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Facultad Regional Multidisciplinaria, FAREM-Estelí

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with emphasis in English Language Teaching**

**Title: *The Use of Audiovisual Materials to Develop Oral Proficiency
in the English Language***

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Endorsement letter of approval

Hereby it is stated that the students: **MAREYLING TAMARA CÁRCAMO VILLARREYNA** and **KARLA PATRICIA CENTENO VALDIVIA**, in compliance with scientific, technical and methodological requirements have completed their undergraduate program in English Language. They have presented the work *The Use of Audiovisual Materials to Develop Oral Proficiency in the English Language* in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a major in English Language Teaching.

Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the twentieth day of the month of January of the year two thousand and twenty-two.

Sincerely,

Dr. Marjorie N. Gómez

Advisor

FAREM -Estelí

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Abstract

The process for teaching the English language in Nicaragua in primary school had the first step since 2018 was the start of a strategy oriented by the MINED for providing better opportunities for growth in the language field to new generations. Due to this progress in education, was done the present project, which is a qualitative study that describes The Use of Audiovisual Materials for the development of Oral Proficiency in the English Language at Villa Esperanza School Center with second-grade students. In addition, this project proposes a strategy that facilitates the teaching-learning process for the teacher and the students. This paper is classified into four chapters; the first one includes the introduction, this part describes the background, justification, and the objectives of this study, the second one the literature, in which there are relevant studies for the research, the third chapter narrates the methodology used for the elaboration of this work and the last one that shows a proposal of Audiovisual Materials that facilitate the teaching-learning process of students. Additionally, this project proposes a guideline for new researchers that want to deepen in the creation and implementation of new strategies that enrich the teaching of English.

Resumen

El proceso de enseñanza del idioma Inglés en Nicaragua en educación primaria dio sus inicios en el año 2018 siendo este el comienzo de la estrategia orientada por el MINED para dar mejores oportunidades de crecimiento en el ámbito del lenguaje a las nuevas generaciones. Debido a este avance educativo, se realizó el presente proyecto el cuál es de tipo cualitativo, también aborda como temática El Uso de Materiales Audiovisuales para el desarrollo de la Proficiencia Oral en el idioma Inglés en el centro escolar Villa Esperanza con estudiantes de segundo grado. Dicho proyecto se elaboró con el propósito de proponer una estrategia que facilite el proceso de enseñanza aprendizaje tanto para el docente como para los estudiantes. Para su desarrollo se dividió en cuatro capítulos; conteniendo el primero la introducción, la cual aborda la descripción de nuestra temática el segundo la literatura, en el cual se encontró diferentes estudios relevantes para la investigación, un tercer capítulo que narra la metodología utilizada para elaboración de este trabajo y un último que muestra una propuesta de Materiales Audiovisuales que facilitan el proceso enseñanza aprendizaje de los estudiantes. Adicionalmente este proyecto plantea una pauta a seguir para nuevos investigadores que deseen profundizar en la creación e implementación de nuevas estrategias que enriquezcan el área docente especialmente el área de Inglés.

Acknowledgment

Firstly to God for giving us wisdom, patience, and strength that motivated us to move forward despite the difficulties. Secondly, to our parents for their love, comprehension, and support for achieving our dreams.

Second, all the teachers who throughout our lives helped us forge our way, sharing their knowledge with us, especially to project advisor Dr. Marjorie Ninoska Gomez, we want to express our sincerest gratitude for sharing her knowledge, and for guiding us through the project process.

We are grateful to the staff of Villa Esperanza School Center, for providing all the information for developing our project.

Last but not least, the UNAN-Managua FAREM-Estelí University, for allowing us to forge as quality professionals, available to collaborate with our society, guided by the best teachers.

Dedictory

This project is dedicated to God for allowing us to live and accompanying us for all times. To our parents who have been the fundamental pillar in our education, who support us in difficult moments, giving us words of encouragement, urging us to continue ahead.

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1. Introduction

This study project has been done to determine The Use of Audiovisual Materials to Develop Oral Proficiency in the English Language. This theme was chosen to understand; how Audiovisual Materials are being applied in the classrooms to help students to develop their skills in oral communication. In addition, this project shows the benefits of using Audiovisual Materials as a strategy for teaching English as a Foreign Language (EFL). These types of materials allow the development of oral skills in the students through active participation in the classroom. Furthermore, Audiovisual Materials help to increase the student's motivation and with their use students can study by themselves. All these aspects give the origin to present this undergraduate project. All the information presented is based on reliable and confident data, recollected and adapted to the context of Nicaragua, considering the current pandemic of Covid-19 and how the new reality shows the way to learn in a technological era, especially with second grade students at Villa Esperanza School Center.

1.1. Problem Statement

Oral Proficiency is one of the more common problems among the students that want to learn English. In Nicaragua, the focus of the process of teaching and learning in EFL classrooms has been located in the traditional manner to teach using only textbooks with the focus on grammar and not to develop other essential skills as oral production. Those textbooks are provided by The Ministry of Education of the country (MINED). As evidence of the traditional material used in the classrooms, we can find in the website of MINED¹ some digital materials which are oriented in its major part to fill the blanks but not to practice and produce orally the language.

That is why there should be a promotion of diversified materials in the classrooms especially during the lessons of the English Language. There have been studies where it is evidenced that the use of Audiovisual Materials (videos, audios, images) helps to develop Oral Proficiency in students. So it is important to know the benefits of the use of those types of materials to integrate them into education to develop skills in students and help us, teachers, when we teach the English Language. For example: they keep the interest and attention of students, permit students to learn in a dynamic way, a Didactic Video allows the students to understand the context of the lesson in contrast to a grammatical workbook, teachers could integrate the students in the learning process using Audiovisual Materials to facilitate the transfer of the content, etc. Thus, the actual undergraduate project is focused on how Audiovisual Materials, didactic videos in specific, are used by the teacher to develop Oral Proficiency in second-grade students at Villa Esperanza School Center.

Villa Esperanza School Center is a public elementary school regulated by the norms and requirements of MINED for teaching. This school teaches the English

¹<https://www.mined.gob.ni/>

Language from the first to sixth grade. To support the teaching process, this school center has a ICTs classroom which counts with some resources like laptops and a projector. These resources are used with the purpose that students can appropriate in a deepen way of the contents facilitated by the teacher.

1.2. Background of the Problem

Traditionally in Nicaragua, the lessons of English Language had been developed using textbooks. The teachers rely on written material to teach the English Language with the focus on grammar. This method of teaching to students generally is centered on improving the writing and reading ability to memorize grammatical rules and vocabulary. This manner to teach does not allow obtaining proficiency in English. Consequently, students cannot be spontaneous and interact in real situations.

In primary school, this method used for teaching English is not enough because it is difficult to keep the children's attention for more than fifteen minutes. Thus, one way to help change the traditional way of teaching is introducing new materials for teaching, for example, Audiovisual Resources (Didactic videos).

One alternative to overcome the traditional manner of teaching is the diversification of Didactic Materials. MINED has provided to teachers traditional materials as books, workbooks with CDs to teach since 1979. However, these resources are insufficient to achieve the expectations of MINED (the understanding in students, their communicative skills, to be able to write long phrases, and express their own ideas in English in a social and familiar environment). Considering those facts, it is relevant to observe the necessity of the use of Audiovisual Materials like videos, images, and audios to encourage the participation of the students because they provide more opportunities to achieve Oral Proficiency in English as a Foreign Language and students can develop competencies in the technological area too.

1.3. Justification

This project was titled The Use of Audiovisual Materials to Develop Oral Proficiency in the English Language; we decided to make emphasis on Didactic Videos. It is important to mention that Audiovisual Materials have a significant role in the acquisition of the English Language because those materials help to keep the attention of students and allow remembering the lesson content longer, and that was the main reason why we decided to carry out this project.

