowledge of the language and available didactic resources with the primary purpose of promoting a strategy that is applicable for the permanent student's speaking.

In this regard, Toapanta (2018) states that “learning a language as a passive receptor, without attempts to produce will not lead to the acquisition of language”. However, if in addition to what they learn, the student is given opportunities to produce language, it is much more likely that the acquisition will take place. Which it is clear with that only the practice of the students will allow the development of speaking skill, since playing an active role within the class will do better its development.

By virtue of current technological development, the great demand for professionals with communicative competence in the English language and permanent cultural exchange, the need to describe new methodological processes that help to achieve the primary objective of learning that this new society demands is imperative. The development of communicative competence. According to Hernandez (2002) “the 70s brought to light a newer proposal of language teaching methods—the communicative method”. This method mainly seeks to develop the skill to interact in the student, and in any situation that arises in their daily life, within which they can be formal, informal, scientific or academic situations, through activities that allow a simulation of the reality inside the classroom.

In addition, the audiovisual aids that are part of the communication method offer a great pedagogical advantage, because the role of the teacher is no longer important, and the student changes his role from being a simple listener to being the main actor in the learning process.

1.4 General objective:

To analyze the effectiveness of using audiovisual aids to develop speaking.

1.5 Specific objectives:

1. To identify techniques for teaching speaking through audiovisual aids.
2. To analyze new techniques using audiovisual materials.
3. To perform the use of audiovisual aids for teaching speaking.
4. To determine which audiovisual aids strengthen the speaking.

1.6 Hypothesis

Audiovisual aids arouse the interest of students because they are familiar with their daily use, consequently they favor the development of speaking.

2. Theoretical framework

2.1 The importance of the speaking skill

Learning a second language is important for the integral growth of the student. In the English teaching, learners present seriously difficulties due to the permanent demotivation provoked for the use of traditional methods that are applied by the teachers, who do not get to the same rhythm of the technology advancement that learners get more easily, and not permitting to take advantage of its maximum expression. In fact, as McClelland (2000) points out a demotivated person will be one who was already motivated to learn a SL, but who has lost his/her commitment or interest for some reason.

The speaking skill formation in the students have become in a necessity since it is establishes the bases that permit a real training in the English learning process, which are leaded to the other skills development: listening, reading, and writing. But, some situations obscure that learning, and therefore, the teacher has to look for innovative strategies that take the control of the speaking skill in the students. All this to prevent the student from becoming frustrated and giving up learning process, because as Amaya (2012) suggests, the previous experiences in the learning process, and the lack of emotional education generate a sense of frustration in the students when they do not reach the desired level of English.

Currently, the English speaking language teaching is one of the most important skills to be developed since the main aim of learning a second language is to be able to use it in real communicatively contexts. According to Blazquez (2018) says “the speaking skill can be defined like the communicative process where several different elements can intervene; the same one that allows the sharing of ideas and feelings in a given context”.

In the early days of language teaching the methods like the grammar translation method, the direct method, audio lingual and among others have had great applicability. But the new demanding of the globalizing society regarding the

importance of having professionals who are not only capable of understanding texts, but also capable of interacting and communicating in a second language, has given rise to the emergence of new methodologies focused on the development of communicative competence. As Nuñez (2017 p.12) states that “to achieve the learner to develop the communicative competences in the English language, it has been adopting different strategies”.

2.2 Micro skills of the speaking

Speaking micro skills are defined by Rezaei and Hashim (2013) as those ways with which it is possible to exercise macro skills in a context within the foreign language. Among the main ones they mention, for example: Pronunciation, fluency and precision.

2.2.1 Pronunciation

Pronunciation is one of the most relevant elements in the communicative process in learning a second language, since the correct development of the communicative part will largely depend on it. Blanco (2012) affirms that pronunciation in the teaching of a second language is the factor that allows students to communicate more effectively and quickly with others.

It can be said that pronunciation is the production and reception of speech sounds. However, Bartoli (2005) makes reference to the pronunciation like the production of significant sounds in two ways. Firstly, the sound has meaning because it is part of a language code, thus it can be talked about sounds other than English, French, etc. Secondly, sound is significant because it is used to achieve meaning in contexts of use.

The pronunciation will be decisive at the moment when the student is producing in the communicative context, since the learner has to learn of how to master his new pronunciation by virtue of achieving a meaningful communication. Regarding to this, Halbach (2008) points out that pronunciation is not only a carrier of lexical-semantic content of linguistic units, but also provides extremely important communicative value to the message. Since, it transmits attitudes, intentions and expressions.

2.2.2 Fluency

Another factor that it is considered in the acquiring process of a second language is the fluency. According to Suaza (2014, p.47) fluency “is the facility that a second language learner has to develop the speaking in a correct and spontaneous way, and demonstrates the degree of mastery of English language”.

It is necessary to consider that not all of the learners are able to reach the same level, it will depend on different factors, especially those that are related the learning of second language with. Since early ages, which will determine that the learner can achieve the fluency in other languages. In fact, Barley and Nunan (2005, p.65) state that “the key to succeeding in learning a foreign language is being fluent and having good pronunciation”. However, the fluency to other authors, it is a completely complex issue. Thus, Vargas (2008, p.18) says “fluency is a highly complex notion, which we here relate mainly to smoothness of continuity in discourse”.

2.2.3 Accuracy

The term accuracy is closely related to fluency. Therefore, when the learner of a second language has achieved a correct pronunciation with accurately, we will be talking about that the second language has been learned and that it can be put into practice in any communication process, and within the context that it develops. In fact, Muñoz (2010) considers that rectifying errors must be avoided, if needed accuracy is developed, allowing the student to concentrate more on what it is said than on how it is said.

The definition about accuracy determines that it is related to the grammar, in other words, that the learner must build sentences taking into account the learned grammatical rules, with no mistakes, which it will be reached when the learner has mastered the language. Rishi (2014, p.55) defines accuracy as following: “accuracy refers to the skill of the learner to produce grammatically correct sentences”. As mentioned before, it has to be a combination between fluency and accuracy.

2.3 Speaking Communicative contexts

In the foreign language learning process, the context under which the learner achieves mastery plays a fundamental role. Since it is related to those factors that are around the person who wants to learn the English language. Such the situation, the language used and the message what is being stood for. Nunan and Richards (2015) state that, given the new opportunities that technology and the internet bid in learning the English language, students and teachers are required to assume roles in which different communicative contexts are enhanced. For this, three important contexts are described within the development of the communicative process of the language.

2.3.1 Situational context

This context is closely related with the situation where the communicative process of the English language is given. According to Gonzalez (N,D) the situational context refers to “the spacial and temporary circumstances in which the communicative act occurs”. This situational context is related to the place, to the time, in which the communicative process is given. Which those determine the understanding of what is being said. To better understand this context, under Pereira (2014) concerning says that the situational context “it is defined as the environment of an emission that works for the understanding of its meaning”. In other words, everything that surrounds this communicative process will provide an appropriate meaning to what is being said, with the main purpose that the message that is being transmitted can be understood correctly.

2.3.2 Linguistic context

This context refers to the type of language that the student must use so that he/she can establish normally a conversation according to the situation that is presented to him/her. This context, according to Frias (2009, p.6) refers to “the material that precedes or follows a statement”. This context will allow to the learner to clearly understand those words or phrases that are used in the communicative process and that many times they cannot interpret and that can change the meaning of the message that you want to give.

