

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADOS

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema: “AUTHENTIC AUDIOVISUAL MATERIAL FOR ENGLISH ORAL  
EXPRESSION DEVELOPMENT”**

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Trabajo de Titulación previo a la obtención del Grado Académico de Magíster en la  
Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato - Ecuador

2019

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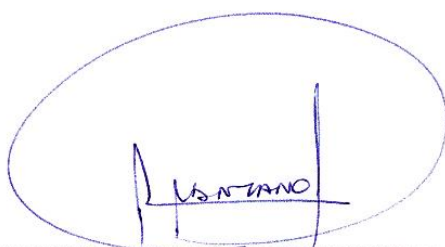


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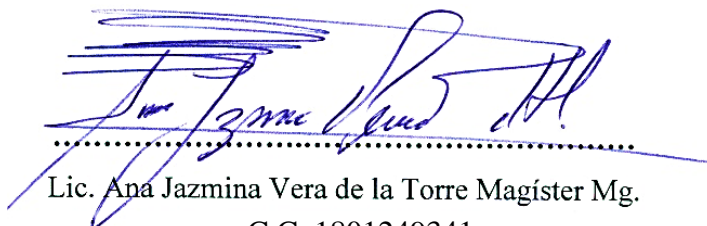
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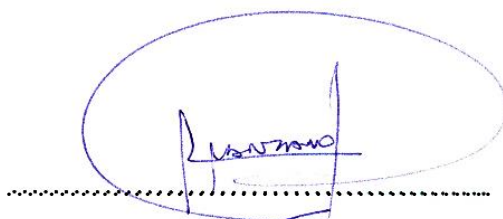
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**DIRECCIÓN DE POSGRADO**

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**TEMA: “AUTHENTIC AUDIO-VISUAL MATERIALS FOR ENGLISH ORAL  
EXPRESSION DEVELOPMENT”**

**AUTOR:** Licenciado Rodrigo Javier Manzano Pérez.

**DIRECTOR:** Licenciada Ana Jazmina Vera de la Torre Magíster Mg.

**DATE:** January 10th, 2018

**RESUMEN EJECUTIVO**

El trabajo presentado a continuación ha sido enfocado en evaluar la expresión oral como resultado de la exposición a material audiovisual auténtico en los estudiantes de Primer Año de Bachillerato General Unificado de la Unidad Educativa “Rumiñahui” de la ciudad de Ambato, provincia de Tungurahua. Con la ayuda de un pre-test como instrumento de evaluación se realizó la recolección de datos y de esta manera evidenciar el poco uso de material audio-visual auténtico dentro de las aulas de clase para promover el desarrollo de la expresión oral en los estudiantes. Los resultados fueron analizados con la prueba estadística T-estudiante para comprobar la validación de la hipótesis planteada. Se tomó en cuenta a una población de 52 estudiantes y se realizó la presente investigación demostrando que el material auténtico audiovisual brinda mejor práctica de la expresión oral fomentando el proceso comunicativo de los estudiantes en el idioma inglés. El resultado fue 3,75. Por lo tanto en este estudio se realizó la creación de una guía metodológica en el cual constan la aplicación de material audiovisual auténtico dentro de la clase para mejorar la expresión oral. La guía metodológica, además, incluye una rúbrica de evaluación de las actividades y así constatar el avance de los estudiantes. Es por esto que en base a los resultados se sugiere el uso de material auténtico audiovisual para reforzar la expresión oral.

**DESCRIPTORES.** Material auténtico audiovisual, expresión oral, competencia comunicativa oral, guía metodológica, Competencias lingüísticas, habilidades productivas, herramientas tecnológicas, grupo de control, grupo experimental, pre-test, post-test, fuentes de video.

## **EXECUTIVE SUMMARY**

The work presented below has been focused on evaluating oral expression as a result of exposure to authentic audiovisual material in the First-Year students of Unified General Baccalaureate of the Unidad Educativa "Rumiñahui" of Ambato, in Tungurahua province. With the help of a pre-test as an assessment instrument, the data collection was done and, in this way, it was evident the lack of use of authentic audio-visual material within classrooms to promote the development of oral expression in students. The results were analyzed with the T-student statistical test to check the validation of the hypothesis. A population of 52 students were considered and the present research was carried out demonstrating that authentic audiovisual material provides a better practice of oral expression, promoting the communicative process of students in the English language. The result was 3.75. Due to this very favorable result, this study concluded in the creation of a methodological guide that includes the application of authentic audiovisual material within the class to improve oral expression. The methodological guide, in addition, includes a rubric of evaluation of the activities and thus to verify the advance of the students. This is why, based on the results, the use of authentic audiovisual material is suggested to reinforce oral expression.

**KEY WORDS:** Authentic audiovisual material, oral expression, oral communicative competence, methodological guide, language skills, productive skills, technological tools, control group, experimental group, pre-test, post-test, video sources.

## INTRODUCTION

In the English Language, there are four important skills: speaking, reading, writing and listening which are unquestionably interrelated. Nevertheless, it is important to develop the speaking skill in order to have a good and effective communication. Nowadays, the development of the speaking skill is one of the most necessary tools at the moment to learn the target language.

Unfortunately, speaking is the most difficult skill to develop because students practice inefficiently time as it requires due to its complexity. This project has the purpose to help students in their oral expression and how to develop it through authentic audiovisual materials. One of the best tools is the application of audiovisual material in the First-Year students of Unified General Baccalaureate of the Unidad Educativa "Rumiñahui" of Ambato, in Tungurahua province.

The study done has been established on assessing oral expression as a product of exposure to authentic audiovisual material in the First-Year students of Unified General Baccalaureate of the Unidad Educativa "Rumiñahui" of Ambato, in Tungurahua province. Using a pre-test as an evaluation instrument, the data collection was done and, in this way, it was shown the absence of use of authentic audio-visual material within schoolrooms to stimulate the growth of oral expression in learners. The outcomes were examined with the T-student arithmetic examination to validate the hypothesis. A populace of 52 students were carefully measured in the current research demonstrating that authentic audiovisual material provides an enhanced training of oral expression, stimulating the communicative process of students.

For instance, having has a result 3.75 resulting favorable, this study developed in the design of a methodological guide that includes the presentation and the application of authentic audiovisual material within the class to develop oral expression. In addition, the methodological guide, includes a rubric of evaluation of the activities to authenticate the improvement of the students. That is why, based on the outcomes, the use of authentic audiovisual material is recommended to strengthen oral expression.



**Chapter I:** In here, the problem statement is presented. Further, the problem is contextualized in an institutional, national, and international level. In addition, in this chapter a critical analysis, justification, general, and specific objectives are included.

**Chapter II:** The theoretical framework is presented in this chapter. The research background, philosophical and pedagogical foundations, legal basis, key categories, hypotheses and variables help in the development of this chapter. Also, the scientific and bibliographical support are important tools to create these elements.

**Chapter III:** This chapter has the methodology of the research. In here, the features approach, method, level and type of study, population, operationalization of variables, data collection plan, process and analysis are presented in an organized way.

**Chapter IV:** In this chapter, the Analysis and interpretation of results developed is carried out. In here, the results of the students' examination are presented in a clear and organize way with all the requirements in order to verify each result. Moreover, the hypothesis is verified with the use of test.

**Chapter V:** In this chapter, the conclusions and recommendations are determined to work out with all the problematics due to it is important to look for some solutions.

**Chapter VI:** The proposal is presented in this chapter. It is a methodological guide in order to develop the oral communication. Therefore, some activities are developed for the students. In addition, there are procedures for assessment to notice in a better way the effectiveness of the project.

To conclude the process, this project contains a references list and annexes in order to give more specific details.

# CHAPTER I

## Problem

### 1.1 Theme of the problem

Authentic Audio-visual Materials for English Oral Expression Development

### 1.2 Problem Statement

#### 1.2.1 Contextualization of the problem

The use of different types of materials for English language learning, and the selection of appropriate materials is, without a doubt, a process that teachers must carefully engage in. As a result, teachers could help their students to really benefit from a varied repertoire of audio-visual materials – such as readings in a textbook – or more authentic ones, like recordings of everyday conversations happening in a coffee shop or a chat among friends. Nevertheless, the use of the authentic audio-visual materials might not be an easy endeavor. In the Ecuadorian case, exposure to materials, which are not part of a chosen series, is (up to a point) an area of concern but, also, one, which could be exploited for the improvement of all four skills of the language, being oral expression of interest. As Barret and Liu (2016, p. 1228) claims:

“...there has been a shift toward teaching a more practical style of English... which can give nonnative speakers specific language tools that facilitate a presentation or help them discuss their academic work in English”.

It should then, be noted, that specific language tools, such as appropriate intonation and pronunciation, are related to more real, everyday language. Such type of language may not be touched upon at large by graded content, which usually results in nonnative speakers of English whose fluency is rather coarse. Furthermore, the use of authentic audio-visual materials in the English Foreign Language classroom should be considered given the fact that exposure to the language, in most cases, does not go beyond the four walls.