Nowadays, Audiovisual Materials have become a relevant part of teaching English because they have the function of auxiliary and they are a complement in the lesson plans; sometimes the importance of its uses is unknown by teachers. Thus, in this project, we want to show the significance of using Audiovisual Materials in the teaching-learning process and the benefits that children obtain in developing communicative ability in English.

The purpose of this project is to provide to teachers different tools that they could apply and help them with achieving goals in EFL classrooms with their students, also help students to communicate and express with fluency and confidence their own thoughts with the acquisition of new knowledge in this foreign language.

1.4. Projects Objectives

1.4.1. Main Objective:

To analyze the use of Audiovisual Materials to develop Oral Proficiency in the English Language.

1.4.2. Specific Objectives:

The specific objectives for this project are:

1. To identify the types of Audiovisual Materials used in the process of teaching, and learning with second grades students at Villa Esperanza School Center.
2. To determine the benefit of the use of Audiovisual Materials in English Foreign Language classrooms.
3. To propose four Audiovisual Materials to promote Oral Proficiency in second grade students.

1.5. Definition of Key Terms

Audiovisual Materials

Audio Visual Materials (AVMs) are those things can be understood by observing visual aspect of anything's, they include the combination of Auditory, and visual materials. This may include: Television, Film, Motion Picture, Video tapes, Printed materials with recorded sound, Demonstration. (LIS BD Network, 2021)

English as a Foreign Language (EFL)

Peng Si (2019) as cited in Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (p.33)

Oral Proficiency

Based on the conclusion of Götz (2013) fluency is the ability to talk easily, smoothly, appropriately, correctly, with ease, and effortlessness. According to Wood (2010) fluency takes into consideration the speaker's pauses, and hesitations in speech production.

1.6. Organization of the Project.

This project is structured in four chapters. The first chapter, it includes the introduction, which presents the Problem Statement (context of the problem). Followed by this, we have the Background of the Problem; there it finds others' studies related to this project. Then we continue with Justification, where we explained why we decided to carry out this project, and its importance. Next, the Objectives (general, and specific ones) they helped us to guide this research, and the Key Terms where the reader can find a guide and have a better understanding about some important concepts in the current project.

The second chapter presents the Literature Review, it contains important information that helps to clarify the reader's comprehension such as, concepts, the reason why we considered important the theme we chosen, and more data related to the project.

The third chapter we have the Body of the Project. This includes an overview, information about participants, methodology, and analysis of the data. Finally, the fourth chapter is the project itself and presents four Audiovisual Materials created by the authors of this project and shows how teachers can use these Audiovisual Materials to help the students to increase their communicative skills.

2. Literature Review

In this section, it is presented the Literature Review from the main topic of the project. We decided to include different references, and concepts in this section. For this aim, we have chosen to do critical reading of previous research with the use of Audiovisual Materials in order to provide a better understanding of the importance of the use of Audiovisual Materials in the teaching-learning process.

2.1. English as a Foreign Language

Learning a new language has become a main goal for many people around the world. Learning English in specific has the principal demand around the world, and Nicaragua is not the exception. In Nicaragua, English Language has been taught on the Pacific side of the country, English was probably first introduced as a subject in the 1840's at the Universidad Nacional Autónoma de Nicaragua (UNAN) founded in León in 1812 (The Nicaraguan English Language Learning Journal, 2014). English has been taught as a Foreign Language, and was incorporated in public and private schools with no exception as a requirement. The visualization of Nicaragua as a tourist destination has played a big role in the incorporation of the language into our educational system; therefore, the demand in our country for English Language learning has increased over the years.

English Language in elementary schools in Nicaragua is a recent request in the educational system for almost three years ago. The Nicaragua Ministry of Education (MINED) is in charge of the contents to impart in the classroom but are the teachers who decide what other resources they can use to help to increase understanding, and develop the desired skills (reading, listening, speaking, and writing) in their students. These kinds of resources also help with the creativity of students, and help teachers to impart the contents required for The Ministry of Education.

2.2. Oral Proficiency

Based on the conclusion of Götz (2013) fluency is the ability to talk easily, smoothly, appropriately, correctly, with ease, and effortlessly. According to Wood (2010), fluency takes into consideration the speaker's pauses, and hesitations in speech production. This author also stated that fluency is usually considered as a synonym of effective spoken use of the language, and in second language learning it refers to the naturalness, and speed of language production. In those cases, it concludes that is extremely important the fluency or production when it comes to learning a new language, also is the most important ability in language, the communication, that is why with the use of educational videos we can improve the proficiency in learners students, is demonstrated that Audiovisual Materials help with natural development when speaking because they promote security at the time to produce what before was learned. Besides keeping the focus of students, and children to learn better when they have something interested to manage. Also, this is the main thing that we want to achieve with this project about Audiovisual Materials, the Oral Proficiency in second grade students.

2.3. Teaching Children

Teaching is not easy, and teaching children is also a challenge to new teachers. Hattie & Yates (2014) indicated, "When the mind actively does something with the stimulus, it becomes memorable" (p.113). So, it is important to stimulate creativity in students as a strategy to learn a new language because children are easily distracted by anything. Teachers could implement different strategies when teaching children, using materials that they can be able to manage.

This method can make a big difference in lessons because children learn by observation, and repetition. As teachers we need to be careful, and keep the students

focused on the lessons. Knowing how to manage the time in the classroom is always helpful, as well as the correct integration between the materials used, the contents, and the age of the participants to achieve the goals that teachers have in each class to develop oral production. This can help us a lot in order to change the typical manner to teach in Nicaragua, where here in our EFL classrooms education is only focus on grammar using classical textbooks.

When it comes to teaching children almost always is recommended the use of auxiliary materials to teach them the contents. These auxiliary materials came in different presentations. Some well, and known sources in the path of education are classified in different types. For example; Didactic Materials like Realia, and Authentic Materials.

2.3.1. *Teaching Oral Proficiency to Children.*

Oral Proficiency in English should be developed in the first year of learning for children to have the opportunity to strengthen the base of English as a Foreign Language. Teaching English to children is a process that starts to create an environment where children feel comfortable, and the teacher lets students express their ideas, corrects the mistake gradually without making them feel upset, and motivated them to try again because the objective to learn a new language is to interact with others.

The teacher needs to keep in mind that in Oral Proficiency “There are multiple characteristics of the skills to take into consideration, such as grammar, fluency, pronunciation, vocabulary and comprehensibility, as well as interaction with a partner. These are normally aspects in a final global rating of the proficiency” (Frisch, 2015, p. 30). To achieve that the children develop this ability is a challenge because normally children feel fear to make mistakes, forgetting the vocabulary, and the insecurity of mispronouncing words. Thus, the teacher uses different strategies for giving trust to the students when they

are speaking. One strategy for improvement is to provide activities they already enjoy, as didactic videos, because children are visual beings, and they can learn through images, and sounds the context of the lesson more rapidly.

2.4. Auxiliary Materials in the Teaching-learning Process.

Teachers are side-by-side in the process of teaching, and learning; therefore, we can make use of some auxiliary materials to teach to students. They can be:

2.4.1. Didactic Materials

According to Morales (2012) "Didactic material is understood to be the set of material means that they intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition, awakening the interest of students, adapt to physical and mental characteristics of them, in addition to facilitating the teaching activity by serving as a guide; likewise, they have great virtue of adapting to any type of content." (p.10). Didactic materials help the education because they involve the students in the teaching and learning process with the development of strength and skills in concordance with de age and academic content.

Didactic Materials have different types, for example we have; auditory materials, printed materials (visuals), mixed materials (audiovisual).

2.4.1.1. Audiovisual Materials.

Another effective and modern tool is the use of technology, specifically Audiovisual Materials (AVMs).

Audiovisual Materials are tools as audios, educational videos, movies, etc., that allow us to strengthen teaching-learning in a dynamic, and practical way through images, and sounds that help the student to better understand the subject, and achieve meaningful

learning. It combines as a whole, the image, the text and / or the sound. Examples: cinema, television, videos, movies, player, projectors, multimedia, etc. The focus of this project is in specific, the use of educational videos as a strategy in EFL classrooms to help with the oral production of students. In this study project in specific we decided to put the focus on videos, didactic videos to be specific, with which we want to help the Oral Proficiency in first learners due to its high efficiency to keep the focus of children.