The person who communicates must be aware of the situation in which they must act, taking this into account, they must choose the linguistic form to use. For example, if you want to participate in a conversation about the holidays, the student must choose the linguistic forms of the past, because if he/she does not do in that way, the message could be distorted. Depending on the level, the student will be able to choose the linguistic forms or the teacher will help him/her to choose according to the situation.

2.3.3 Sociocultural context

When talking about the cultural context in learning English as a foreign language it is being referred to those aspects that are part of people's daily lives, which according to Shukran (2012, p.4) "is the one that involves the set of knowledge and experiences, as well as the ways of acting, thinking and feeling, that individuals possess by the simple fact of living in a certain community". In other words, all these factors present in the life of human beings will determine the way of expressing themselves, of interacting in society.

2.4 Application of audiovisual aids as technological resources to strengthen the speaking skills

The teaching of English bonded to the technological area is changing allowing to the learner the benefit as academic as working. Nowadays it is outstanding the English classrooms are changed for special laboratories that feature with technological equipment that make possible and efficient teaching shared for trained professors concerning the right use of this new technology. Here, the audiovisual aids come into play, which are defined by Gonzales (2012, p.32) "as the technical means of representation that allow expanding the capacities of the senses of sight and hearing. They expand these senses in their spatial and temporal dimensions".

2.5 Audiovisual aids implementation as part of TICs in the teaching process of the speaking skill

The social and cultural changes that are being watched at these days, they have given origin to the called information society, one of whose the main characteristics is the general use of the new TICs (tecnología de la información y la comunicación). On Paulin's words (2010), it must be kept in mind that the speed with which technological changes develop has an impact on the different social patterns, and therefore, on the educational community.

The role of these new technologies of the education is determined by its extraordinary capacity to act as midst of expression, communication and administration build an interesting didactic instrument that will permit the access to an incredible quantity of information, enabling its administration and providing the possibility to use them as an effective complement of the on-site class. Lopez (2007) maintains: technology is already part of our culture, and the school cannot be oblivious to this phenomenon. And, must offer experiences and training in these new media to handle information.

In the English classroom can favor the learning of the oral skills throughout a continuous work with the TIC. In fact, Shild (2016) considers that "the multimedia is the one way to use the sound as objects (compare sounds, associate them to images, etc.). Furthermore, in the present day is the cheaper and the fastest midst to record and produce their voice (language laboratory).

Audiovisual aids are technological instruments that serve as support to present information through acoustic, optical systems, or a mixture of both that can serve to complement classic resources such as the blackboard or textbooks with the management of images, animations and sounds, (Adame, A, 2009).

2.6 The significant learning of the speaking skill using the audiovisual aids.

The incorporation about the use of the TIC in the classroom constitute a challenge to the teacher practice and a stakeout concerning the way to teach and learn. Hence, it is essential the taking of advantage of them as didactic resources which are at their reach. The authors Ambros and Breu (2011) summarize, the most important benefits that audiovisual aids provide are:

- Help to clarify content.
- Increase the information related to a specific topic.
- Development of different capacities such as observation, analysis, and reflection.
- Increase interest and motivation.
- Favor the capacity for discussion and debate in those students who find it difficult to participate.
- Develop creativity.
- Introduce aesthetic and creative assessment criteria.

Of course, these benefits will be effective as long as there is availability and good communication on the part of the senders and receivers involved. That is, teachers and students.

During a lot of times it was considered that the learning was a synonym of change of conduct. This was because it had domain a conducts perspective about educative work. However, it is certainly to firm that the human learning goes beyond a simple change of behave. It leads to a change in the significance of the experiences. For Ausbel (2002), meaningful learning is characterized by building knowledge in a harmonious and coherent way, which it is a learning that is built from solid concepts.

The most important characteristic about the significant learning is that it produces an interaction among the most relevant knowledge of the cognitive structure and the new information (it is a simple association), and thereby these acquire a meaning and they are integrated to the cognitive structure in a no arbitrary

nor substantial way. Ballester (2002) ensures that the meaningful learned materials can be retained for a relatively long period of time. In this it is seen that audiovisual aids can achieve significant learning, because they remain in the learner's memory for longer.

The new learning material, in this case, the audiovisual aids, must be potentially significant, that is capable of giving rise to the construction of meanings. Students will not be able to construct ideas if the content of the learning is not precise, and if it is not properly constituted. Since as stated by Diaz and Fernandez (2002) the student's cognitive structure must be related to learning styles, and individual preferences. A situation that causes the teaching-learning process to be significant.

2.7 Technological aids to strengthen the speaking skills.

It cannot exist relation between learning and teaching without material to carry out the activities of the lesson, unless the one bond of communication is the word. The material is used to attend important aspects at the moment to develop the activities (the concentration, the development of the explanations, the learners' participation the esthetic preference, the research possibility, the creativity, the use of the knowledge, etc.), which make the teacher to contextualize to understand the reality of the students. According to Toledo (2001) regarding the audiovisual technological resources, he points out the next as the most recent incorporated to school, and as result it can be mentioned the next functions:

- Motivating, because it generally captures the student's interest.
- Catalytic, in as much as it allows to investigate and build reality starting from a didactic experience.
- Informative, because it presents a specific discourse about concepts, procedures and skills.
- Redundant, in the midst it illustrates a content expressed with another audiovisual aids.
- Verification, because it allows to verify an idea, a process or operation.
- Suggestive, due to the visual impact it produces.

2.7.1 Auditory aids

These media make use of sounds as the main element of information. They have a sound record in a predetermined format used by those who have the skill to memorize names, dates, places and remember data. In addition, these types of materials are for those who learn better by saying, listening and seeing. Songs are also considered as auditory material that does not necessarily have a sound register, but does emit it. Schulman (2015) considers that “these didactic resources are of great importance. Since, they help to obtain vocabulary and pronunciation, and therefore, improve the learner’s speaking”.

2.7.2 Audio visual aids

Within the school context it is necessary to propose activities through the use of audio visual aids. Since it is taken into account multiple aspects that weight the different levels of teaching in term of the student without obviating what would result more accurate in order to generate knowledge because of the development of the content and to reach the set objectives, this way the before mentioned audio visual aids, should be adequate to the develop stage of each one of them and the cognitive level under the purpose to get significant knowledge in each one of the learners. According to Ariel (2011) the term audiovisual means the integration and full interrelation between the auditory and the visual to produce a new reality or language.

Audiovisual aids create a more entertaining environment in the classroom. But, it is worth mentioning that they also contribute and facilitate the teaching of new content. As a result results the students get motivation and interest for learning, especially the English language. Borda (2013) holds that audiovisual resources are the conglomerate of ocular and auditory tools that act as a support for learning by contributing to the codification of ideas, and to expressing what is perceived more easily.

There is a great variety of audio visual aids resources that allow to improve the students' lesson, thus students are going to feel motivated and eager for being part of the learning procedure. As Antunez (2015) explains that the audio visual aids

are present in the classroom and make easier the teaching of vocabulary, structure and grammar in the English class, since students perceive the information through the senses.

The next tools form the group of audiovisual aids, and informatics audio visual that work to carry out a good process of sensitize in the classroom regarding to the English language, taking into account the right manage that teachers may do of them during the performance of the experience. According to Alvarez (2012), it exists a variety of audio visual aids available to be used for teachers throughout the plan and development of their lessons that are the ludic materials and that inside this same source are informatics audio visual aids, such as slides, videos, computer software disc, and cassette.