Ecuadorian education, for many years, has been a theme of discussion to different changes such as a new curriculum, objectives and new trends including both methodological strategies and learning techniques. One of those changes is in line with the new English Curriculum (2017, Ministry of Education), that emphasizes, among other important points, that teachers of English should possess a specific level of knowledge to be able to teach. Unfortunately, even with the standards set by educational authorities, education in our country does not meet expectations of reaching a better English level in students, which causes learning problems such as persistent use of first language, poor grammar acquisition and insufficient hours of practice in the speaking skill. Unawareness of participatory techniques can be a big problem at the time of teaching (Richards, 2008); this situation causes in students a deficit in the development of oral skills. In addition, training received by teachers is not enough for them to develop their classes in a suitable way, however, satisfactory results with students are not attained.

In Tungurahua, the problem lies within teachers because they use traditional teaching methodologies. According to an article published by *El Comercio*, some decades ago this language was taught in institutions only by amateurs while, today, there are specialized teachers in teaching the English language as a subject (Deficit of English teachers, 2014). This means that they are not interested in updating their knowledge with new methodologies and teaching techniques that they could apply for better teaching. This, then, causes students to become passive learners, which results in a lack of participation in classes and use of memorization. Therefore, application of participatory techniques is very scarce in the process of learning the English language. Even in this century, there are teachers who continue to teach their classes with the traditional model of education (Kumaravadivelu, 2006), because many of them do not seek for professional development opportunities, they get accustomed to work with a single teaching method, which makes students to memorize everything the teacher says in the classroom. Therefore, students are unable to engage in proper dialogue, or answer a question. In turn, the implementation of multimedia equipment in public and private institutions has allowed teachers to search, select and adapt material that helps the student to learn the language in an effective and dynamic way through the use of videos, dialogues and songs that allow the student to encounter the language in a meaningful way.

Unidad Educativa Rumiñahui is in the center of Ambato. The institution was considered since the students have many problems with the development of oral English language skills. In addition, teachers perform activities that are not linked to the topic of study or activities not interrelated with the objectives of the curriculum, causing confusion and disinterest in students because they use just the guided book. However, despite the advantage of having multimedia equipment in each classroom, there is no use of authentic audio-visual material, so the student works only with the book acquired at the beginning of the school period, which limits a real exposure to the language that allows students to develop oral skills in an easier and more meaningful way.

### 1.2.2 Critical analysis

**Effects**

Demotivation  
in student  
learning

Inefficient acquisition  
of vocabulary

Poor  
pronunciation

Inappropriate use of  
situational language

**Problem**

**Insufficient Oral Interaction of Students in English**

**Causes.**

Limited use of audio-  
visual material by  
teachers.

Improper contact  
with authentic  
materials in English

Unsatisfactory  
exposure to  
original language

Lack of interaction  
opportunities in  
real contexts

**Figure No. 1:** Problem scheme.  
**Author:** Manzano, R. (2018)

The insufficient oral interaction of students in English has had an influence on the development of oral skills in students of the first year of baccalaureate of the Rumiñahui High School of Ambato, which has affected the performance and learning outcomes having students with an inefficient oral production. As a result, students oral expression has a low level, and they find it nearly impossible to have a short dialogue or a small conversation in English.

One of the causes that originates this problem is the limited use of audio-visual material by the teacher, which creates demotivation in the students when learning the language since being immersed in an environment where only the student's book is used, they do not find any interest in understanding and practicing the language, since there is no audio and video materials that present situations that attract the student and motivate them to continue learning this new language. Robalino (2015)

In the same way, due to the absence of authentic material in the classroom, students have limited exposure to the real language used by native speakers of the English language, which causes students to be accustomed to a predesigned language and inadequate practice of the phrases and real expressions used in situations of daily life. Astarina (2014)

The oral skill is one of the most important skills to develop, since through this you can achieve a direct and easy communication with other people. Thus, since there is little importance in developing of this skill in students, they show difficulty at the moment of communicating because there is not enough practice to help them improve their suprasegmental features such as stress, tone and intonation.

According to Díaz (2007) the material selected to help students to improve their oral skill is very important because students get interested and involved in a class where they have a variety of options including audio visual materials in the teaching-learning process. Therefore, the minimum use of material that develops the speaking skill, causes a repetitive and reduced use of lexicon in the students when expressing themselves orally, the unsatisfactory exposure to original language does not allow them to develop this important skill in the learning of a new language.

### **1.2.3 Prognosis**

This study aims at determining the development of students' oral expression resulting from their exposure to authentic audio-visual materials. For such effort, the researcher will choose a range of audio-visuals, along with specific teaching strategies, that will hopefully be beneficial for the students. The anticipated – and most expected – result that comes to mind is that of making students become better users of English, who can maintain a conversation – or spoken exchange – with an idea of authenticity involved; students will not only understand a wider range of expressions in English but will also interact in a more natural way.

In addition, if there is no solution for this difficulty, there will be demotivation of the student since the students will not develop their adequate understanding. This fact will obstruct with their encouragement and their wish to learn, search and research to get experience talking in English. Furthermore, the demotivation, if the classes last to be based on the structural production and letting oral expression, it will cause a reduced production of the English language. Consequently, students will be ineffectual in expressing their ideas, thoughts and in their own feelings. For this reason, the oral expression of the English language in an effective and efficient way has now suited completely essential.

### **1.2.4 Problem Formulation**

As discussed previously, there seems to be a disassociation between the level of oral expression students are expected to demonstrate after a certain time of exposure to English in their schools, and the materials that their teachers use to help them to succeed in the task of becoming independent users of this language. The evidence is clear because students study twelve years of English 6 in school 6 in high school and the level of proficiency is low. (Ecuador ranking 56 according to EF, 2014) Considering that fact, an important question arises: Which materials better aid teachers in the process of making their students become good, independent users of English? Most of the textbooks used in schools are designed from a communicative perspective. However, authenticity may not be found in such materials, as most of the time they are scripted or graded materials. This results in students being exposed to a type of language that may use good examples of real life communication patterns, but that do not fully present a range of vocabulary that is more

real, and even culturally richer. Therefore, the use of more authentic materials becomes an element to pay attention to. This study defends the premise that the more students are exposed to authentic audio-visual materials, the better their oral expression will be.

### **1.2.5 Research Questions**

As this research evaluates students' English oral expression resulting from their exposure to authentic audio-visual materials, the following research questions will guide it:

1. Does the use of authentic audio-visual materials help students to improve their English oral expression?
2. Which suprasegmental speaking elements (such as fluency, accuracy, pronunciation...) are enhanced when exposing students to authentic audio-visual materials?
3. Which audio-visual materials result more beneficial for the development of the subjects' oral expression?

The answers to these research questions will guide the study to more solid conclusions, and to a better idea when designing a proposal as a response to the initial research.

### **1.2.6 Delimitation of the Research Problem**

**Field:** Education.

**Area:** Teaching English as a Foreign Language.

**Aspect:** Teaching-learning methodologies.

**Spatial scope:** This research study was developed with students from First Baccalaureate at Rumiñahui High School., which is located in the Tungurahua province Ecuador.

**Temporal scope:** The study was carried out since January to December 2018.



### 1.3 Justification

From personal experience, helping students to attain a level of oral expression that makes them able to be engaged in conversations, where more real exchanges of language occur, represents a challenge. Usually, in public schools, the short time that is allocated for English teaching, adds to complications. However, the task should not be deemed impossible. The teacher's creativity, added to an emerging interest in finding and using authentic materials for the benefit of students could change the landscape. English teachers should move beyond the constraints of textbook and papers to construct rich learning scenarios, as well as understand that any content become relevant for students so that meaningful input and output are presented in their oral expression.

The **purpose** of this research is to motivate and enhance the oral skills of the English language through the use of authentic audio-visual material. To learn a foreign language, it is vitally important to use authentic material that helps the student learn in an environment where the language used is real. The material has phrases and common expressions used by native speakers that can be recognized and used by students in everyday situations where this language is necessary.

At the same time this research work is of great **importance** since one of the main objectives of learning a foreign language is to communicate orally as naturally and confident as possible. However, how to interact with other people at the moment of expressing themselves they do not feel safe accent, phrases or vocabulary that you should use according to the situation? This is one of the most common problems seen in students of the first year of baccalaureate of Rumiñahui High School and this is where authentic audio-visual material plays an important role, since this can help the student to develop his oral production through an environment where the people present in videos, documentaries and conversations use the real and everyday language used by a native speaker that in one way or another simulates the environment to which the student may face.

In addition, this work is **original** since the interest to use the authentic material in the classroom for teaching of the English language has already been studied. However, no other research has been carried out regarding the problem posed in this investigation, which

contributes to the teaching-learning process of teachers and students of the first year of baccalaureate of Rumiñahui High School

Finally, this investigation is **feasible** since it has the necessary time to carry it out. In the same way, the support of the authorities, teachers and students of the Rumiñahui High School is presented as well as the availability of sufficient resources in the technological, economic and office areas so that the research work can be carried out

## **1.4 Objectives**

### **1.4.1 General**

To evaluate students' English oral expression as a result of their exposure to authentic audio-visual materials.