2.4.1.1.1. Importance of Audiovisual Materials.

It is important to mention that Audiovisual Materials are important because they stimulate the participation of students, bring reality closer to the learning environment, stimulate creativity, allow the exchange of experiential, and academic experiences, allow the construction of thoughts, help promote learning, and help actively promote learning (Cochachi & Diaz, 2004). Putting in practice the application of this helpful resources in a creative manner during the develop of the English lessons due to this kind of Didactic Materials keep by themselves the focus of young students on the content that is being teaching, so it is important to have the notion of the right time to apply them.

These types of materials are very important because they help the teacher to present concepts easily, and clearly to arouse, and maintain the interest of the learners. And it helps to develop creativity in students, and teachers. They have many characteristics; some of those characteristics are the following:

1. They can be used individually, in small or large groups.
2. Audiovisual Materials are adapted to various contexts; environments, teaching strategies, and students.

3. They are open: Allowing the modification of the content to be treated; promote the use of other materials (e.g., cards, dictionaries), and carry out complementary activities (individual, and in a cooperative group).
4. Provide information, and motivational ability.

Some of the Audiovisual Materials' objectives are to contribute to the creation of new methodologies, and techniques, which make it easier for students to acquire knowledge, and skills so that they are useful, and applicable in their personal, academic, and professional life. Also contributes to the increase of meanings; developed the continuity of thoughts. It makes learning more durable, and they provide a real experience that stimulates students' activity.

Audiovisual Materials provide experiences that are easily obtained through various materials, and media, they offer a high degree of interest to students, assess knowledge and, skills, and provide an environment for expression, and creation. No less important with the use of Audiovisual Materials teachers are able to put in practice diversity of strategies in order to be a complement to the classical resources: boards, and textbooks. Some of those strategies that we can use in our EFL classrooms are playing CDs on a recorder with audios related to the lessons' topic; to play videos with educational content in tablets, TVs, or computers which can make the students develop their oral skills.

2.5. Technology as a Helpful Learning Method

The correct use of the technology in specific Audiovisual Materials in the classroom helps the learners to speak English in a communicative manner. We can affirm this due to the good response of the students to the application of these tools, and their increase in oral communication skills, from observational experience.

Technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality, and relevance of learning, strengthens inclusion, and improves education administration, and governance (United Nations Educational Scientific and Cultural Organization [UNESCO], 2021). But it is important that we, teachers, as the principal guide in the classrooms, are able to choose a specific material as CDs audios, movies, videos, websites or another type of Audiovisual Material taking into consideration the age of the group that is being taught, the level of knowledge of the language, the resources that the school have, and our knowledge in technology to use, and taught correctly, and achieve the goals that we have with students to help with their Oral Proficiency.

2.6. Use of ICTs in Nicaragua

“Information and communication technology (ICT) can complement, enrich and transform education for the better”. (UNESCO, 2021). Now that in Nicaragua the MINED has set, as a requirement, the English Language as a subject in the intire elementary school; the application of suitable tools, as audiovisual materials, has become an important part in the development of the lessons in EFL classrooms, including the confidence in the students and teachers and the appropriation of different knowledge at the time to teach and to learn this new language.

(Cordoba, 2014) States those ICTs have become part of our daily lives, and constitute a facilitating tool of the teaching-learning processes (p.2).

ICTs offer us a diversity of support resources for teaching processes such as: didactic material, interactive software, virtual environments, internet, blogs, wikis, web quest, forums, chat, messaging, video conferences and other communication channels, and management of information. These resources

facilitate the development of creativity, innovation, collaborative work environments, promoting meaningful, active, and flexible learning. (Rodriguez et al., 2017, pág. 41-49)

Now in Nicaragua we have a larger path with the utilization of ICTs but it is necessary a continuous training in this field, in education, because this new technological era is constantly changing. Developers of technology are always uploading a variety of new tools, and some of them are really new for us, as teachers we need to discover, and being actualized all the time in this changing world in order to walk taking the hand of this new technological era and; nowadays, with the pandemic of COVID-19.²

2.7. Challenges of the Use of Audiovisual Materials in Schools

Teaching English as a Foreign Language in Nicaragua with the use of Audiovisual Materials could be a challenge for teachers. First because not all the elementary schools have the necessary devices in their classroom, that is usually common in public schools, even private elementary schools can have a lack of specific devices to help with the teaching-learning process, and the use of these types of Didactic Materials. Second, the correct application, and the good feedback of these Authentic Materials could be a challenge itself. Third, some students in some areas can be limited in their use due to many aspects; one is rural areas where students don't have internet connection or phone signal from some phone services. Other students don't have their own devices, and in some cases their parents or tutors are the ones who have the devices, and there are limited by their job's schedule. The lack of knowledge in technology in us as a teacher can be another fact and challenge in the EFL classrooms.

²Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans. The new virus was subsequently named the "COVID-19 virus."
<https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/novel-coronavirus-2019-ncov>

3. Body of the Project

This chapter shows the methodology applied in this project, the objectives proposed at the starting of the study, describing the participants, the data collection, and the analysis of the data.

3.1. Methodology

This project was focused on the Use of Audiovisual Materials to develop Oral Proficiency in the English Language in second-grade students at Villa Esperanza School Center.

To develop this project, we decided to use a qualitative approach. According to Mason (2002), "In qualitative research, decisions about design, and strategy are ongoing, and are grounded in the practice, process, and context of the research itself" (p.25). His approach was chosen, because it is emphasized on exploring the perspective of the participants in their natural environment, describing, and analyzing in depth the problem of any research project.

3.2. Objectives of the Project

This project has three specific objectives:

- To identify the types of Audiovisual Materials used in the teaching-learning process with second-grade students at Villa Esperanza School Center.
- To determine the benefit of the use of Audiovisual Materials in English Foreign Language classrooms.
- To propose four Audiovisual Materials to promote Oral Proficiency in second-grade students.

3.3. Context and Participants

3.3.1. Setting

The current project was carried out at Villa Esperanza School Center, this is an elementary public school; with a general population of 453 students, which is located in the urban zone of the city of Estelí, in Villa Esperanza Neighborhood. Two primary sessions are run at the school, one in the morning, and the other one in the afternoon. Villa Esperanza School Center is a public School rebuilt in March 2021³ with the support of the Republic of China Taiwan. Furthermore, ten classrooms were rehabilitated, among them; the principal's office, a library, and some others, including the ICTs classroom which has 12 laptops, and a projector. (Annex 3)

3.3.2. Participants

3.3.2.1. Students

On this project, the participants targeted were thirty students; of them, twelve were females, and eighteen males of second grade, these students were in the morning session. The students' age-range is from seven to eight years old. We choose to work with this grade because the children have previous knowledge of the language and they know basic vocabulary in English; they are capable to build short sentences, and they can think logically, and rationally. For that reason, the students have a major possibility to improve their Oral Proficiency in English.

One important characteristic of the participants is the motivation that they expressed in learning English, and the pleasure that was presented when the teacher

³<https://www.mined.gob.ni/comunidad-educativa-de-esteli-festeja-rehabilitacion-del-centro-escolar-villa-esperanza/>

used with them the Audiovisual Materials. Thus, we can conclude that those Audiovisual Materials can be a good resource for improving Oral Proficiency in English.

3.3.2.2. *English Teacher Profile*

Villa Esperanza School Center has two English teachers in their two sessions, one in the morning session, and another in the afternoon. We worked with the English teacher of the morning session named Melida Alicia Lagos López. She has a Bachelor's Degree in Education with Mention in English Language Teaching. The teacher has three years of experience in this school center; she has been working since 2019 as a part - time teacher in The Multidisciplinary Regional Faculty (Farem – Estelí). Besides, she is now studying a Master's degree in Psychology.