2.7.3 Class of interactive videos

Let call educational videos to graphic video materials that can be useful in education. This concept encompasses both educational videos (made with a specific educational intentionality) and other videos that, despite not having been conceived for education, can be useful in the teaching and learning process. According to Acuña and Petit (2012) "interactive video is one of the most important resources because it allows the teacher / facilitator to present the information without having to turn their back on the students / participants."

2.7.4 Television. TV programs

Informative purpose, documentary, entertainment, even educational quality cinematographic films. Thus in the T, V show there is a privileged source for information on the most diverse aspects of human life, in a motivating and globalizing way, as it is the synchronized combination of the sound with the image in moving, they are like clues to infer the meaning. According to Bustos (2012), "The television is other learning resource that allows to develop the learning a different ways. Here, it is presented pre-established recordings that facilitate reproduction and that may have an intention in education". Its use can be oriented to different fields of interest of the producer. However, in learning it is oriented to different fields of culture and knowledge, since it fulfills the same function as the film.

The critic and creative analysis of the T.V messages favor concerning the classroom, the reflection and the study about the audio visual spectacle that it is daily receive in the family. School, work in small group, watch record again and again, alternative works can be exceptional in order to students understand better the TV show, and at the same time they can answer consciously to their slides, (Ventura, 2012).

2.7.5 Movies

Here, it is combined realistic images movement and sound, the showings can be developed as in the individual classroom or in classroom of greater capacity, also the movies can be presented through T.V. According to Martinez (2004), movies open a door to reflection and can be used to motivate students to converse, this way enhancing the practice of oral communication.

2.8 The importance on the audio visual aids to improve the speaking skill

The author explains that teachers of foreign language, they always have been very attentive to prompt the interest in their students through every kind of motivating didactic strategies from flannelogram and the flashcard until the lasted technological multimedia resources available on the network it is about taking advantage of every accessible resource to prepare useful didactic applications in the classroom, (Yubero, E, 2010).

Being able to access to videos, to different websites, to make video conferences with foreign schools, listen to radios from native countries, watch DVDs, listen to CDs, are necessary resources in the meaningful and motivating learning of a new language. As it is stated by Adame (2009), The teachers no longer rely on textbooks as it was traditionally, they now has a wide range of options in the audiovisual aids

2.9 The teacher's role in the use of audiovisual aids

The role of the teacher in the classroom when audiovisual aids is being used as a teaching resource, it must be clear and structured. The teacher plays a very important role in the classroom in the benefit and pedagogical utility that can be obtained for the use of audiovisual aids. Regarding this role, Moro (2012, p.11) states that “the teacher plays a fundamental role to the extent that he defines and projects specific purposes and objectives for the development of his educational work, too the reason why and for what purpose of their implementation in classroom”. Moreover recognizing and taking into account the diversity of students as the main protagonists in the full development of this process.

The activities and different midst that the teacher is going to use must be thought out and planned previously, in order to use them in a useful way that helps him achieve the set objectives and not to waste his time. His vision requires, as Pastor advises (2019) Facilitators has to do a preparation taking into account the expected achieve, then they have to adapt the activities to the level of competence of the students, this way can be gotten in the elaboration of the didactic planning.

Currently, teachers must know the different offered possibilities by audiovisual aids in the area of English language, in spite of they are not experts in tech. Thus their training in this subject is essential and they play a very important role. Ramirez (2016, p.12) states that “the role of the teacher is mainly to facilitate the student learning. He is the organizer of activities in the use of audiovisual aids, a monitor, a counselor, and an informant”.

2.10 The process and the activities before during and after using the audio visual aids

When working with audiovisual material, it must be very clear about the importance of the activities before, during and after viewing. Ramirez (2016) considers that the duration of the video should be short in such a manner that it does not become something heavy for the student and fade their attention, worst yet, being in a foreign language, that makes them need to focus more attentive on the listening in order to get the message.

A second phase is the viewing in the classroom. In which before this one has to prepare the students for the activity, explain to them what we are going to do, what they are going to see, if they have to answer questions or do some kind of activity during the video and what we are going to do next. According to Yubero (2010) "The teacher should facilitate the global understanding of meanings, involving the student through exercises before, during and after viewing". The operating system of audiovisual materials allows to stop the image, repeat a part can be interesting, go backward, to be able to analyze it and work correctly during viewing, depending on what we are interested in studying in greater depth. All this makes it easier for students to understand the video.

After or before the first viewing, the teacher will give a series of questions or activities to the students, they must complete them while watching the video in a general way and specify them if necessary later when the viewing ends. As it is held by Yubero (2010) it is important that students do different exercises about the video, like vocabulary, grammar or oral comprehension. Moreover, it is important that they must answer certain questions while watching the video so that they focus their attention more on it and try to better internalize its contents.

A third and final phase is based on the activities to be carried out finally. According to Ramirez (2016) this last phase can be directed to complement the obtained information in the video, to work it more exhaustive, to speak about it, debating the watched or answering questions. The teacher must make sure after viewing that the students have understood the message well and that they have understood what he wanted to convey to them. For this, as previously mentioned, teacher can make use of activities, such as group work or discussions on the content of the video.

3. Methodological design

3.1 Type of research

The approach used to develop this research was a mixed approach because it is a combination of both, qualitative and quantitative data, is used to enhance an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another; obtaining better and stronger evidence and more confidence in our findings.

3.2 Population and sample

The type of sampling used in this research has been the probabilistic method because it worked specifically with 8th grade. However, since there are 6 eighth grade classrooms that the center has in the evening shift. Each student had the same chance of being selected. Thus, random or simple sampling was applied, which consists of assigning each one a number and then randomly choosing the participants to work with. This method is characterized by its simplicity and because each participant had the same probability to be chosen without being subject to subjective criteria.

3.3 Data collection methods

In order to collect enough data to give a conclusion to this investigative work, some instruments were designed: firstly, an observation guide was answered that was made in a visit to one of the 6 eight grade and a teacher, too. The observation guide was very important because it allowed us to identify the strategies used by the teacher and to evaluate the integration of the students when she began to use the audiovisual aids. Thus, verifying the validity of the hypothesis regarding the interest shown by the students in the audiovisual aids.

Secondly, an interview to the teacher of 8th grade G, from afternoon shift. Its purpose is to collect her perspective on the types of strategies she uses to develop the speaking skills and the use of audiovisual aids in them. The interview is an important selection technique where there is two-way exchange of information either on one-to-one basis or by an interview panel; in other words, the interview consists in a conversation face to face between the interviewer and the chosen person.

Finally, a survey that was applied to twenty-five students from 8th grade to deepen the study of the use of audiovisual aids by the teachers at class. The purpose of this survey is to collect important information about the learners, like how they see the teacher's techniques when using audiovisual aids in every class. Moreover, the answers of this survey are going to point out how necessary is to implement the use of audiovisual aids to arise the students motivation, and in this way students to develop speaking.

3.4 Tools / instruments

This study focuses on a mixed method investigation. In many studies, using a mixed methods approach provides the best opportunity to address research questions. A mixed method is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative (survey) and qualitative (interview).

3.5 Validation

The jury expert for this validation were: Msc. Roberto Villarreal, Msc. Ricardo Mendieta and Msc. Yelsin Ramírez; all of them from English Department of UNAN – MANAGUA. The three instruments were validated according to the following indicators that classified each of the items in each instrument as appropriate.