### **1.4.2 Specific**

1. To assess students' conversational ability and application of discourse conventions
2. To identify the effect on students to the exposure of authentic audio-visual material on students.
3. To determine the relationship between oral expression to authentic audio-visual materials.

## CHAPTER II

### Theoretical Framework

#### 2.1. Research background

A search on the digital repository of Universidad Técnica de Ambato did not present results that directly link some other research projects to the proposed topic, *Authentic audio-visual materials for English oral expression development*. Nevertheless, there are several examples that have considered the development of (the) speaking skill(s) under different conditions or criteria.

In his research Carmen Robalino (2015) entitled "Incidence of audiovisual didactic resources to improve the oral expression of English in basic education students of the Educational Unit 'Nueva Vida'", within its methodology seeks to be a documentary research, and field; The research was conducted with a population of 91 students and 1 teacher, using the survey and the questionnaire as a tool. Its main objective was to determine the incidence of audiovisual resources to improve oral expression in English language learning, subsequently the following conclusions were obtained:

- A little more than half say that they rarely use audio and video resources in the process of teaching English in the study texts. Students receive little visual and auditory stimulation.
- Most students present problems in oral production, have difficulty reproducing sounds and words of the English language.
- More than half of the students observed do not watch videos in English. It can be evidenced the probabilities of becoming familiar with the language are limited.

In. my opinion, this study guides students to promote and improve oral expression in English language learning. The analysis provides students: visual and auditory simulation, helping students with difficulty when pronouncing sounds and also provides opportunities to become familiar with the second language acquisition.

For his part, Clara Rodríguez (2017) in her research entitled "The use of visual material and its impact on the oral expression of the English language of students from first to fourth year of basic education of the "Alianza" Private Educational Center of the city of Ambato", part of its methodology is supported by a field and documentary research with

qualitative and quantitative paradigm, the author worked with a population of 76 students and 5 teachers using the technique of observation and as a tool a checklist. Its objective is to determine the incidence of visual material in the oral expression of the English language. The author concludes the following:

- The visual material used is limited, which means that students only perform activities contained in the text, not communicative activities that increase their oral expression.
- The visual material used is not adequate, which means that students do not participate in classes, since the teacher is the only one who develops the classes, this means that students do not feel identified with the language and much less that they develop it. they do not feel part of the teaching-learning process.
- English classes are more focused on the grammatical structure which causes students to get tired and not pay attention to the classes.

Rodriguez (2017), did a job implying that the material is not adequate making students passive in class. This was the part that was considered and the creation of material was a tool that led students feel part of the teaching-learning process and avoid the previous stages and forms of the teaching that emphasize only on grammatical structures.

On the other hand, Victoria Parra (2015) in the work titled "The Auditory Didactic Material in English Speaking and Listening Skills in the Students of the" Ambato Adventist "School of the City of Ambato of the Province of Tungurahua of Cantón Ambato", applied a qualitative-quantitative approach, with a type of exploratory and descriptive research. The author had a population of 36 participants and made use of the survey as a technique and as an instrument the questionnaire, thus concludes that:

- Students must learn to recognize the different types of accents depending on the auditory material in the English language so that they become more familiar with the language, because when they feel exposed to an English speaker they can function properly and safe with the English language.

- Students with practice through better auditory didactic materials can improve the skill of speaking to have a better communication because by feeling in direct contact with the English language they will be able to perfect and thus communicate easily in any situation.

The job done by Parra (2015) has made students become more familiar with language making a message work properly in accordance to what is intended to achieve or to communicate. Having good results making the improvement of speaking and listening using auditory didactic materials a beneficiary tool in class.

In the same way, Astarina (2014) conducted an investigated in Indonesia with the theme "THE USE OF VIDEOS TO IMPROVE YOUNG LEARNERS 'SPEAKING ABILITY "(The use of videos and the development of oral skills of young people") in which he used a quasi-experimental methodology designed for the fifth grade of a public school having as sample two groups of 30 participants in each. This experiment was carried out in a period of four weeks, in which videos were used with one group and text of dialogues with the other group. The information collection instruments used were a pre-test, post-test, field notes and questionnaires. In conclusion, the author mentions the following:

- The statistical results indicated that there is a significant difference between the two groups.
- The use of videos was more effective in improving the oral skills of young students, especially in terms of vocabulary, pronunciation and fluency.
- The videos successfully attracted the attention of the students, promoting their participation and improving their understanding.

This study done by Astarina showed that there was a substantial enhancement between the experimental and the control group using videos and making efficient advancements in young students. There was an upgrading in vocabulary, pronunciation and fluency because the videos used in the study helped in class involvement and fortification of knowledge.

Finally, Olivo (2015) in his investigación “Audiovisual resources for English learning in the students of the first year of Baccalaureate of the Bartolomé de las Casas educational unit of the of the indigenous community "Las Salasacas" of the province of Tungurahua” applied a quantitative research, with a descriptive research. The author had a population of 70 students and used a survey as a technique with and statistical analysis, ending that:

- According to the results obtained, it has been concluded that the students of the first year of the Baccalaureate of the Fray Bartolomé Fisco-Misional Educational Unit.
- It has been verified that the teachers of the English area are in agreement with the use of audio-visual resources for the learning of the English language in the students of the first year of the baccalaureate of the Educative Unit.
- With this background it is concluded that it is necessary to implement the audio-visual resources for the learning of the English language in the students of the first year of the baccalaureate of the Educational Unit Fisco-missional Fray Bartolomé de las casas- Salasaca

Thus, with the use of different auditory materials in the classroom, students can be helped to recognize the language in terms of accent and pronunciation so that when they need to express themselves orally they can do so with more confidence. In the same way, it is mentioned that through continuity, the auditory material can help students to improve their language and express themselves more easily. Additionally, Parra (2015), also emphasizes the use of extra auditory material such as songs or films, since they can help the student become more familiar with the actual language used by native speakers and thus make their learning more productive. Astarina (2014) and Olivo (2015) recommend to adapt the content of the book to a real context so that students feel motivated to express themselves orally depending on the situation and thus avoid memorizing sentences when speaking.

## **2.2. Philosophical foundations**

Interpretivism may well be considered as a philosophical research foundation for this work. As the study will deal with the development of a language skill, rather difficult to measure, it will become necessary to discuss and adopt a view that relates the social and contextual realities of the focal group, i.e., students of high school level who may not have

had a real chance, or appropriate guidance, to understand the value of being exposed to authentic audio-visual materials as a way to develop their oral expression.

As Feng and Byram (2002) assert “The issue of authenticity in language teaching materials is one with a substantial history and development” (p. 58). Ever since communicative language teaching (CLT) saw light, the use of authentic materials has been deemed as the best way to attain communicative competence by learners and match educational – learning – objectives. Although this last statement sounds pivotal, there seems to be evidence that not all textbooks used for teaching English meet the requirement of being authentic. Him Cham (2013) explains that the reality of the outside world (i.e. language and interactions outside the classroom) is not actually encountered in textbooks. As he goes on, he insists that those people in charge of writing English textbooks should pay closer attention to interactional authenticity in the classroom. Therefore, should textbooks be forgotten so that other materials are introduced instead? Bahrani, Shu Tam, and Zuraidah (2014) argue more towards to idea of appropriate input and second language acquisition (SLA). They, if anything, do not consider that textbooks are to be cluttered away. What should be more the case, is to determine if the contents of a series really offer such input that it really allows for oral skills that are inside a conceived idea of authenticity. And, as Israel (2007) claims, authenticity might also be constrained by multiple ontological definitions offered. Keeping this in mind, it is also important to consider that authenticity in oral expression should be – at least – clearly defined and described to students before any assessment takes place.

### **2.3. Legal basis**

In its Art. 27, the Ecuadorian Constitution decrees that education in the country is to be human-centered. Additionally, Ecuadorian education should guarantee the holistic development of individuals. In this context, education in the country has to be participatory, mandatory, intercultural, democratic, inclusive, diverse, high quality, and warm. Moreover, Art. 343 overtly states that the Ecuadorian National Education System – which encompasses elementary, secondary, and higher education – will aim at the development of the individuals’ abilities and potentialities. As a result, the system will have the learner as its center, and it will operate in a flexible, dynamic, inclusive, effective, and efficient manner.

Complementarily, the National Plan for Good Living, in its Objective 4.8i, establishes the promotion of educational processes that support foreign language learning, under international accreditation parameters, throughout all the levels of the Ecuadorian Education System. Hence, the Ecuadorian EFL National Curriculum, which was developed in 2016, has organized and standardized EFL instruction in all the primary and secondary education levels. One fact that has particular significance for this project is that the EFL National Curriculum stems from five threads. Of these threads, the last one, Language through the Arts, directly links literary manifestations to EFL instruction.

Certainly, Education in Ecuador endorses the progression of people and groups educators and scholars needs to contribute in the ascendancy and accomplish as considerable knowledge with their abilities and aptitudes. The present study emphasizes on the progress of oral expression for the benefited students.