3.4. Data Collection.

This part of the study shows data related to the use of Audiovisual Materials to developing Oral Proficiency in English Language, and the way the information has been ordered. The following chart presents several studies with different contexts, and results:

Table 1: Organization of analyzed studies

Study	Focus	Context	Results
<p>1. “Speak English”: Challenges of and Opportunities for Implementing National Education Language Policy in Rural Nicaragua.</p>	<p>This study provides a clear description of English language policies in rural Nicaraguan secondary schools. Also, the challenges, and benefits show teachers, students, parents, and administrators in the education English language.</p>	<p>San Ramón High School Community Villa Bella Vista Chinandega, Nicaragua</p>	<p>Students feel motivated to learn the English language with the policies used by the teacher. Also, they perceived the importance of future studies and employment opportunities.</p>
<p>2. Authentic audio-visual material in the development of oral fluency in university intermediate English students.</p>	<p>This investigation shows the benefits of authentic aids on students' oral fluency.</p>	<p>The Pontific Catholic University of Ecuador.</p>	<p>Authentic aids are significant for EFL learners because they provide more exposition to the English language. Besides, these authentic aids allow learning with modern resources associated with real life.</p>

<p>3. Teachers' understanding and assessment of oral proficiency</p>	<p>To investigate the way teachers, recognize oral proficiency, considering the criteria established by the school system, and the Swedish context.</p>	<p>Gothenburg University</p>	<p>The appreciation of oral proficiency by teachers depends on the pedagogical philosophies resulting from their studies. This implies that teachers need to prepare the environment with the conditions for developing oral proficiency.</p>
<p>4. Visible learning and the science of how we learn.</p>	<p>To describe the principles and strategies of learning, and explain why the students have difficulties with learning.</p>	<p>Auckland, New Zealand</p>	<p>Visible learning has an impact on learning using different principles, and strategies. It is having in mind that students, and teachers play the role of apprentices.</p>

5. . Educational Media	To describe educational media (nature, selection, and classification) in the teaching-learning process.	Lima, Peru	To show how educational media help the students in the English language process relating the image and sound with the context of the lesson plan in real life.
6. Importance of ICT in teaching Mathematics	To contribute to the improvement of the skills related to their work as a teacher make use of TICs.	Atlantic University Colombia	The teacher needs to be prepared to strengthen the students about the advantage of the use of TICs. Integrating them into the process of teaching-learning facilitates the understanding of the lesson plans.

Source: The Authors of this project.

3.5 Analysis of Data Collection

To obtain relevant information that provided a context similar to this project, we reviewed several digital documents, choosing the most reliable investigations.

Consequently, the table presents four sections; the first one is “study” which describes the names of the projects that are related to our topic, the second part is “focus” which narrates the information that the study is based on, the third one is the “context” which is situated in the place that the studies were developed, the last one is “results” that shows the importance of these studies for our topic.

It is important to mention that it was difficult to find studies with a similar context related to the topic because the context of teaching the English language in primary school is relatively new in our country.

3.6 Discussion of Analyzed Studies

This project is focused on developing Oral Proficiency in the English Language using Audiovisual Materials as a strategy that facilitates the teaching-learning process for teachers and students.

One relevant part of this study is showed that through Audiovisual Materials students could obtain benefits for a long time in their learning. For instance, when students watch a video, they can associate the image with the audio, contextualizing the video with real life. Videos are attractive strategies that allow the student to enjoy the learning process.

3.7 Pedagogical Proposal

The following pedagogical proposal has the aim to help in developing Oral Proficiency in the English Language with second grade students. It was designed for four weeks, with three meetings per week, for forty-five minutes each one.

This segment shows how the Audiovisual Materials facilitates the comprehension of the contents in the lessons by students, using especially didactic videos. Therefore, we propose four Audiovisual Materials, created by the authors of the project, as helpful resources for the teacher to use them in the ICTs classroom as didactic videos.

The information exposed in the videos was associated with the resources provided by the MINED's requirement for second grade (Units and vocabulary of the units) from the book titled Bounce Now 2 (Kniveton & Llanas, 2018); with the idea that they would be useful for the English class. From the book, us, the authors of the project, choose the units from the first semester of the academic year (Introducing Myself, and Someone Else, My Toys, Animals, and At School). The vocabulary included in the realization of the didactic video, and the realization of the videos script correlate. The audios of the video were recorded with the own voices of the authors of this project with the help of a recording advisor, in a professional recording studio; the realization of the edition in the animation part (Videos) was carry out by a graphic designer (A professional in a software edition).

The videos are designed in a manner where, firstly, the vocabulary is repeated two times per word at the beginning. In the second part of the video, we show a review with a question: What are their names? Only in the video with the title "Introducing Myself and Someone Else", which is the first unit of the semester, and the question: What is it? To the others three videos (My Toys, Animals, and At School).

In the second part, each video has a time in blank (Pause to think) with the purpose that the students can answer the questions with the name of the image that is being presented. In this way, the teacher can measure the comprehension of the content of the vocabulary in the Audiovisual Material to help students with their oral skill. After this time of speak practicing, the audio and the words are repeated two more times with the end that the teacher and the rest of the class can grasp if the students in turn answer right or not the questions and, also, the knowledge and comprehension acquired throughout these videos.

As a complement of these didactic videos, we included in the lesson plans, oral activities in the development of the lessons and other activities as homework to help to develop the Oral Proficiency in the second-grade students in the English Language with those contents. In the next section, it is described, step by step, the contents of the created videos:

Video 1: Introducing Myself and Someone Else.

This video has duration of one minute, and forty-nine seconds. It describes in the first fifty-four seconds of the video the vocabulary of the names of the family members (Mom, dad, brother, sister, grandma, and grandpa). In the second part, the next fifty-five seconds, we have a space where the students have the opportunity to answer the question: What are their names? There, the students have a chance, in a determine lapse of time, to answer the family member's name showed in the images presented before.

Video 2: My Toys

This video has duration of one minute and thirty-six seconds. My Toys, is a fun topic for the student because it is easier to relate with the toys in their homes. This video

has the same structure of the first video, but with the vocabulary (Hoop, doll, drum, teddy bear, ball, and kite). In the last thirty-nine seconds; the video has the time for students to speak answering the question: What is it? Here, students answer the name of the toys in the images presented one by one.

Video 3: Animals.

This video has duration of two minutes and forty seconds. Animals are an interesting topic, with a common vocabulary that students probably have been heard in another place before, the vocabularies included in the video are: alligator, dog, cat, owl, iguana, rabbit, elephant, tiger, ostrich, lion, monkey and giraffe in the first part. In the follow one minute with fifty-one seconds, it is presented a space for the students to say the animals' name with the question: What is it? Appearing first the audio with the name of each animal, after that the students say the name of each animal.

Video 4: At School

This video has duration of one minute with thirty-four seconds. The video shows vocabulary of some objects present in the classroom as eraser, pen, book, pencil, crayon, and ruler in the first thirty-nine seconds. Also, the video has the time to answer the question: What is it? And students answer the name of the school supplies in the images.

All the videos have a time from one and a half minutes to two minutes with forty seconds; these videos will be delivered in a CD room (Or a web link) to the principal of Villa Esperanza School Center to be used in the classroom.

The before section, presents the opportunity to use didactics videos combined with other oral activities that help to develop the Oral Proficiency in the second-grade students

to achieve the objectives set with the application of Audiovisual Materials, at the beginning of this project, and to help students to feel comfortable, so they can enjoy all activities in the classroom.

3.8 Ethics in the Project Design

To develop this project design, we contacted the director of Villa Esperanza School Center, Maria Geoconda Vasquez, and the teacher of the subject of English to request their authorization to use the name of this primary and public school and their own names in this undergraduate project. In addition, the use some images of the audiovisual media that the teacher uses to play the videos during the lessons. The letters were presented and we obtained a positive response of both of them in the requests. (Letter in annex 2)

4. Conclusions and Recommendations for Future Works

This project had an intricate process to obtain the necessary resources to develop Oral Proficiency in the English Language using Audiovisual Materials (Didactic videos). The videos show diversification of the material used by the teacher. It is expected to help the students to feel comfortable and confident, so they can express their thoughts and ideas, keeping in mind that teaching English in primary schools in Nicaragua is related new.