<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<ol style="list-style-type: none"> 1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The item has no logical relationship with the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension that you are measuring. 4. The item is completely related to the dimension that you are measuring.
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<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item is no clear. 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order. 3. A very specific modification of some of the item's terms is required. 4. The item is no clear, it has adequate semantics and Syntax.</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristic or situation measured</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criteria. 2. The item can be removed without affecting the dimensional measurement. 3. The item has some relevance, but another item may be including the measurement of the item. 4. The item is essential or important, it must be included.</p>
<p>SUFFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The items are not enough to measure the dimension. 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension. 3. you must increase some items to be able to evaluate the dimension completely. 4. Items are sufficient.</p>

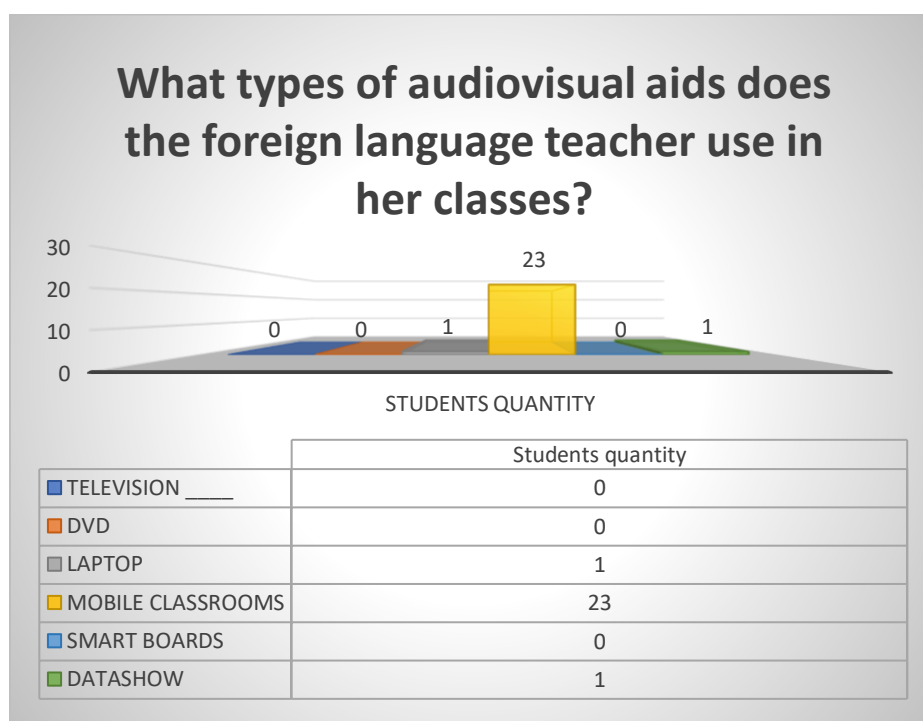
4. Finding

4.1 Analysis of interpretation of survey results

Dr. Carlos Vega Bolaños Central Institute is one of the two largest centers in Masaya, which is why it has six 8th grade classrooms in the afternoon shift, and eight English teachers, who are distributed in the three available shifts: morning, afternoon and evening.

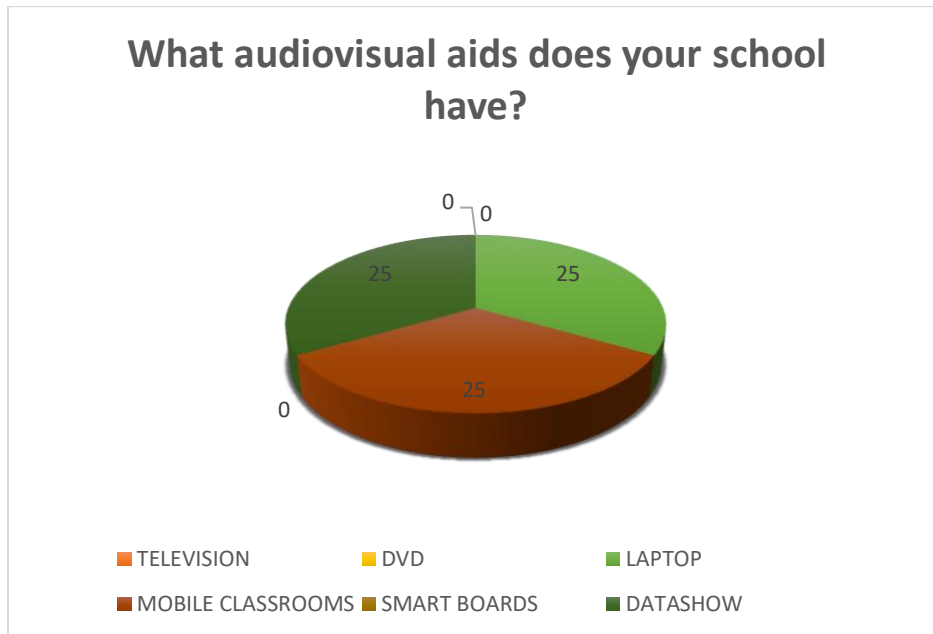
In order to collect key data about the use of audiovisual aids to strengthen the speaking skill, a survey was applied to twenty-five students, and according to the results obtained, the following interpretations can be collected:

First of all, learners have been asked



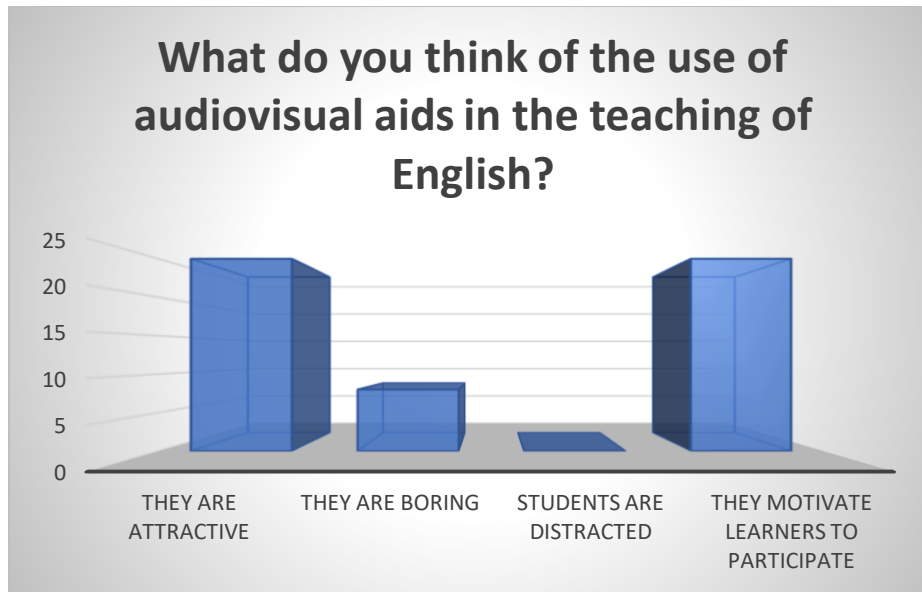
In the graph it can be seen that 90% of the students respond that mobile classrooms are used more than others, and this corresponds to the incitu observation of three mobile classrooms that the center has. In addition, this result reflects an excellent appropriation of the teachers in the technological resources that the center has, leaving the traditional teaching aside.

The students were then asked



100% of the students responded that the center has mobile classrooms, laptops, and data show. This means that students recognize the different technological tools available to the center and this allows them to have access to such instruments, and therefore, to demand quality teaching. On the other hand, it commits teachers to use these means by improving teaching strategies and addressing the difficulties left by traditional teaching.