#### Organic Law of Intercultural Education

Article 343: “The national education system will aim to develop individual capacities and potentialities.”

This investigation attempts to help teachers and students implement mobile applications in the teaching-learning process. As a result, they can develop their capacity for the language and increment their potentialities.

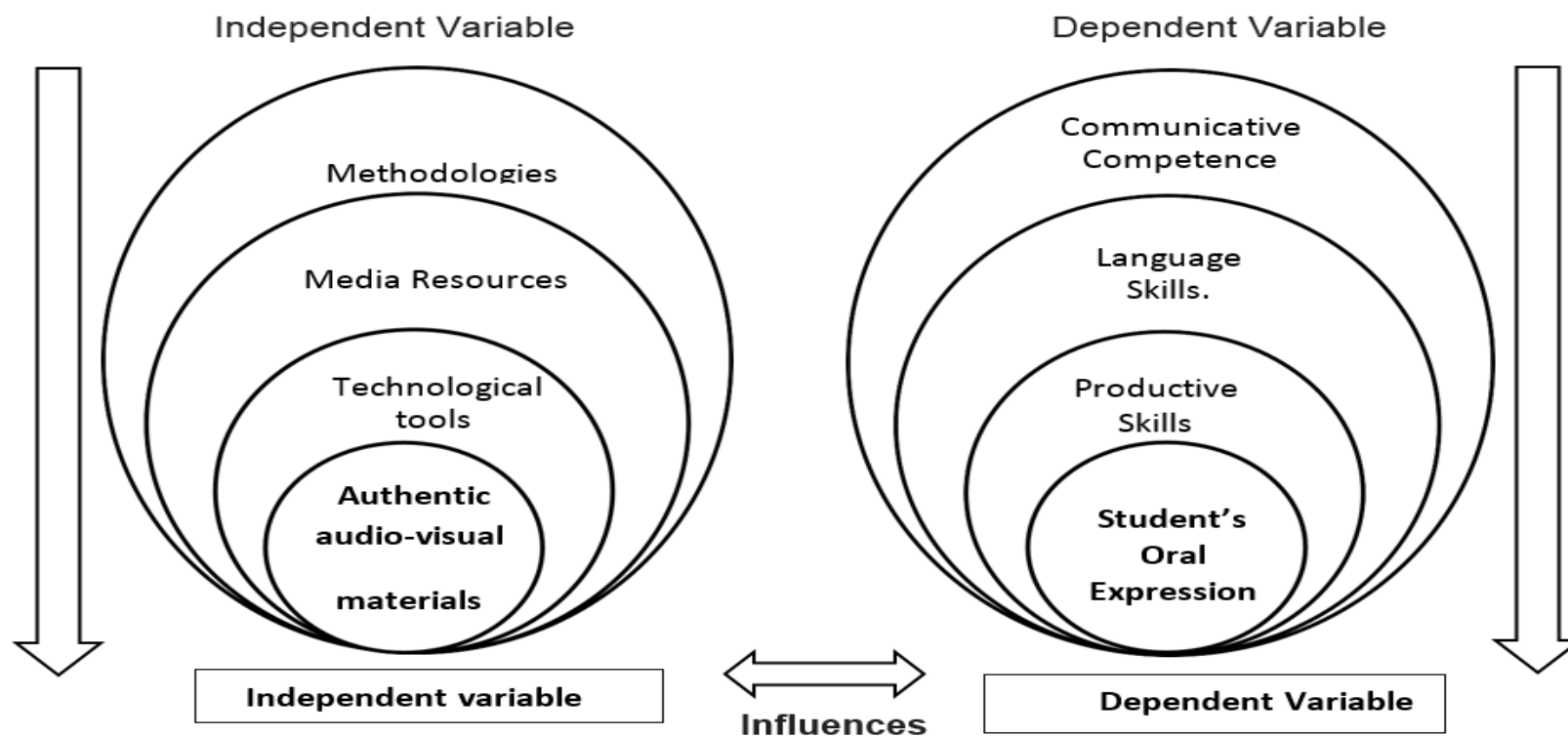
Article 347: “Guarantee the active participation of students and teachers in educational processes.”

The Ecuadorian Education promotes active participants and investigators. Operating a didactical guide is created a tool that links teachers and students as active participants of the educational setting to develop a real competence in oral expression.



## 2.4 Key categories

The following diagrams present the variables' categorization, in their different levels of conception.



**Figure No. 2:** Fundamental categories.

**Author:** Manzano, R. (2018)

### **2.4.1 Methodology**

It is understood as such any instrument or object that can serve as a resource so that, through its manipulation, observation or reading, opportunities to learn something are offered; or with its use it intervenes in the development of some function of teaching. They are the physical means insofar as they convey a message for teaching purposes. (Morales, 2012, p. 62)

Educational resources, therefore, are those materials or tools that have utility in an educational process. Making use of these resources, an educator can teach a certain topic to their students. This means that educational resources help teachers to fulfill their educational function. At a general level, it can be said that these resources provide information, serve to put into practice what they have learned and, sometimes, they even become guides for the students.

### **Importance**

Better methodologies provide students with a better assimilation of knowledge, because the information presented is better organized to be analyzed and understood. They make the students feel motivated by talking about the topics to be discussed and above all that they feel involved in the development of the class. They help improve the cognitive abilities of students and develop them. (Morales, 2012, page 73)

It is important to emphasize that educational resources not only facilitate the teacher's task, but also make the learning process more accessible for the student, since it allows the student to present the knowledge in a closer, less abstract way. They help to assess the level of learning that students have, because each of these resources is used with a clear objective in mind. They provide a better interaction between the teacher and the students.

## **AUTHENTIC AUDIO-VISUAL MATERIAL**

Ramírez Rosa (2013) establishes that: They are audio visual materials created for native speakers of the language and used in a class in its original form and design, among which are: projection of films, television programs, documentaries, music videos, interviews. (Darwish, 2014, page 3)

This implies that for the development of the English class it is necessary to use different types of audio-visual material that help students to understand in an easier way. Through the correct use of authentic audio-visual material, the teacher can make their classes more entertaining by attracting the attention of the students, motivating them to learn and involving them in the development of the class.

Likewise, Morales (2012) defines the authentic audio-visual material as a set of material means that intervene and facilitate the teaching-learning process. The same author adds: These materials can be both physical and virtual, assume as a condition, arouse the interest of students, adapt to the physical and psychological characteristics of them, in addition to facilitating the teaching activity to serve as a guide; likewise, they have the great virtue of adapting to any type of content.

This means that the authentic audio-visual material is a great support both for the teacher and for the students because they help to understand what has been learned in a more real context and easy to be assimilated by the students. In addition, it helps to develop the four essential skills for the teaching-learning process of a new language.

### **Importance of authentic audio-visual materials**

The main function of audio-visual material is to serve as a communication tool between the teacher and the students. The different types of visual material contribute to the knowledge of the students, because sometimes the words are not enough for the students to understand what the teacher is talking about and this is the use of visual material as a primary support in the development of class.

The motivation is achieved through materials that pose achievable challenges, that is, they must offer new information, always based on the previous experience and knowledge of the student (Latorre, 2014, p. 11)

Many teachers are beginning to realize the possibilities offered by materials that do not have the limitations of the format of the textbook and that can be applied to multiple tasks and learning objectives. The use of authentic materials especially audio-visual has gained strength, and more and more are teachers at basic school levels, university or extra-curricular courses that include them in their classes, alone or as a complement to the textbook. By offering a real context, students can prepare themselves for situations of everyday life where they can make use of phrases and expressions learned while using this material.

According to Gebhard (1996) authentic materials help us to contextualize the learning of a language. He explains it in the following way: when the lessons focus on understanding a menu or the weather report, for example, students tend to focus more on the content and meaning than in your own language. This offers them a great source of information and thus they are not only exposed to the language presented by the text or the teacher.

Another reason for using the different types of authentic audio-visual material in the evaluation of languages is because there are characteristics of the process or configuration of how language is being used that cannot be separated from its meaning (Gruba, 1997). It can help increase student enthusiasm, cultivate their listening interests and achieve the goals of learning English. Ockey (2007) stated that because the use of video could result in the evaluation of students' ability to use visual cues to understand the phonetic text, this would help students understand and have a better sense of what they have done. listened and therefore able to produce it.

### **Characteristics of authentic audio-visual materials**

Álvarez (2009) mentions that some important characteristics that authentic audio-visual materials have, such as:

- Colloquial use of real language with phrases that sometimes are not complete among those that we find idioms, gerunds, specific dialects and idiomatic expressions.
- The speaker demonstrates an inheritance and idiomatic environment of the place of origin, as well as a dialectical domain. In addition, it is not always expressed clearly because it presents hesitation or paraphrasing on some occasions
- Dialogs always have a purpose regardless of the circumstances in which they are
- There is always a visual and auditory stimulus, and, in some cases, there may be subtitle help due to the complex language that may exist.
- Different types of accents, real pronunciation of the words always reflecting the popular culture of the speakers of the language as they can be the traditions, customs, typical food, parties and typical clothes of the place

For this reason, authentic audio-visual material becomes an indispensable resource within the classroom because it not only provides a visual and auditory stimulus that helps to retain student attention, but also the language used by native speakers. It demonstrates the true accent, pronunciation, use of phrases and the different contexts where this language can be used.