We suggest for the future researchers who want to develop a new strategy that improves the level of Oral Proficiency in the students, to promote the English teaching in a fun and dynamic way, especially for children.

In this line, we would like that the present pedagogical proposal be used and applied in a different context to verify the effect on students. It is important to complement this proposal with other activities or to include new proposals that strengthen the Oral Proficiency to obtain the best results in the future.

Finally, a last recommendation is for college students to work hard in the future to achieve their own goals, and finish this relevant step in life that is to finish their college degree and obtain at the end their diplomas.

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6. Annexes

Annex 1: Didactic Proposal.

Lesson Plan N° 1

(1st Week - 1st Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Introducing Myself and Someone Else.

Content: hello, goodbye, hi, mom, dad, brother, sister, grandma, grandpa.

Performance Indicator: Students will be able to learn and speak about themselves and their family members through a fun animated didactic video, created by the authors of the project that will help them to identify and remember the vocabulary of the unit easily.

Initial Activities: (10 minutes)

- Greetings to say “Hello/ hi” and “Good Morning” to students.
- To pass attendance.
- General instructions about the development of the lesson.

Development Activities:

First activity - Presentation of content (15 minutes):

- Teacher introduces herself to the students; telling them her name and teaching them in that way, with her own example, of how they can introduce themselves with others; then the students, one by one in a role play, are going to do the same with the teacher and the rest of the class.

*Example: hi, I am Benny Bounce! What’s your name?

- Then, the teacher asks students about the people they live with at home and/or their nuclear family members to explain and introduce after that the content and the vocabulary of the unit.

*Example: this is my grandma Mary.

*Vocabulary: mom, dad, brother, sister, grandma, grandpa.

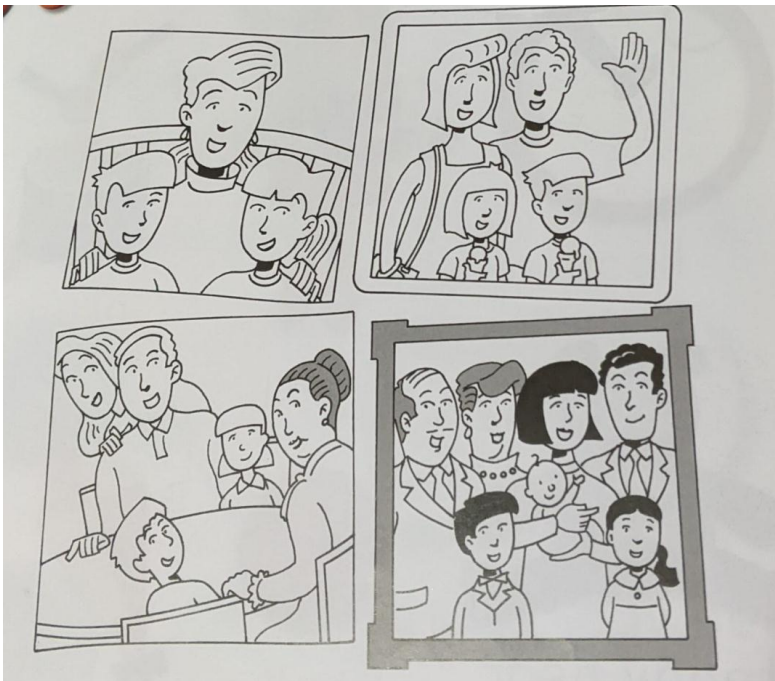
Second activity (15 minutes):

- First the teacher plays the video “Introducing Myself and Someone Else” two or three times, if necessary.

- Then the teacher asks students what they watched in the animated video.
- After that, the teacher reviews the vocabulary in the video (Mom, dad, brother, sister, grandma, grandpa) with the students using the projector and the images of the family members, each per time, from the didactic video presented before asking to students what are the names of the family members.

Ending Activities (5 minutes):

Homework: Color the family that is similar to your family. (Exercise 1 from the page 11 of the book “Bounce now 2”).



Lesson Plan N° 2

(1st Week – 2nd Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Introducing Myself and Someone Else.

Content: hello, goodbye, hi, mom, dad, brother, sister, grandma, grandpa.

Performance Indicator: Students will be able to learn and speak about themselves and their family members through a fun animated didactic video, created by the authors of the project that will help them to identify and remember the vocabulary of the unit easily.

Initial Activities: (5 minutes)

- Greetings to say “Hello/ Hi” and “Good Morning” to students.
- To pass the attendance.
- To check the homework.

Development Activities:

First activity (5 minutes):

- At the beginning of the class, the teacher has to start with a little review of the content from the past class when the students learned the vocabulary about the family members. (Mom, dad, brother, sister, grandma, grandpa).

Second activity (30 minutes):

- The teacher, in the ICTs classroom; using the projector, presents the images of the family members from the video "Introducing Myself and Someone Else" and asks students with the dynamic true or false, one by one, showing them the wrong image that could be the image of mom, to measure if they remember the right vocabulary. Example: "is this grandma?" Students have to answer no, is mom.

Ending Activities (5 minutes):

Homework:

Teacher sets as homework an oral and individual presentation with a family tree using photographs of their own family members. Students will present in front of the class in the next lesson that family tree.

*Example: This is my family

This is my grandma,

This is my grandpa,

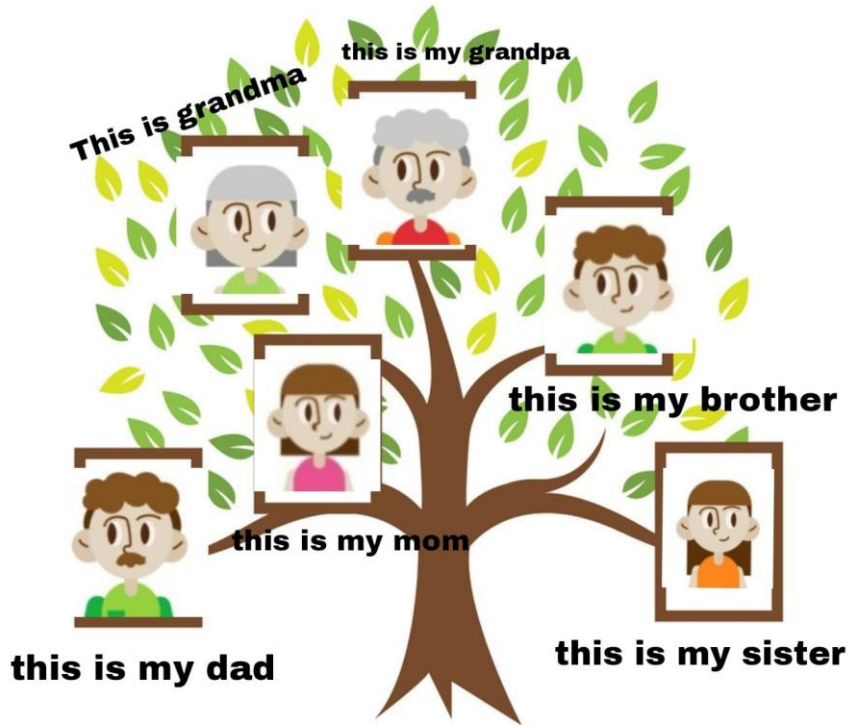
This is my mom,

This is my dad,

This is my sister,

This is my brother...

This is my family



(Annex 3)

Lesson Plan N° 3

(1st Week – 3rd Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Introducing Myself and Someone Else.

Content: hello, goodbye, hi, mom, dad, brother, sister, grandma, grandpa.

Performance Indicator: Students will be able to learn and speak about themselves and their family members through a fun animated didactic video, created by the authors of the project, which will help them to identify and remember the vocabulary of the unit easily.