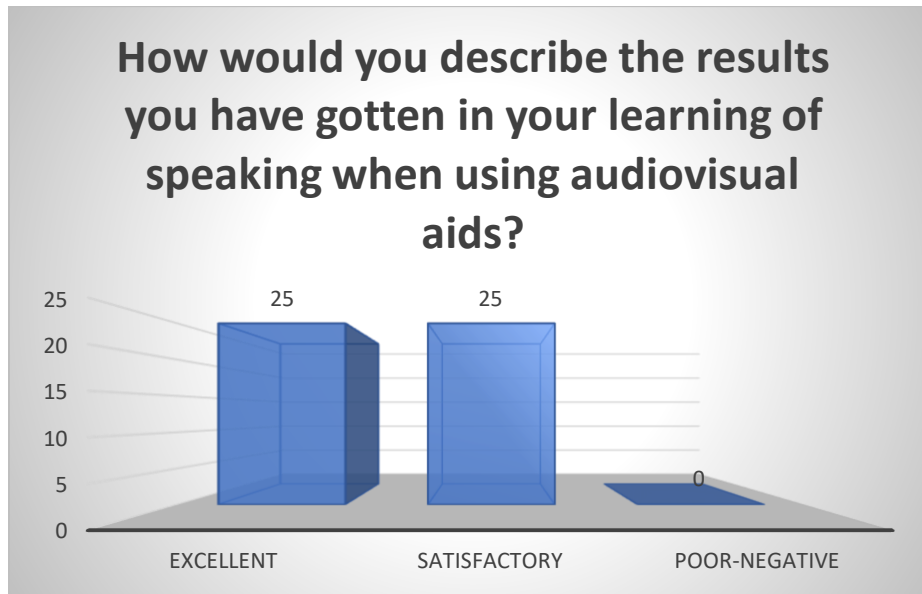
They then directed to answer



100% of the students consider that audiovisual aids are attractive and motivate them to participate since they are in a constant flow of these stimuli through the use of cell phones, tablets, laptops, TV, etc. Likewise, they consider that these media turn classes into dynamic, participatory and attractive spaces that motivate them to participate without fear.

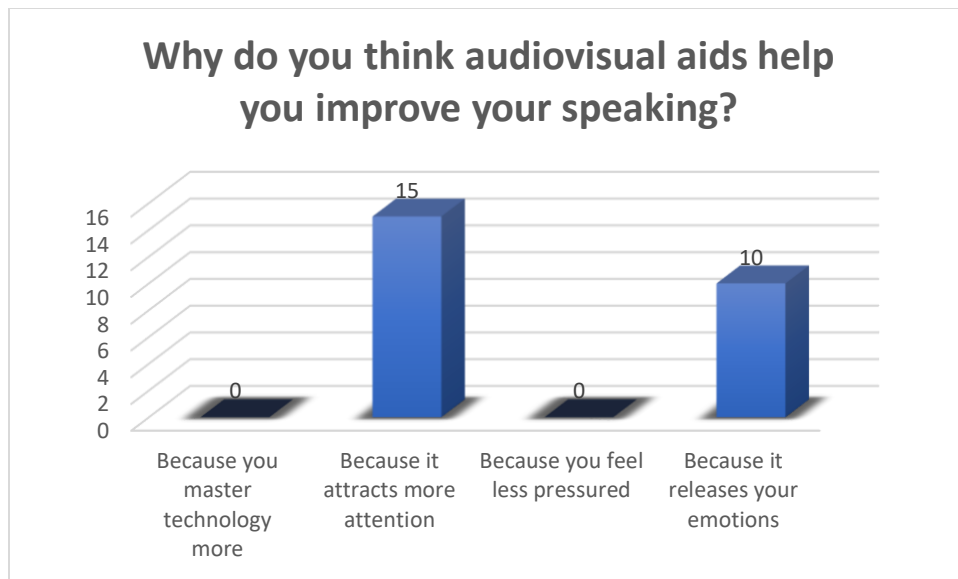
This appreciation of the students must be taken into account because in the humanistic constructivist approach with which education is currently working, the first condition for meaningful learning is a favorable attitude on the part of the students, and without this, didactic planning loses interest.

Then they were asked the following question



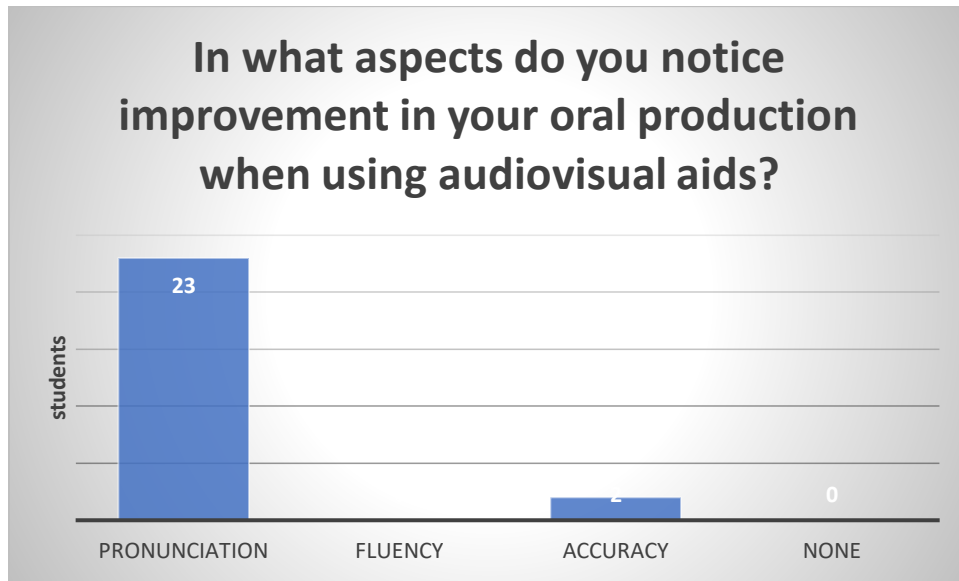
Here, 100% of the students affirm that the results are excellent or satisfactory, which coincides with the teacher's perspective when using audiovisual aids. To achieve these results, it is very important that the teacher knows the characteristics of each group in order to appropriately choose the audiovisual aids and the type of resource to be used. This will also make it possible to select in advance the evaluation strategies that lead to a better result. Another aspect to consider in this context is interdisciplinarity, because if a group is characterized by being sporting fans, the resource to be used must be focused on that.