### **Benefits of authentic audio-visual materials**

According to Ramírez (2009) the use of authentic audio-visual material is important due to the following reasons:

- Focus students' attention on the meaning, making the language real.
- They provide a context that helps infer the meaning.
- They develop students' interest in the language.
- They can be applied to various learning situations.

Harmer (2007) adds that with audiovisual material students can also learn rules of non-spoken behavior in different social situations (they can see how the intonation matches the facial expression, they can see how they behave and what they do when they talk. easier to understand in a video than in a book.

It can be shown that the use of authentic audio-visual material allows students to listen to native speakers of the language, which reflects authentic reality and characteristics of the culture from which the language is used. The most important thing is the cognitive interest it generates in the students, the willingness to discuss issues and, therefore, improves your motivation to learn a foreign language.

Therefore, if students receive a speech in a foreign language, all their efforts dedicated to learning a language, were not in vain. Thus, the main task of the teacher in the stage of working with authentic material is to select audio and video material that is interesting, informative and meaningful, understandable, coherent with the modern reality of the foreign language and thus be able to create favorable conditions for acquisition. of new information about the culture and behavior of native speakers

### **Types of authenticity in audio-visual materials.**

Ramírez (2009) believes that there are four types of authenticity that can be evidenced clearly in audio-visual materials that are in continuous interrelation, are the following:

- The authenticity of the texts that we can use as input data for our students.
- The authenticity of the interpretation of this type of students' texts.
- Authenticity of conductive tasks for language learning.
- The authenticity of the current social situation of the language class.

Therefore, considering all these definitions, we could say that authentic audio-visual materials are produced by native speakers for natives, without any kind of pedagogical concern. It cannot be manipulated since we would not change their identity and they should be used in the classroom without any modification.

### **Classification of authentic audio-visual materials**

Chmielowiec (2009) believes that audio-visual material is classified as follows:

Movies: Movies are a type of audio-visual material that contain clear and understandable dialogues which create the illusion of a real conversation. Since the dialogues intend to demonstrate a real conversation, this type of material can be called authentic.

Television: Television is an audio-visual medium that offers a variety of live or recorded programs that are undoubtedly made for speakers of the same language. Among the live programs we can highlight: interviews, weather reports, morning programs. As for the recorded programs we have: novels, television series, documentaries among others.

Videos: Videos are another type of audio-visual material that is considered authentic since they present a real language, provide an authentic look at the culture, motivate students and generate a reason to produce and practice the language.

It can be observed that there is a wide variety of authentic audio-visual material that can be used in class and that can help students to increase their level of attention and to feel motivated since motivation is a main component in the teaching-learning process because students must feel the desire to expand their knowledge.

Goodwin (2011) mentions that the use of films is intended to consider the culture of students and provide opportunities for them to be directly involved in their learning process.

This is achieved by designing film-based activities that encourage students to take advantage of his personal experiences, prior knowledge and cultural background. This author affirms that "if films are used in the classroom, the learning environment is altered and the potential to discover different social phenomena increases" (Goodwin 2011 p.123 free translation). The author also ensures that the students show more energy, enthusiasm and even show more interest and motivation in the class.

The media is an important part of learning since it is seen as a tool for language teaching media and has always been used to facilitate the task of language learning. These have been exploited in different ways according to the selected methodology. But whatever the focus, everyone agrees that they can do a lot to increase the daily practice of the language. (Chmielowiec 2009)

The use of this material can help students in the classroom in different ways. The use of authentic audio-visual material reaffirms to the student that what he is learning in the classroom is really used, actually used in the real world. In turn, students can gain confidence in the use of English when it comes to real-world situations because they have already been exposed to this language in the classroom.

There are many concepts that can be given to authentic material, whether physical or digital. According to Harmer (1983) "Authentic texts, whether oral or written, are those designed for native speakers. They are real texts not created for language students but for speakers of the language in question "(p.33). The use of authentic materials has gained strength and more and more teachers at basic school levels, university or extra-curricular courses that include them in their classes, alone or as a complement to the textbook. Authentic material is considered, any resource that can be used to facilitate the learning of a language; This can be linguistic, visual, auditory, kinesthetic, and can be presented in printed form, through CD-ROMS, DVD or even through the Internet.

### **Importance**

Using authentic materials, the student performs tasks focused on the development of language skills, these can be positively perceived by virtue of the effectiveness they entail; when, somewhat later, we expose the student to instances of new and real language, it is the affective element that stimulates their acceptance. (Castillo, 2012, p. 1)

The materials allow the student to develop confidence through activities that strengthen and develop their four skills (listening, speaking, reading and writing) using real problems that lead him to be creative, imaginative and analytical. This is how, relating everything to his real life and his interests, they will be convinced that what they have learned is not an illusion; but something significant.

For Shomoosi (2007) authentic materials must meet the following conditions:

- **Teacher Skill:** Although the use of resources that can offer a more real environment is not considered authentic, it is the ability of the teacher to



select, classify and apply the material what really gives the touch of authenticity to a resource.

- Authenticity: It lies in the relevance of the selected material and in its capacity to generate situations that provoke communicative activities. Selecting materials to bring them to a high degree of authenticity is not simple, the teacher must take into account different advantages and disadvantages of its use and how you can get the most out of this material.

In accordance with the above criteria, we believe that the most suitable materials to introduce into the teaching-learning process a component of authenticity are those in electronic format, with audiovisual emphasis, which suppose a creative management of the information, and with an overall availability. These four factors determine that those materials that comply with them are easy to store and reproduce, combine visual and auditory stimuli, facilitating a natural understanding, offering real information that is not adapted, and eliminating geographical barriers that are accessible both in the learning context second language as a foreign language

### **Advantages.**

For Shomoosi (2007) the authentic materials count as advantages the following:

- Resources at hand and easy to get
- Great variety of subjects for any type of apprentice
- Approach students to a more real use of the language
- Variety of skills that can be worked
- Generate a more immediate sense of success in the foreign language.

The specific subjects of the mention of English, have approached the student to the culture and the roots of the English language, being one of the reasons on which it is based, that the use of authentic materials in the classroom work and improve the level of English, since he has experienced it first-hand.

## **Disadvantages**

According to Shomoosi (2007) in the use of authentic materials the following disadvantages can be detected:

- Extreme difficulty in reading or listening texts due to the amount of vocabulary not designed for students.
- Some examples of this material may be obsolete and unattractive for the same group of students.
- The fact that the material is not for teaching can inhibit and, in some cases, frustrate the student.
- Mixed structures may seem more complex for trainees.
- Authentic texts are often of advanced level.
- It is very possible to find words or expressions that are not in the dictionary.

It may be a burden for the teacher to have to select materials for the most basic levels. The communicative interaction in the foreign language classroom depends on the teacher, the student, the objectives, contents and procedures, and the classroom. These interactions may be between student-student or teacher-student, and may also be: verbal communication, either using the mother tongue or the foreign language; by non-verbal communication.

## **TECHNOLOGICAL TOOLS.**

As established by Richards (2006) when integrating technology in education we must be aware that it is a gradual process and is related to various factors, ranging from the availability of resources to the correct use of the tools when applying them. In this paper you will find various technological resources aimed at teachers, who can support their classes in a practical way and discover the didactic use they can give them.

### **Characteristics of educational tools.**

Inside the characteristics of curricular materials, we can mention some aspects. It is important to pay attention to the different learning rhythms of our students to know what resources are appropriate at the time of the teaching-learning process. The flexibility with which the various tools have to adapt to the environment and that can help for the expected educational development. Accessibility plays a fundamental role when choosing

complementary tools, since the main objective of using them is that they become a support and not a barrier. (Chmielowiec 2009)

### **Comparison between the traditional learning environment vs new learning environments.**

Within education we are faced with different scenarios each day, as well as different updates in tools or applications that arise, within the whole range we must discern and be able to select the best options to achieve an assertive work with our students. Harmer (1983).

#### **Traditional learning environment.**

- Individual work
- Linear information transmission.
- A means of communication.
- Direct teacher instruction.
- Experience-based learning.

#### **New learning environments**

- Collaborative work.
- Information exchange.
- Various media of communication.
- Student-focused learning.
- Learning based on critical thinking.

Let's see a comparison considering the teaching-learning methodology with the use of Technological Tools. By having a greater reference, we can decide the type of resources that we require and we can use as a complement. Harmer (1983).