Initial Activities: (5 minutes)

- Greetings to say “Hello/ Hi” and “Good Morning” to students.
- To pass the attendance.

Development Activities:

First activity (35 minutes):

- Students individually present their family tree in front of the class. With the oral presentation, the teacher can be able to measure their oral proficiency and the students' understanding of the didactic video presented in the first lesson and with all the content reaffirmed in the two previous meetings.

Ending Activities (5 minutes):

Homework:

- Write the names of the family members.



Lesson plan N°4

(2nd week - 1st Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Performance indicator: The students identify toys vocabulary through visual aids.

Unit: My toys.

Content: hoop, doll, drum, teddy bear, ball, kite.

Initial activities (10 minutes)

- Greetings: Hello / Good Morning.
- Pass the attendance
- Check the homework

Development activities (30 minutes)

1. The teacher organizes the students in line to watch a video about toys vocabulary.

2. The teacher introduces the content of the video explains, what about the video?

3. The teacher presents the video “My Toys”

4. The teacher copies the vocabulary about toys on the board, and students write the vocabulary in their notebooks.

5. Students draw and mention their favorite toy about the video.

6. The teacher asks the students, what do they understand about the video “My Toys”?

Three participants are required for this activity.

Homework (5 minutes)

Complete the following words about toys.

B__ _l

D__ u__

H__ __ p

Lesson plan N°5

(2nd week - 2nd Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Unit: My toys.

Content: hoop, doll, drum, teddy bear, ball, kite.

➤ I have

Performance indicator: The students review vocabulary about toys and learn to express possessions.

Initial activities (10 minutes)

- Greetings: Hello / Good Morning.
- Pass the attendance.
- Check the homework

Development activities (30 minutes)

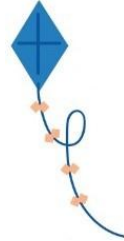
1. The teacher explains the use of I have
Example: I have a teddy bear.

2. Students write in their notebooks the following exercise.

Match the parts of the sentences.

➤ I have a

have a kite.



➤ I

a doll.



➤ I have

Teddy bear



3. The teacher reviews this activity orally, chose ten students for say the correct match.

4. Students carry out two sentences in the notebook about what toys they have in their home and then each student pass in from of the class for saying their sentences.

Ex: I have a doll

I have a ball

Homework (5 minutes):

- To bring at the classroom for the next English class your favorite toy.

Lesson plan N°6

(2nd week - 3rd Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Unit: My toys.

Content: hoop, doll, drum, teddy bear, ball, kite.

Colors: pink, red, blue, yellow, orange, green

Performance indicator: The students review vocabulary through flashcards and practicing the colors' name.

Initial activities (10 minutes)

- Greetings: Hello / Good Morning.
- Pass the attendance.
- Check the homework.

Students present the name of their toy to the class.

Development activities (30 minutes)

1. The teacher uses the images of toys for review the vocabulary of the last class.
2. The teacher asks the students the name of the toys shown in the images and a practice speaking with the question: what is it?
3. The students describe the toys flashcards using colors (annex
Ex: I have a pink doll.
4. The students pass in front of the class to describe the flashcards.

Homework (5 minutes):

Answer the following question.

- What is your favorite toy?

Lesson Plan N° 7

(3rd Week - 1st Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Animals.

Content: alligator, dog, cat, owl, iguana, rabbit, elephant, tiger, ostrich, lion, monkey, giraffe.

Performance Indicator: Students will be able to learn vocabulary and speak about some animals through an animated didactic video, created by the authors of the project that will help them to identify and remember in a fun way the vocabulary.

Initial Activities: (10 minutes)

- Greetings to students.
- To pass attendance.
- General instructions about the lesson.

Development Activities:

First activity (10 minutes):

- Teacher introduces the content of the unit: alligator, dog, cat, owl, iguana, rabbit, elephant, tiger, ostrich, lion, monkey, and giraffe. And explain the use of a, and an + a, e, i, o, u with the vocabulary.

Second activity (20 minutes):

- Then, the teacher plays the video “Animals” on the projector of the ICTs classroom, two or more times, if necessary, which contains fun and animated images with the animals required in the content.
- Next, the teacher stops the video showing each animal and asks each student which animal is appearing (could be a dog) Example: What is it? Students have to answer that it's a dog, it isn't a monkey...

Ending Activities (5 minutes):**Homework:**

- Color the pictures and complete the sentences.

Today's
grammar

unit
3

LESSON
3

1 Color the pictures and complete the sentences.

What is it? It's a dog.

1 What is it?

It's a / an rabbit.



2 What is it?

It's a / an iguana.



3 What is it?

It's a / an cat.



4 What is it?

It's a / an alligator.



5 What is it?

It's a / an dog.



6 What is it?

It's a / an owl.

Talk time

(Exercise 1 from the page 22 of the book "Bounce now 2").

Lesson Plan N° 8

(3rd Week – 2nd Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Animals.

Content: alligator, dog, cat, owl, iguana, rabbit, elephant, tiger, ostrich, lion, monkey, giraffe.

Performance Indicator: Students will be able to learn vocabulary and speak about some animals through an animated didactic video, created by the authors of the project that will help them to identify and remember in a fun way the vocabulary.

Initial Activities: (20 minutes)

- Greetings to the students.
- To pass attendance.
- Check the homework.

Development Activities:

First activity (10 minutes):

- Each student, in front of the class, describes the pictures from the homework.

Second activity (10 minutes):

- Students take turns to talk about their favorite pet. Example: My favorite pet is a cat.

Ending Activities - Homework (5 minutes):

- Circle the correct answer.

Unit 3 Lesson 7

1 Help Emis complete the cards.
Circle the correct answer.

1 It's / It isn't a monkey.

2 It's / It isn't an iguana.

3 It's / It isn't an owl.

4 It's / It isn't a giraffe.

5 It's / It isn't an elephant.

6 It's / It isn't a cat.

(Exercise 1 from the page 26 of the book "Bounce now 2").

Lesson Plan N° 9

(3rd Week – 3rd Meeting)

School: Villa Esperanza School Center.

Level: Second grade.

Teacher:

Date:

Time: 45 minutes.

Unit: Animals.

Content: alligator, dog, cat, owl, iguana, rabbit, elephant, tiger, ostrich, lion, monkey, giraffe.

Performance Indicator: Students will be able to learn vocabulary and speak about some animals through an animated didactic video, created by the authors of the project that will help them to identify and remember in a fun way the vocabulary.

Initial Activities: (15 minutes)

- Greetings to the students.
- To pass attendance.
- Check the homework.

Development Activities:

First activity (10 minutes):

- Teacher and students review together the homework telling the right answers.

Second activity (15 minutes):

- Each student in front of the class using the images from the video "animals" tell their classmates and teacher what animal is being presented.

Ending Activities (5 minutes):

Homework:

- Unscramble the letters.

1 Unscramble the letters.

It isn't a monkey.

1 g r f e
i a f



It isn't an iguana.

It's a g i r a f f e

2 m n e
o k y



It isn't a lion.

It's a

3 t l e p
e h n a



It isn't an ostrich.

It's an

4 t i e
r g



It isn't an alligator.

It's a

5 o h t
s c r i



It isn't a monkey.

It's an

6 l o
i n



It isn't a tiger.

It's a

(Exercise 1 from the page 25 of the book "Bounce now 2").

Lesson plan N°10

(4th week - 1st Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Unit: At school

Content: eraser, pen, book, pencil, crayon, ruler.

Performance indicator: The students identify school supplies and its vocabulary through a video.

Initial activities (10 minutes)

- Greetings: Hello / Good Morning.
- Pass the attendance.
- Check the homework.

Development activities (15 minutes)

1. The teacher organizes the students in line to watch a video about school supplies vocabulary.

2. The teacher introduces the content of the video explains, what is about the video.
3. The teacher presents the video “At school”
4. Students drawing one supply at school in their notebooks about the vocabulary shown in the video.
5. Students present their drawing in front of the class.
6. The teacher asks in general, what was their favorite part about the video?