They also were asked



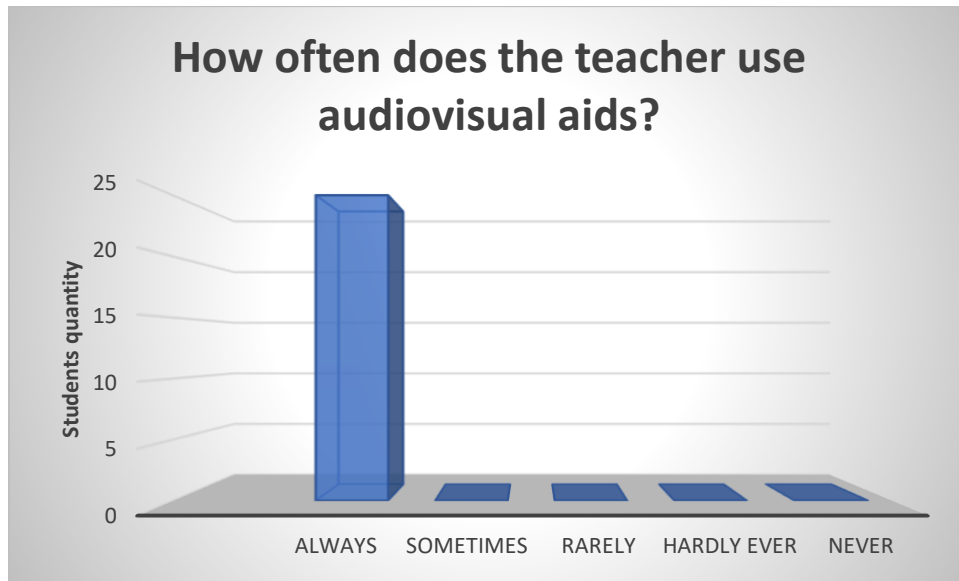
In this graph it can be appreciated that 60% of the students affirm that audiovisual aids attract more attention, and the remaining 40% answered that it allows them to release their emotions. The first group shows that the attraction of audiovisual aids by the youth responds largely to the modern context of life in which technology occupies a privileged place in different spheres: communicative, recreational, educational, investigative and informative. Moreover, the emotional impact that these resources generate in today's adolescents is reflected, since they are the largest consumers of current technology.

They later answered the following question



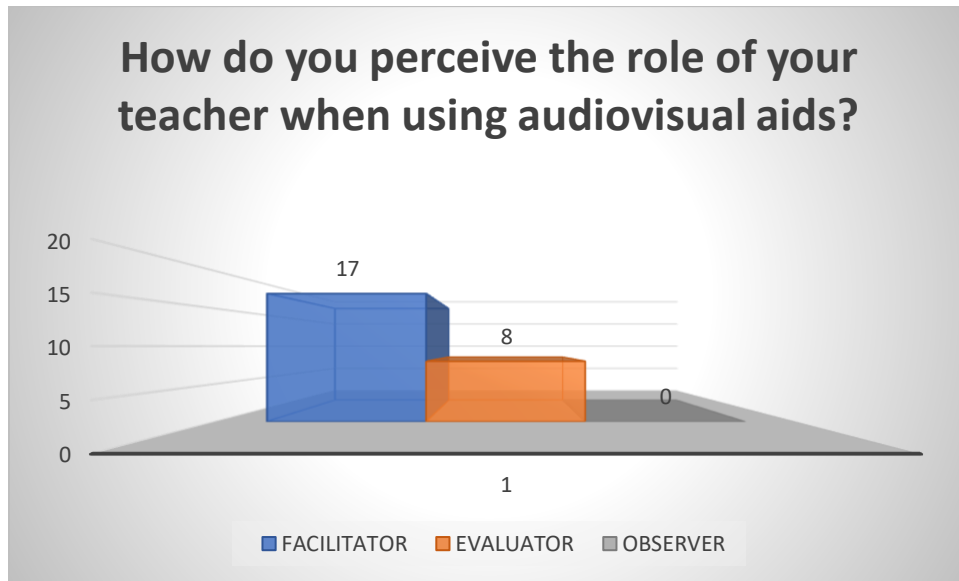
In this question, 89% of the students state that pronunciation is the best developed speaking micro-skill, and the other 11% consider it to be accuracy. This means that students are aware of the importance of micro speaking skills. However, they recognize that it is still in the process of strengthening all of them. They are also clear about the difference between each of these micro-skills and that the fluency that allows them to communicate openly has not yet been achieved.

Then, they were asked the following question



As can be seen, 100% of the learners state that the teacher always uses audiovisual aids as part of her teaching strategy. This result coincides with what was expressed with the teacher in the interview and that was also observed through the guided tour where the observation guide was applied, too. For the center, this situation represents the timely implementation of the technological courses that were taught to the teachers. Thus, they could implement technology in their classes. This also leads to recognizing why students feel that their learning has improved. Moreover, it demonstrates the importance of audiovisual aids as a teaching strategy.

Finally, they were asked



Regarding this question, 69% of the students affirm that the role of the teacher is that of a facilitator, and 31% see her as an evaluator. However, it cannot be affirmed that the student recognizes the difference between the both, because during the visiting the teacher guided the activities and at no time she did disclose any evaluation, either qualitative or quantitative, since she focused on the participation of the students.

In summary, the students acquired a better command of communication skills with the use of audiovisual aids in the English class, since these were the mediating tool for learning that language during the research proposal.

4.2 Analysis of the results of the observation guide

The lack of development of oral skill (Speaking) has been one of the most difficult and complex weaknesses in the teaching-learning process of the English language; For this reason, a visit was made to the teacher of 8th grade G from afternoon shift at the Central Dr. Carlos Vega Bolaños institute, in order to analyze the strategies she uses to develop speaking and the use of audiovisual aids in them. The observation allowed to characterize the teaching strategies, audiovisual aids and evaluation strategies incorporated in the pedagogical practice of the teacher. This information was organized and analyzed through two categories: The teaching perspective and the student perspective.

For this purpose, the following observation guide was applied

	Observation	YES	NO
the teacher	1. The teacher encourages students to work in pair to develop speaking		
	2. The teacher encourages the exchange of ideas among students		
	3. The teacher uses various techniques to strengthen speaking.		
	4. The teacher promotes the correct pronunciation of the English language.		
	5. The teacher uses techniques to strengthen fluency in the speaking skill.		
	6. The teacher takes into account the sociocultural context of his/her students.		
	7. The teacher uses audiovisual aids in her/his speaking.		
the student	8. Students actively participate in classes when teacher uses audiovisual aids.		
	9. The use of audiovisual aids awake the interest of students.		

In the first related aspect, it was observed that the teacher encourages the exchange of ideas among the students. This is very important because it establishes an environment of communication between peers. At that time, they were talking

about the issue of addresses and that facilitated the communicative exchange because each one of them shared their addresses with the other ones.

On the other hand, taking advantage of the Topic previously mentioned, the teacher directed the dramatization of a chance meeting of two old friends who meet at a foreign airport, exchange simple impressions and share the addresses of their new places of residence. This means that it effectively promotes the exchange of ideas in different Stages.

When the three chosen pairs are finished, the teacher makes some corrections in the students' pronunciation and practices this through the repetition method. Then they distribute among the students the tablets that belong to the mobile classrooms that they had previously brought to the classroom and induces them to watch a video, a fragment of the movie "The King's Speech". After seeing this video, they guide them to watch it again, but extracting a phrase that they liked to share with each other, going to the board and repeating it.

The previous activity reflects that the teacher uses audiovisual aids to develop speaking, takes into account the sociocultural context of the students because it leaves the parliament with which they must do the dramatization to their criteria and skills and strengthen fluency because it encourages spontaneously communication without conforming to specific intonation or vocabulary patterns.

Regarding the second category, in which the observation guide referring to the students was divided, a participation of 75% of the students was observed, because although the dramatization included only three couples, they all had to prepare because participation in the plenary was drawn. 25% of the students who did not participate were at the back of the classroom and did not show interest in the orientation. However, when the video was presented, 100% of the group did participate; apparently the video that was subtitled caught their attention because it focused on the ability of the human being to overcome adversity.

All of the mentioned-above reaffirms the power of attraction of audiovisual aids in students and how the foreign language teacher should take advantage of such a situation to integrate these aids in their didactic planning.