### **Resources**

- a. Rubistar When we are doing some activity that we will ask our students we have to think about how to evaluate and a page that helps us to make rubrics in an easy and simple way is: <http://rubistar.4teachers.org> the page you can register or simply start working, has a list of different templates to evaluate projects, you can edit and adapt to our needs or create new rubrics. You have the option to work in English or Spanish. This page gives us the option to save or print the rubric directly from the page and share it with our students, thanks to this we will be ensuring that they know the points that are expected at the time of submitting their work and we as teachers gives us clarity at the time of the evaluation.
- b. Voki Voki is a talking character that can be created with the tool of the same name. Plays in a visual and aural way the text that is indicated (with a maximum of

characters and / or time) <http://www.voki.com/create.php> This resource is a free service that allows you to create in very easy steps avatars (characters) to which we can add voice sound. It gives us the option of using microphone, keyboard, Traditional learning environment New learning environments Individual work Collaborative work. Linear information transmission Information exchange A means of communication. Various media of communication. Direct teacher instruction. Student-focused learning. Experience-based learning. Learning based on critical thinking.

recording or attaching audio file, so with these variants its use becomes very simple. When creating your avatars the same page shows you step by step the alternatives that you can add or modify in the characteristics of the "vokis", applications of the voice, diversity in the backgrounds and frames and finally publish your "voki" These We can use avatars in emails, blogs, web pages, etc. In educational matter this resource is used to improve the effectiveness of a language because it allows them to hear the pronunciation correctly. When you register if you have an account as a student or teacher you will find exclusive options.

## **MEDIA RESOURCES.**

The didactic material is one that gathers means and resources that facilitate teaching and learning. They are usually used within the educational environment to facilitate the acquisition of concepts, skills, attitudes and skills. They are a great support for the teacher's work and generate in the student's pedagogical situations that allow significant learning and projection in their context, encouraging their interests, their expectations, especially when they themselves are involved in the development and management of them. (Arranz & García, 2011, page 284)

Every teacher when facing a class must select the resources and teaching materials planned to use. Many think that the material or resources chosen are not important because the important thing is to explain the lesson daily, however, they are wrong, because it is fundamental to choose the resources and didactic materials properly because they are fundamental tools for the development and enrichment of the teaching-learning process of the students.

## **Importance**

The didactic resources provide a direct link of the students with the reality of the physical and social context, because they need to create, manipulate, experience different means and resources that motivate them to participate actively in the educational process promoting the questioning, discussion, debate, interaction, experience, in a setting where communication is facilitated the teacher and with his capacity to show that the didactic resources and resources were really useful in the construction of his learning. (Arranz & García, 2011, p. 288)

Nowadays there are excellent didactic materials that can help a teacher to teach their class, improve it or that can help them in their work. These didactic materials can be selected from a large number group such as media libraries or specialized books, from those made by publishers or those that one with the experience comes to make. The environment, nature and the immediate environment provide abundant possibilities that can be used in favor of children in the teaching-learning process.

## **Classification:**

According to Picado (2003), didactic resources are classified into three categories: direct experiential resources, structural resources and symbolic resources.

- Direct experiential resources: are the experiences acquired by students inside or outside the classroom. These are activities in which the teacher exposes students to real situations so that they retain knowledge already acquired. These can be excursions, visits to museums, plant a plant, etc.
- Structural resources: refers to the infrastructure of the educational center. That is, the facilities of the institution such as computer labs, gym, libraries, etc.
- Symbolic resources: these resources are represented by graphics and symbols that help students understand better. These can be fixed such as models, models, etc. Printed material such as posters, visual cards, etc. And audiovisuals such as sound equipment, projectors, etc.

It can be used with very different didactic objectives, and for teachers to use them for different purposes it is important to change the conceptions about teaching and learning

beforehand. Thus, the advantages and limitations of a specific material have to be considered by the teacher for its didactic use, to decide on its educational and didactic potential, and consequently, on its curricular integration.

### **Characteristics**

Arranz & García (2011) states that visual materials, traditionally known as graphics or images, include illustrations, photographs, films, maps, calendars and posters, among others.

We can mention the following characteristics:

- These materials can include any element that is visible, not just drawings and images.
- They make it easier to teach the language, no matter the age, sex or level of the student's language or the subject that is being addressed.
- It has been shown that, in some way, motivate the student to speak.
- Help promote conversations in the classroom.

### **Purpose**

The purpose of the materials, in general, is to promote a dynamic interaction in the classroom or in the new learning scenarios, as are the different technological platforms, through the development of strategies and linguistic and communicative skills, practice linguistic and communicative, the use of language through verbal or written interactions and forms of evaluation. (Picado, 2003, p. 51)

Teacher training in recent years has undergone a transformation with respect to content, guidelines and means. The development of new didactic resources and educational technologies has meant that teachers who participate in the training and training efforts acquire a greater role, intervention and control of the processes, especially when making use of the resources and tools that best adapt to them. your training needs.

## **METHODOLOGIES**

### **Direct method.**

Emerge at the end of the 19th century as a reaction to the previous grammatical translation method. This is a method for you to teach a foreign language is not necessary to make a translation to the mother tongue but through demonstrations and actions of what we want to teach. It was developed by Maximilian Berlitz. It was also called the natural method by L. Sauer (1826-1907),

The role of the teacher is the information about the foreign language, it must create a learning climate, the students are comfortable and relaxed and ask questions and answers. The role of the student performs activities such as games and simulations without having to carry them out in the foreign language until they are found, answer the questions of the teacher and use the fixed structures of conversation.

This method carries out the following principles and procedures:

- The instructions in class are only given in the foreign language.
- Only everyday vocabulary and phrases are taught.
- Oral communication skills are built gradually through

Questions and answers between teacher and students in intensive classes.

- The grammar is taught in an inductive way.
- The new knowledge is oral.
- Specific vocabulary is taught through demonstrations with objects and images
- Listening and speaking are taught.
- Attention in pronunciation and grammar.

This method was very successful in private schools but was difficult to include in public schools.

### **Berlitz Method:**

It was created by Maximilian Berlitz in the year 1878. This method is based on the natural way in which a child learns his mother tongue. Only the language that one wants to learn during teaching is used, so the student learns to communicate in that language before

knowing the grammar of that language. A period of time between two and six weeks is used with eight hours each day. Berlitz called this program "total immersion."

The principles of this method are:

- only the foreign language will be spoken in the class
- emphasis is placed on oral language
- there is no teaching of formal grammar

### **Audio lingual method**

As established by Richards (2006), this method arose in the United States around the 40s, with the 2nd World War. It was also called "Army Method". It is based on behavioral ideology.

This method for learning languages is similar to the direct method. Like the direct method, the Audio-Lingual Method advises that students use a direct language, without the need to use the mother tongue to explain new words or the grammar of the foreign language. However, unlike the direct method, the Audio-lingual Method did not focus on the teaching of vocabulary.

There are a number of principles by which this method is governed:

- The instructions are given in the foreign language.
- Teaching takes place within a context
- The mistakes are avoided as they produce the formation of bad habits
- Through positive reinforcement the student is helped to develop good habits
- The teacher is considered as a conductor who guides and controls students in the foreign language
- Mythics, memorization and pattern exercises are the techniques that are used most frequently.
- Listening and speaking receive greater importance, and precede reading and writing
- Later attention is paid to correct pronunciation, stress, rhythm and intonation.

The meanings of the words are derived from a linguistic and cultural context, and not in isolation.(Richards, 2012, page 44)



As for the type of exercises, the following are included:

1. Repetition: students repeat a phrase out loud.
2. Inflection: a word appears in another phrase but in a different form.
3. Replace: a word in a phrase is replaced by another
4. Reexpression: students reformulate a sentence and direct it to another person according to the instructions
5. Complete: students hear a phrase that is incomplete by a word. They repeat the phrase completing it.
6. Transposition: sometimes, a change in the order of the phrase is necessary when adding a word.
7. Expansion: when a word is added it has a certain place in the sentence.
8. Contraction: a single word is synonymous with a phrase.
9. Transformación: una frase es transformada a negativa o interrogativa siguiendo los cambios en tiempo, modo, voz, aspecto o modalidad.
10. Interrogación: Dos frases separadas son integradas en una sola frase
11. Réplica: los estudiantes hacen una réplica apropiada de una frase dada.

#### **2.4.1 The theoretical basis of the Dependent Variable**

##### **ORAL EXPRESSION.**

Bygates (2015) said that oral skill is the ability to communicate through pronunciation, vocabulary, grammar, knowledge of socio-cultural and pragmatic elements in a specific language, which are produced and adapted to the circumstances of the moment. That is, make quick decisions, integrating them appropriately, and adjusting them according to unexpected problems that appear in the different types of conversation. The need for a common language that allows international society to access this new globalized world (Gardel, 2003, page 139).

To promote the development of a skill it is important to take into consideration the path that must be traveled to obtain that objective. For this it is necessary guarantee the conditions that favor their assimilation in an easy and effective way. It is called skill training to the stage that includes the acquisition of modes of action under the direction of the

teacher. The development of skills such as oral skills is the stage where the action is exercised, once acquired the modes of action (material form).