Three participants are required for this activity.

Homework (5 minutes)

Complete the following words according to the vocabulary in the video.

R__ l__ __

B__ _k

P__ n

Lesson plan N°11

(4th week – 2nd Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Unit: At school

Content: eraser, pen, book, pencil, crayon, ruler.

- it's a ...+ school object
- color + school object

Performance indicator: The student describes school supplies using colors correctly for practicing speaking.

Initial activities (10 minutes)

- Greetings
- Pass the attendance.
- Check the homework.

Development activities (30 minutes)

1. The teacher explains the use of:
 - it's a ...+ school object

Example: It is a ruler.

➤ color + school object

Example: Green eraser

2. Students in a group of three carry out three sentences in their notebook about supplies.
3. Students present their sentences in front of the class.
4. The teacher asks the students, in general, the name of some supplies in the classroom for example, what is it? The student's answer It is a pen.
5. The teacher repeats the same question five times more with other supplies in the present in the classroom.

Homework (5 minutes)

Complete the following sentences with the name of the image.

It is a _____



It is a _____



Lesson Plan N°12

(4th week – 3rd Meeting)

School: Villa Esperanza School Center

Teacher:

Subject:

Level: Second grade

Date:

Time: 45 Minutes

Unit: At school

Content: eraser, pen, book, pencil, crayon, ruler.

Performance indicator: The student participates in short dialogues using school supplies vocabulary orally.

Initial activities (10 minutes)

- Greetings
- Pass the attendance.
- Check the homework.

Development activities (30 minutes)

1. The teacher uses flashcard supplies at school for review vocabulary.

The teacher asks to students, what is it? And the students say the name of the supplies at school in the flashcard and practice speaking. (Annex 3).

2. Students in pairs create a short dialogue about school supplies present in the classroom.

Example:

Student A: Hello, name of the partner.

Student B: Hi, name of the partner.

Student A: What is it?

Student B: It is a pen.

Student A: What color is it?

Student B: It is a blue pen.

- Students present the dialogue in front of the class

Homework (5 minutes)

- Draw in your notebook one supplies at school.

Annex 2: Scanned Authorized Letters

- Principal Authorized Letter.

Estelí, 10 de diciembre 2021.

Lic. María Gioconda Vázquez.
Directora Centro Escolar Villa Esperanza.
Sus Manos.

Estimada directora:

Es un placer para nosotras saludarle respetuosamente, somos Karla Patricia Centeno Valdivia y Mareyling Tamara Cárcamo Villareyna estudiantes de V año de la carrera de Licenciatura en Educación con mención en Inglés de la Facultad Regional Multidisciplinaria FAREM- Estelí, realizamos esta carta con el propósito de pedir su autorización para el uso del nombre del Centro Escolar Villa Esperanza en nuestro proyecto de graduación titulado **USO DE MATERIALES AUDIOVISUALES PARA EL DESARROLLO DE LA PROFICIENCIA ORAL CON ESTUDIANTES DE SEGUNDO GRADO**, así también solicitamos su permiso para hacer uso de imágenes de los medios que utilizan para hacer uso de los materiales audiovisuales para el desarrollo de la clase de inglés ya que es necesario mostrar evidencia que sustente nuestro proyecto.

Agradecemos de antemano la atención prestada a nuestra solicitud.

Atentamente.

Karla Patricia Centeno Valdivia. (Nº Carnet 1005-1634) _____.

Mareyling Tamara Cárcamo Villareyna. (Nº Carnet 1405-6177) _____.

Firma de recibido: _____



- **Teacher Authorized Letter.**

Estelí, 10 de diciembre 2021.

Lic. Melida Alicia Lagos López.
Docente Centro Escolar Villa Esperanza.
Sus Manos.

Estimada profesora:

Es un placer para nosotras saludarle respetuosamente, somos Karla Patricia Centeno Valdivia y Mareyling Tamara Cárcamo Villareyna estudiantes de V año de la carrera de Licenciatura en Educación con mención en Inglés de la Facultad Regional Multidisciplinaria FAREM- Estelí, realizamos esta carta con el propósito de pedir su autorización para el uso de su nombre en nuestro proyecto de graduación titulado ***Uso de Materiales Audiovisuales para el Desarrollo de la Proficiencia oral en Inglés con Estudiantes de Segundo Grado*** ya que es necesario mostrar evidencia que sustente nuestro proyecto.

Sin otro particular y agradeciéndole de ante mano su gentil colaboración nos despedimos atentamente.

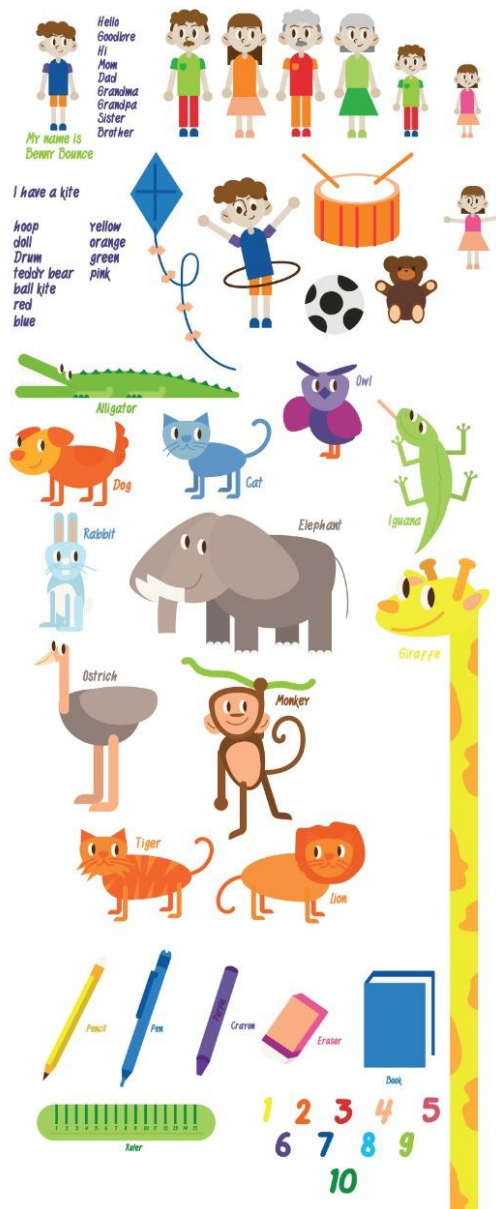
Karla Patricia Centeno Valdivia. (Nº Carnet 1005-1634) _____.

Mareyling Tamara Cárcamo Villareyna. (Nº Carnet 1405-6177) _____.