4.3 Analysis of the results of the interview with the teacher

The teacher has an important role in the development of speaking because the application of her strategies depends on the interest shown by the students, for this reason an interview was conducted to the teacher of 8th grade G from afternoon shift at Dr. Carlos Vega Bolaños Central Institute having found the following results. In the first place, the teacher was asked: What methodological strategies do you use in your English class?

The teacher affirms that, among her techniques, she uses vocabulary exercises, dialogue between students and presentations in English.

Next, she was asked: What other methodological strategies do you think bring on the development of speaking skills?

To this question, the teacher stated that the strategy of using audiovisual aids is very effective and gave as an example what could be verified during the visit in which the observation guide was applied, emphasizing that this strategy arouses the interest of the students because they are used to using these resources in their daily lives.

When asked, how do audiovisual aids influence the learning process? The teacher stated that they are a fundamental tool to make the classes more fun and interesting, since through these, they are motivated to listen to, to observe and are invited to imitate movements and pronounce words, phrases or dialogues in English. It is then necessary to propose the use of these means during the development of the classes, and to verify their impact on learning and the improvement of academic performance.

She was then asked what benefits have you observed when you have used audiovisual aids in your class?

The teacher replied that the main benefit she has found is the possibility of integrating students in the planned activities in such a way that she feels more participation by the students, and consequently better results in terms of speaking development.

When asked: Which audiovisual aids have you used the most in your English class? The teacher stated that she frequently uses mobile classrooms and, on some occasions the data show to present videos, films or digital programs that encourage the development of speaking.

Regarding the following question, which activities have you done before using audiovisual aids? The teacher expressed that she exposes pictures to arouse the interest and motivates them to make short descriptions, all associated with the topic that corresponds that day or encourages them to practice vocabulary using only aural means with a speaker.

Regarding the question, what do you think the role of the teacher should be when using audiovisual aids? The teacher affirms that in every sense she should be an advisor and guider of the activities that have been planned, because only in this way can the fulfillment of the objectives of the class be guaranteed.

When asked, what significant learning outcomes are observed when using audiovisual aids? The teacher considers that the application of phrases or short dialogues between students to indicate directions, greetings or forms of courtesy are, among other things, examples of meaningful learning because such learning does not remain in the classroom context, but it is translated into immediate reality of the students.

Regarding the question, which audiovisual aids have you found more useful when teaching speaking? The teacher reiterates that tablets in mobile classrooms are the most frequent precisely because she considers them more useful for teaching foreign language learning.

To end up, the teacher was asked again. Which micro speaking skills do your students develop when you use audiovisual aids to teach speaking? She considers that the most developed micro skill is pronunciation considering that they are only 8th grade students and many are still adapting to the lexical system of this new language.

Finally, the teachers reveal in these results that the best way to develop speaking is through the use of audiovisual aids accompanied by simple activities according to their level, taking into account participation in classes. In the words of

Maldonado, B (2009: 8), “audiovisual aids are part of the so-called multisensory didactic resources, they try to bring teaching closer to direct experience using perception, hearing and sight as pathways”; in this way, the audiovisual medium recreates images, words and sounds. Therefore, they are very important to develop speaking.

5. Conclusion

Nowadays audiovisual resources are available to everyone and can be used in different areas of life. Audiovisual resources being understood to be those in which the audio plus the image prevails. It has focused on these types of resources because they are the most used by young people of this era, who are used to having a constant flow of audiovisual stimuli, for this reason it is natural to incorporate these resources into the area of education where they have a greater fit every day.

This research collects an important result of the application of audiovisual aids in the development of speaking in 8th grade students in which the reflection of the foreign language teachers at the Central Institute Dr. Carlos Vega Bolaños was obtained, highlighting that the majority use these resources to develop the speaking skill of students and according to their own experiences, the achievements in this ability and especially in the micro-skill of pronunciation are very remarkable, especially because these media are attractive to students, arouse their interest and motivate them to participate in the activities that the teacher plans.

Within the possibilities that audiovisual materials can offer, can be mentioned their use as tools to achieve a contextualization of the contents within the classroom, relating previous knowledge and the social reality of the students.

In conclusion, the use of audiovisual aids in Foreign Language classes for the development of speaking, in addition to being a useful element for meaningful learning in students, also helps the development of their autonomy, because the use of These resources urges them to personal search and independence, as they have the opportunity to discover and follow their own work style.

Recommendations

Using modern audiovisual aids in learning a second language has become a real necessity nowadays. This research highlights the importance of audiovisual aids for the development of speaking skill in Foreign Language classes. As a result, the following recommendations can be recorded:

- Audiovisual aids are being viewed more as an integral part of the learning activity, and as means by which skills are being transferred to learners.
- English language teachers should encourage their students to use audiovisual materials in developing their speaking skill.
- As technology has developed the corporation of this medium into the instruction process become necessary.
- Modern audiovisual aids should be followed for effective learning and teaching of the speaking skill.
- Modern technological tools are much more interesting and provide fun and an enjoyable learning.
- Monitoring the use of audiovisual aids as a teaching strategy to analyze its long-term effect.
- It is suggested to use applied research to analyze the effectiveness of using audiovisual aids in long-term.

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6. Attachments



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Observation guide

Instrument 1

Dear teacher, your point of view is essential to develop this research, which will allow to strengthen the learning-teaching process of speaking skills.

Topic: Audiovisual aids as a teaching strategy to develop speaking skill.

The main objective of this research is to analyze the effectiveness of using audiovisual aids to develop speaking skills with 8th grade students.

The observation guide consists on nine questions. Therefore, we appreciate you answering them as honestly as possible.

	OBSERVATION	YES	NO
the teacher	1. The teacher encourages students to work in pair to develop speaking		
	2. The teacher encourages the exchange of ideas among students		
	3. The teacher uses various techniques to strengthen speaking.		
	4. The teacher promotes the correct pronunciation of the English language.		
	5. The teacher uses techniques to strengthen fluency in the speaking skill.		
	6. The teacher takes into account the sociocultural context of his/her students.		
	7. The teacher uses audiovisual aids in her/his speaking.		
the student	8. Students actively participate in classes when teacher uses audiovisual aids.		
	9. The use of audiovisual aids awake the interest of students.		

Rubric for instrument 1

Observation guide

Dimension	Source	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (From 1 to 4)	Sufficiency (from 1 to 4)
Observation Guide	McClelland (2000:102)	“A demotivated person will be one who has already been motivated to learn a LE but has not lost their commitment or interest for any reason”	1.The teacher encourages students to work in pair to develop speaking	4	4	4	3
	Blasquez (2018:34)	“Oral skill allow the exchange of ideas and feeling in a giving context “	2.The teacher encourages the exchange of ideas among students	4	4	4	3
	Núñez (2017:12)	“In order for the student to develop the communicative skills of the English language, different strategies have been adopted”	3.The teacher uses various techniques to strengthen speaking	4	4	4	4
	Blanco (2012:13)	“The pronunciation in the teaching of a second language is the factor that allows students to communicate more effectively and quickly with the other”	4.The teacher promotes the correct pronunciation of the English language	4	4	4	4

Nuñez (2017:12)	“The new strategies of society have giving rise to the emergence of new methodologies focused on the development of communicative competence “	5.The teacher uses techniques to strengthen fluency in speaking skills	4	4	4	3
Shukran (2016:4)	“it is one that involves the set of knowledge and experiences if like the ways of acting, thinking and feeling that individuals possess”	6.The teacher takes into account the sociocultural context of his/her students	4	4	4	3
Gonzalez (2012:19)	“Audio-visual aids allow to expand the capacities of the sense of sight and hearing “	7.The teacher uses audiovisual aids in his/her speaking	4	4	4	3
Halbach (2008:19)	“Participation of the students transmit attitudes, intentions and expressions”	8.Students actively participate in class when teacher uses audiovisual aids	4	4	4	3
Toledo (2001:11)	“Audiovisual aids favor the capacity for discussion and debate in those students who find it difficult to participate “	9.The use of audiovisual aids awake the interest of students	4	4	4	3



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Teacher's interview

Instrument 2

Dear teacher, your point of view is essential to develop this research, which will allow to strengthen the learning-teaching process of speaking skills.