### **Importance of Oral Expression Skill.**

In recent years, oral communication and its importance in all areas of human life have led to the return to the study of the social role of language to expand the very definition of language, not only as a "system of pure signs" but as "system of signs that participate in human social communication. These current needs will be our starting point to justify and develop the importance of the acquisition of what we now call "communicative competence", specifying this competence when speaking of obtaining a communicative competence in English. (Gardel, 2003, page 145)

During the last years, in the teaching of English, the importance of a correct mastery of grammatical structures has gone from the current vision, in which the most important objective is to ensure that students are able to use the language foreign to communicate, without focusing only on the correction of their productions. Therefore, oral communication takes a primary place in our classes. So it is necessary to develop a list of activities that help us strengthen our students' use and mastery of oral skills.

Foreign exchange is the development of communicative competence or ability (knowledge and use) to interact linguistically in an appropriate way in different communication situations, both orally and in writing. This capacity includes other competences (linguistic, pragmatic, sociolinguistic. (Domínguez, 2008)

Linguistic competence: Linguistic competences are those that measure the ability of individuals to understand and express themselves in a language, both in writing and orally that is the main objective of language learning.

Linguistic competence is related to the mastery of the linguistic code (grammar, vocabulary, pronunciation and spelling) and focuses on the knowledge and ability to use these elements to understand and express themselves.

- Grammar: part of linguistics that studies the structure of words and their accidents, as well as how they combine to form sentences.

- Vocabulary: set of words that are part of a language, are studied through lexicology and can be classified into: common, technical, jargon and usual.
- Pronunciation: refers to the way in which a word or language is spoken. The sounds, intonation and accent of the words are studied through phonetics.
- Spelling: are a set of rules that a language has. (Gardel, 2003, page 144)

Pragmatic competence: Pragmatic competence enables the relationship between linguistic elements, context and users, and is therefore the ability to adapt to the communicative situation, cooperating in communication in a coherent way, reacting naturally, controlling discourse, taking into account the subject, the communicative intentions, the interlocutors and the context where the exchange takes place. In other words, pragmatics is interested in analyzing how speakers produce and interpret sentences in context. (Dominguez, 2008)

Sociolinguistic competence: The sociolinguistic competence can be included in the pragmatics, it adds knowledge of the conventions of the language, the appropriate styles and registers, the dialects and the ability to interpret cultural references. Sociolinguistics as a discipline studies the different aspects of society that influence the use of language, such as cultural norms and the context in which speakers develop. Sociolinguistics deals with language as a system of signs in a social context. It differs from the sociology of language in that it examines the way in which language influences society. The use of newly formed skill, experience, etc., makes it easier to implement them.

Among the requirements for the development of the skills contemplated in contemporary literature are:

- Clarity in the operational system of the skill.
- Systematically actions and operations (frequency and periodicity)
- Clear compression of the objective to be achieved.
- Direction of the development process of the skill in a gradual and programmed way (complexity and flexibility).
- An efficient development of the skill establishes the steps to be achieved.

- An active and conscious role of the student so that he selects the most appropriate methods, methods and means to put them into practice according to the understanding of the objectives set. (Peillón, 2004, page 2)

Communicating in the foreign language is a necessity in today's life, the knowledge that this language provides and the ability to communicate contribute to a greater understanding and mastery of the language itself. The communicative process allows the acquisition of knowledge about other customs, ways of thinking and acting, and provides a much more comprehensive vision of objective reality.

### **Basic needs detected for the development of Oral Expression.**

- Need for an improvement of oral expression and comprehension. (The beginning of our work within the criteria of "action research" applied to our daily school practice was due to the verification of some communicative needs in English, in terms of the development of diverse skills in oral comprehension and expression (listening-speaking and communicative skills) On the other hand, the level of written skills was high, we wanted to balance both.
- Need to achieve disinhibition in the use of oral language in class. (There was a great fear of oral failure, that his note of exercises, papers and written exams be harmed by his oral errors, to be judged in large group or to speak in English)
- Need to increase participation and motivation. (Increase work in pairs and groups, recreational activities, reinforcement of the intrinsic interest in English ...), and this through communicative and group activities such as conversations and role playing. (Peillón, 2004, page 2)

### **Participation through conversations**

Structured conversations They seek to obtain a predicted result, different from the mere distraction. One wants to take the interlocutor to think, feel or do something. For this reason, every detail that may affect the desired result must be attended to.

For this:

- Recognize the value of the image and roles.
- Be careful when choosing the time and place.
- Rate the time spent on the conversation.
- Choose your language appropriately.

Improvised conversations It is to have fun, to be distracted, to relax. We seek to engage in a light dialogue without thematic predispositions, to share and feel good emotionally. For this:

- Express yourself and allow the other to express freely.
- Listen in a relaxed way
- Avoid arguing and competing
- Avoid dealing with complex issues. (Richards, 2012, page 44)

Every fact of language implies a reciprocal contact in the establishment of relations, at least two people; one expresses a "psychic content", according to Saussure, while the other acquires a "receptive attitude". Thus, the relationship that is established through language is communication; therefore, communication is considered in its social cooperation, as the fundamental, original and propelling function of language, especially when learning a new language.

### **Difficulties of oral dexterity**

According to Díaz (2007) a prerequisite to be able to listen was to be able to perceive the sounds of all kinds that reach our ear and that if they are articulated, they are part of the spoken chain, which implies interaction with another skill, that is, the expression oral from someone who speaks. In this case we listen to what another person says, which does not mean that we understand if you use a code different from ours, or when our knowledge of yours is still very poor. But it is possible that even when speakers of the same language fail communication occurs, since listening is an extremely complex activity, with the necessary information to understand the message and also because the memory only stores a limited amount of information. More frequent, however, is that failures occur due to the ambiguity of the message, which sometimes gives rise to embarrassing or simply jocular situations.

Other difficulties have to do with the recognition of words, due to the phonetic variability of the sounds that the speaker speaks, as well as the segmentation process, which, fortunately, sometimes does not constitute any problem because the context usually determines where begins and where a word ends in the spoken string.

In addition it can be said that another difficulty is related to the lack of vocabulary and expressions that can be used at the moment of initiating a conversation; that is, if a language has not been well developed, oral skills will be affected by lack of fluency and naturalness due to the lack of expressions that can be used when using the language.

Undoubtedly, digital technologies may well represent the 21<sup>st</sup> Century teaching aid at hand. From initial computer assisted language learning (CALL) to the use of the Internet – which offers a plethora of authentic materials that could be adapted to the teaching practice. Sought-after, real-world interactions are now at *a click away*. The aim, though, should be identifying those types of interactions that really promote development of oral expression. Barr, Leakey, and Ranchoux's argument (2005) is quite valid. They claim that the use of technology is not strange to teaching practices, but when it comes to actual improvement of language skills, the emphasis has been given to written interactions, because of language exchange on blogs, chats, social networks, among others. What should happen with/trough technology when implementing speaking, to develop learners' oral expression? As Thorne and Reinhardt (2008) claim, a problem with real development of oral expression is the attention given to literature, “a worthwhile pursuit to be sure, but one that is specific in its linguistic, stylistic, and pragmatic content and arguably of limited generalizability in application to professional and interpersonal contexts of communication”. Hence, what the teacher should do is look for any communicational practice, such as video conferencing or instant voice messaging, that entails language exchange at the level of real communication. Adding a focal topic, for example, the current political situation in Venezuela, could actually end up making the interaction really worth trying more than once. Authenticity, in this respect, would arise from the very fact that the language used in politics is rather unique, and must be well suited to the situation.

Finding authentic materials to use and adapt in lessons, that help students to improve their oral expression, should not be a difficult task. As it has been proposed, teachers may

opt for technological aid, in the multiple forms it now exists. Used correctly, results could be satisfactory, and real communicative ability existent by the end of an English course.

### **Speaking as a result of exposure to authentic materials**

As established by Richards (2006) “the mastery of speaking skills in English is a priority for many second or foreign language learners”. In many occasions, though, attaining a mastery level is a difficult task, even when students are really motivated to learn the language. An interesting approach to helping students to improve their oral expression could be the use of authentic materials that are included – or could be developed – inside the context of real life activities – such as when applying gamified activities, where use of language becomes more real. Up to the 1970s, emphasis was given to grammar-oriented methods, where repetition drills and memorization of structural patterns were considered key for language learning. However, with the advent of communicative language teaching (CLT), the focus changed towards real communication, even if speaking proficiency was limited (Richards, 2008).

Authentic materials, as classroom elements, could become more enjoyable activities for both teachers and students (Urrutia & Vega, 2010). And this represents an advantage, especially for those students who do not engage in other activities that involve public speaking such as debates, presentations, oral reports, among others. While participating in activities where speaking is less stressful, as a result of carefully designed activities based on authentic materials, learners might make mistakes, which is a rather natural occurrence. Hence, any type of correction should not happen while the activity is taking place, as this could obstruct communication and, more importantly, cause the initial motivation of the learner to decrease (Wright, Betteridge & Buckby, 2006).

As Hammersley (2016, p. 8) points out: “the interactivity of communicative exchange in language activities where authentic materials are used... suggests interchangeable roles as co-participants alternate between speaking and listening”. This stance can remind co-participants that traditional teacher/learner roles are not only functionally interchangeable but also co-constructed.