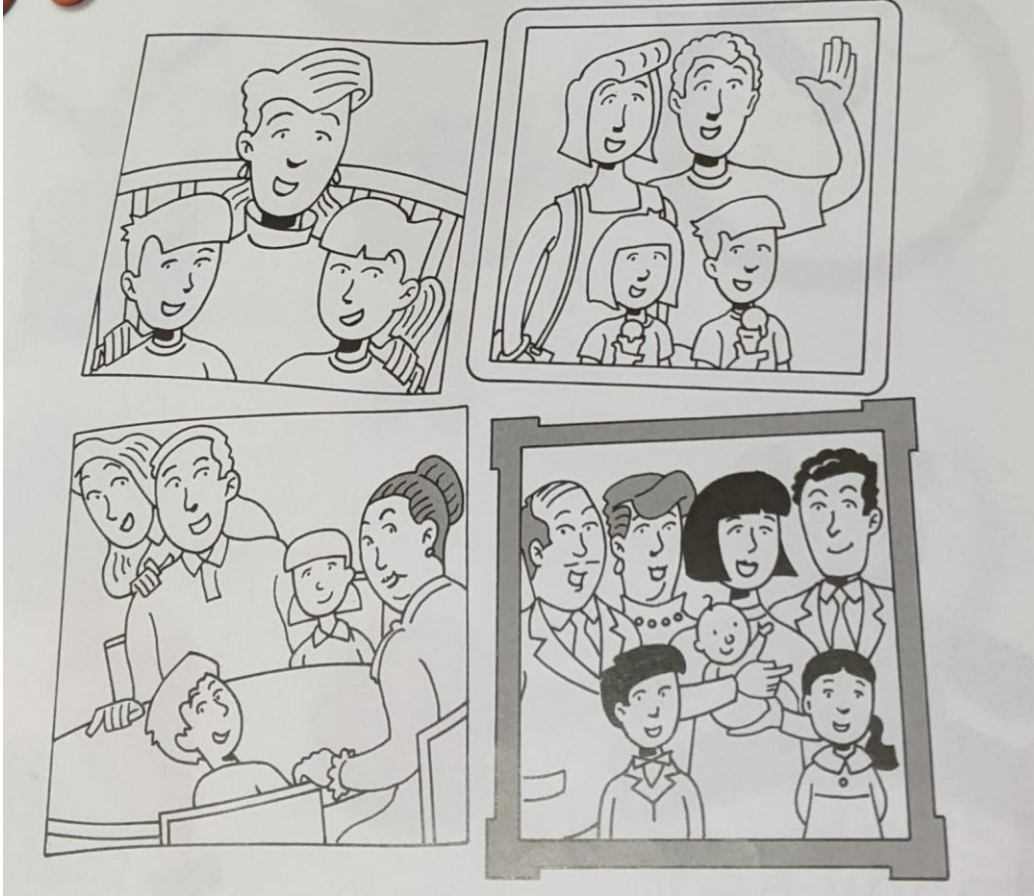
Firma de recibido: Melida Alicia Lagos L.

Annex 3: Images of the lesson plans and the project itself

- Image with the general content of all the four Audiovisual Materials created.

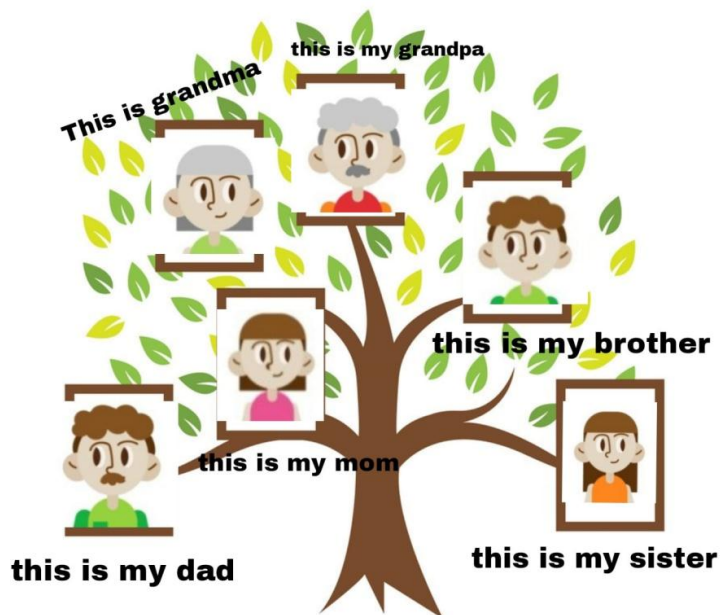


- Image from the homework of the lesson plan number 1.



- Image from the homework of the lesson plan number 2 and the steps for its creation.
- <https://images.app.goo.gl/AstXdcFYGMMRGxtJA> (Link of the downloaded Family tree's image of Google)
- Family tree's images from the video “Introducing Myself and Someone Else”.
- Edited in Picsart App

This is my family



- **Image from the homework of the lesson plan number 3.**

(Image taken from the video “Introducing Myself and Someone Else”).



- Images from the lesson plan number 6.



KITE



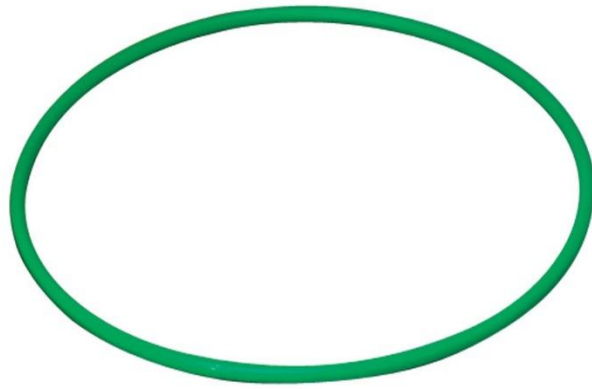
Drum



Doll




Ball



Hoop

- Image from the homework of the lesson plan number 7.



Today's grammar
 What is it? It's a dog.

1 Color the pictures and complete the sentences.

1 What is it?
It's a a / an rabbit.

2 What is it?
It's a / an iguana.







3 What is it?
It's a / an cat.

4 What is it?
It's a / an alligator.

5 What is it?
It's a / an dog.

6 What is it?
It's a / an owl.


Talk time

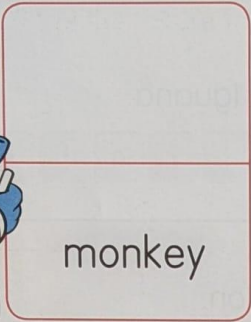
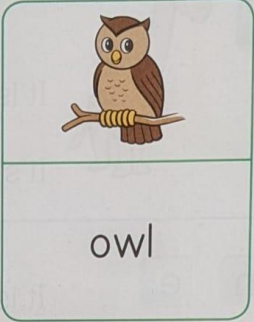
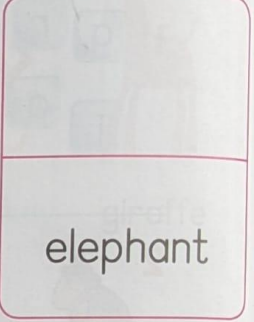
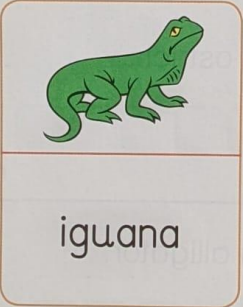
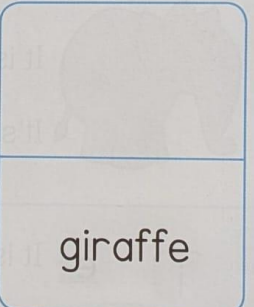
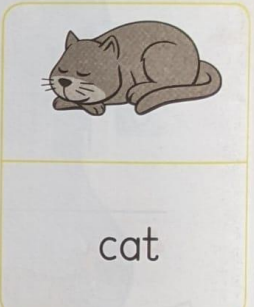







- Image from the homework of the lesson plan number 8.

Unit 3 LESSON 7

1 Help Emis complete the cards.
Circle the correct answer.




 monkey	 owl	 elephant
1 <input checked="" type="radio"/> It's / It isn't a monkey.	3 It's / It isn't an elephant.	5 It's / It isn't an owl.
 iguana	 giraffe	 cat
2 It's / It isn't an iguana.	4 It's / It isn't a dog.	6 It's / It isn't a giraffe.


- Image from the homework of the lesson plan number 9.


Unit 3
Lesson 6


Today's grammar
It isn't a monkey.


1 Unscramble the letters.


1 g r f e
i a f  It isn't an iguana.
It's a g i r a f f e

2  m n e
o k y It isn't a lion.
It's a

3 t l e p  It isn't an ostrich.
e h n a It's an

4  t i e
r g It isn't an alligator.
It's a

5 o h t  It isn't a monkey.
s c r i It's an

6  l o
i n It isn't a tiger.
It's a

25

- Images from the homework of the lesson plan number 12.



BOOK



PEN



PENCIL



RULER



ERASER

- ITCs classroom projector.



- **Second Grade Students in the ITCs classroom**



- Image from the front part of the building of Villa Esperanza School Center.