Topic: Audiovisual aids as a teaching strategy to develop speaking skill

The main objective of this research is to analyze the effectiveness of using audiovisual aids to develop speaking skills with 8th grade students.

The interview consists of ten questions. Therefore, we appreciate you answering them as honestly as possible.

Grade: _____ School: _____

Date: _____

Teacher's name: _____

1. What Methodological techniques do you use in your English class?
2. What other Methodological techniques do you think bring on the development of the speaking skill?
3. How do audiovisual aids influence the learning process?
4. What benefits have you observed when you have used audiovisual aids in your class?
5. Which audiovisual aids have you used the most in your English class?
6. Which activities have you done before using audiovisual aids?
7. What do you think the role of the teacher should be when using audiovisual aids?
8. What significant learning outcomes are observed when using audiovisual aids?
9. Which audiovisual aids have you found more useful when teaching speaking?
10. Which micro speaking skills do your students develop when you use audiovisual aids to teach speaking?

Rubric for instrument #2
Teacher's interview

Data Collection Technique	Source	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Interview	Nuñez (2017:12)	"In order for the student to develop the communicative skills of the English language, different strategies have been adopted"	1. What methodological techniques do you use in your English class?	4	4	4	4
	Paulin (2010:64)	"The speed with which technological changes develop has repercussions on the different social models, and therefore, on the educational community"	2. What other methodological techniques do you think bring on the development of the speaking skill?	4	4	4	4
	López (2007:1)	"Technology is already part of our culture and schools cannot be oblivious to this phenomenon"	3. How do audiovisual aids influence the learning process?	4	4	4	4

	Ambros and Breu (2007:65)	"The audiovisual aids promote the Development of different skills such as observation, analysis and reflection"	4. What benefits have you observed when you have used audiovisual aids in your class?	4	4	4	4
	Martinez (2004:9)	Films open a door for reflection and can be used to motivate students to interact.	5. Which audiovisual aids have you used the most in your English class?	4	4	4	4
	Pastor (2004:6)	A preparation of the viewing, adaptation to the level of competence of the students and an appropriate didactic planning.	6. Which activities have you done before using audiovisual aids?	4	4	4	4

	Yubero (2010:4)	It is important that students do different exercises about the video, no matter if they are vocabulary, grammar or speaking	7. What do you think the role of the teacher should be when using audiovisual aids?	3	4	4	3
	Adame (2009:33)	the teachers not only rely on textbooks as they traditionally did, they now have a wide range of options in audiovisual aids	8. What significant learning outcomes are observed when using audiovisual aids?	4	4	4	4
	Ramírez (2016:12)	"The teacher's role is mainly that of facilitator of student learning, also the organizer of activities in the use of audiovisual aids"	9. Which audiovisual aids have you found more useful when teaching speaking?	4	4	4	4

	Ballester (2002:25)	audiovisual aids can achieve significant learning because it remains in the memory of students for longer	10. Which micro speaking skills do your students develop when you use audiovisual aids to teach speaking?	4	4	4	4
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Student's Survey

Instrument 3

Dear teacher, your point of view is essential to develop this research, which will allow to strengthen the learning-teaching process of speaking skills.

Topic: Audiovisual aids as a teaching strategy to develop speaking skill

The main objective of this research is to analyze the effectiveness of using audiovisual aids to develop speaking skills with 8th grade students.

The survey consists of eight questions. Therefore, we appreciate you answering them as honestly as possible.

Grade: _____ School: _____

Date: _____

Teacher's name: _____

1. What types of audio visual aids does the foreign language teacher use in her classes?

- a) Television b) DVD c) Laptop d) Mobile classrooms e) Smart boards
f) data show

2. What audiovisual aids does your school have?

- a) Television b) DVD c) Laptop d) mobile classrooms e) smart boards
f) data show

3. What do you think of the use of audiovisual aids in the teaching of English?

- a) They are attractive b) they are boring c) They disctract the students
d) they motivate them to participate.

4. How would you describe the result you have gotten in your learning speaking when using audiovisual aids?

- a) Excellent b) satisfactory c) poor-negative.

5. Why do you think audiovisual aids help you improve your speaking?

- a) Because you master technology more b) because it attracts more attention
c) because you feel less pressured d) because it releases your emotions

6. In what aspects do you notice improvement in your oral production when using audiovisual aids?

- a) Pronunciation b) Fluency c) Accuracy

7. How often does the teacher use audiovisual aids?

- a) Always b) Sometimes c) Rarely d) Hardly ever e) Never

8. How do you perceive the role of your teacher when using audiovisual aids?

- a) Facilitator b) Evaluator e) Observer

**Rubric for instrument #3
Teacher's survey**

Data Collection Technique	Source	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Interview	Shild (2016)	The continuous use of the TICs, enable the learning of good oral abilities, through audiovisual aids	1. What types of audio visual aids does the foreign language teacher use in her classes? a) Television b) DVD c) Laptop d) Mobile classrooms e) Smart boards f) data show	4	4	4	3
	Lopez (2007)	The technology is already part of our culture, consequently the school cannot stay out this phenomenon	2. What audiovisual aids does your school have? a) Television b) DVD c) Laptop d) mobile classrooms e) smart boards f) data show	4	4	4	4

	Ambrós and Breu (2007)	Audiovisual aids increase the interest and the motivation	<p>3. What do you think of the use of audiovisual aids in the teaching of English?</p> <p>a) They are attractive b) they are boring c) They disctract the students d) they motivate them to participate.</p>	4	4	4	2
	Ambros and Breu (2007:65)	The audiovisual aids promote the Development of different skills such as observation, analysis and reflection	<p>4. How would you describe the result you have gotten in your learning speaking when using audiovisual aids?</p> <p>a) Excellent b) Satisfactory C) poor-negative.</p>	4	4	4	4
	Ambrós and Breu (2007)	The audiovisual aids help to better achieve contents	<p>5. Why do you think audiovisual aids help you improve your speaking?</p> <p>a) Because you master technology more b) because it attracts more attention c) because you feel less pressured</p>	4	4	4	4

			d) because it releases your emotions.				
	Baley and Nunan (2005:65)	“The key to success in learning a foreign language is fluency and good pronunciation”	6. In what aspects do you notice improvement in your oral production when using audiovisual aids? a) Pronunciation b) Fluency c) Accuracy	4	4	4	4
	Adame (2009:33)	“The teacher is not only supported by textbooks as was traditionally done, he now has a wide range of options in audiovisual aids”	7. How often does the teacher use audiovisual aids? a) Always b) Sometimes c) Rarely d) Hardly ever e) Never	3	4	4	3

	Ramírez (2016:12)	“The role of the teacher is mainly that of facilitator of student learning, he is the organizer of activities in the use of audiovisual aids”	8. How do you perceive the role of your teacher when using audiovisual aids? a) Facilitator b) Evaluator e) Observer	4	4	4	4
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