The above statement makes a reference to another motivational aspect: students feeling more in control of their own learning, seeing their teacher as a companion to the speaking process. This is an aspect of speaking that allows for less anxiety, thus, creating a space for learners to become more motivated to speak.

At this point, a couple of questions arises: Which activities, involving authentic materials, should be used to encourage students to speak? And, what should the characteristics of those activities be? When deciding on which activities to use, adapt, or create, its purpose must be clearly established first. In this case, spoken production should be attained, without initially worrying too much about accuracy, but with a clear aim behind it. A debate, for example, might result a complicated endeavor if it is not well designed. Students should know what is expected from them. And, as the idea is to create a stress-free activity, clarity on the instructions and objective of the activity should be given. Wang (2010, p. 134), makes a very valid point when suggesting that "...we ought to be aware that it is not enough to teach students how to manipulate the structures of foreign language, what also matters is to develop their strategies for relating these structures to their communicative functions in real situations". Therefore, the activities we have in mind should consider different situational aspects.

As expressed by Huyen & Nga (2003) in a communicative language teaching (CLT) approach, learners take part in a number of meaningful activities with different tasks. As they participate, they are encouraged to be actively engaged in the lesson; their communicative competence develops, making their oral expression more advanced as they take part in different activities.

Richards (2006), Taguchi (2007) and Crookall (2010) agree that there are specificities when approaching CLT and explicit activities for the improvement of speaking. First, the intended activity should be devised in such a way that it encourages speaking at the student's peace, but also gives them a challenge, as to really evidence some gain in the speaking proficiency. Second, some way of measuring improvement should also be structured. A rubric, for example, could be adapted so that both the teacher and students have a more concrete record of any development. Finally, an activity which was first used to ignite oral production could be used as many times as desired, but always adding some



extra element that does not make it stay too basic or become repetitive. Authenticity, in this respect, could be lost.

Lavery (2011), proposes the following activities that could be adapted for different levels, as well as different topics. As she explains, the key is to choose subject matter in tune with the students in your classes.

### 1. Just a minute

In this activity, participants are given different topics which they must talk about without hesitating, repeating information or deviating from the topic. A sample video of other students performing the same activity, for example, could be used as the authentic material used to model the experience for students.

### 2. Things in common

This is a team activity. Each team is given four pictures/photos of people, objects, places or a list of four words (people, things etc.).

- One of the four items is the odd one out and they must decide what three of them have in common.
- Challenges can draw on your students' knowledge and curriculum interests or their outside musical, sporting and cultural interests, e.g. four items commonly found in a teenager's room (four of which contain a microchip), four singers (three of them write their own songs).
- As the activity takes place, students will have to use as many details as possible for their descriptions, always considering the use of vocabulary/expressions that are more common – real – to English.

### 3. Slaves to fashion

The teacher takes a fashion item which is important to young people in the country where they are working.

- Ask students to bring as many pictures of these items from magazines. This could be footwear or coats/jackets. Students are put in groups to compare

their photos. Ask them to divide the collection into three categories: fashionable, practical, both.

- Each group must then choose the best possible style for their age range and explain their choice to the rest of the class.
- This can lead in to discussions on how important it is to be fashionable/peer pressure/marketing to young people/parental attitudes to their choice of clothes etc.

#### 4. Let's have a holiday

The teacher gives each group a handout featuring adverts for 4 or 5 holidays. Adverts can be from travel brochures, Sunday papers etc. These can be pure fantasy holidays, adventure holidays/off the beaten track (climbing Everest, exploring the Amazon) or holidays in the British Isles (a city-based visit, a sporting/outdoor visit, a cultural visit to historical sites etc.)

- The group must come to a decision on a holiday to book together and then explain their choice to the class.
- This can lead into a discussion on the best places for holidays in their country or a wider issue like the idea of future holidays in space.

### **PRODUCTIVE SKILLS**

In the learning of a second language it is required to be able to: identify sounds, read or speak correctly - pronouncing the words or phrases well, using the appropriate accent and intonation patterns, writing using the required grammar; in a certain situation. (Dominguez, 2008, page 19)

Language skills are fundamental in the acquisition of both mother tongue and a second language or foreign language, and are subdivided into:

## **Receptive and interpretative**

1. Listening. It refers to perceiving the sound, having an interest in what the sender tells you to pay attention, analyze it, understand it and thus have a good response.
2. Read It is the process of perceiving and understanding writing. (Dominguez, 2008, p. 19)

It is not very common to make use of the most recent effective methods; not even those that were learned in foreign language teacher training courses. The most common is to teach in the same way that we have been taught. But times change, the world advances at great speed and teachers have to adapt to this change.

## **Productive or expressive**

1. Talk. Producer linguistic ability that serves to interact with others, it is necessary that the issuer and the receiver share the same language. At the same time, the sender must have the intention to communicate, the receiver must be willing to receive and understand the message.
2. Write. It is a graphic system of representation of a language, by means of traced or engraved signs. (Dominguez, 2008, page 20)

These linguistic abilities do not work isolated or alone, but they are integrated among themselves, and are related to each other in different ways in use of the language and thus determine the success of a communication. This close relationship that exists between the aforementioned linguistic abilities is known as the integration of skills. That can be found in different situations and in different circumstances where there will always be an issuer (productive skills) and a receiver (receptive skills). Communication is closely related to oral expression. Oral expression also implies developing our capacity to listen in order to understand what others are telling us.

Undoubtedly, the most important difficulty we face when listening to a foreign language is the recognition of words; for two fundamental reasons:

The phonetic variability, according to the phonetic group, the accent, the speed and the speaker. The most known variations are: vowels and consonants, speaker's voice, etc. (Dominguez, 2008, page 21)

Once we have obtained the information that the reading of a text gives us, we are likely to use it to do something concrete: install a device, complete a form, call someone to communicate what we have read (the film they put in the Rex cinema) , the news of someone who won a prize), buy a computer that is on offer, etc. These actions that take place in real life are the tasks that in the teaching of languages are entrusted to the students and that involve the practice of different skills (integrated skills).

The segmentation, that is, a certain number of speech sounds can be separated in several ways, but the listeners of a foreign language can not correctly segment the spoken signal. (Dominguez, 2008, page 21)

On the other hand, Koster in an article about listening comprehension in the teaching of Spanish refers that non-native listeners listen in the same way as natives, logically, the only difference between both groups is that non-natives are slower in the recognition of phonemes and words, and therefore, make mistakes in the identification.

A fundamental factor in improving the ability to listen is motivation, that is, giving students good reasons to listen. Teachers should try, that the proposed listening comprehension activity has to do with the interests, tastes and information needs of the students.

## **LANGUAGE SKILLS**

The development of the four skills of the English language (listening comprehension, reading comprehension, oral expression and written expression) is the most important aspect in language learning. Currently, the teaching of English considers a vision of language that promotes the interrelation between the four skills. Using the language implies interacting, receiving and issuing messages, and one language skill will reinforce and promote the use of another. This vision of integration, in addition to being aligned with the communicative approach, presents the language in a more natural way, closer to reality and more motivating. (Richards, 2012)

English, like any other language, is a vehicle for a wide range of communicative intentions. Languages are often taught and evaluated in terms of four skills: understanding when listening, speaking, reading and writing.

- Listening and reading are known as "receptive" skills, while speaking and writing are they know as "productive" skills. All language students need to develop their skills in each of these areas and their language classes should integrate activities related to each of them.
- Auditory Comprehension: Listen and demonstrate understanding of explicit information in adapted and authentic simple texts, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), which are clearly stated, have repetition of words and visual support and gestural, and are related to the functions of the year and the following topics. (Richards, 2012, page 10)

The distinction in learning English depends on the form of immersion of the subject with the language. For example, if a person learns the language where it is used predominantly. The process of acquiring the English language must also be in a natural way. First start listening (listening). By listening we are increasing our vocabulary. That is why I recommend that your children listen to music and watch television in English, of course they should be topics according to their ages, under supervision and an assigned time.

- Reading comprehension: Reading and demonstrating comprehension of adapted and authentic simple non-literary texts, containing frequently used words, word families, repetition of words and phrases, are accompanied by abundant visual support. (Richards, 2012, page 11)
- Regarding the ability to speak (Speaking) of the language, it is recommended to read daily aloud, with the intention that the child (a) listen to himself (a), if possible can perform this activity in front of a mirror . Try to choose listening or reading material that interests you and captures your attention.
- Oral expression: Play and produce monologues, songs, rhymes and dialogues to begin to identify and become familiar with the sounds of the language. Express yourself orally, either in dialogues, presentations or group activities, with

support of visual and / or digital language, around the themes of the year. Reproduce and produce oral texts, such as monologues, songs, poems, riddles and dialogues, to identify and become familiar with the sounds of the language. (Richards, 2012, page 12)

Developing your speaking skills means gaining fluency when talking with others, as well as practicing your pronunciation. Use your new language skills as often as you can talk to other people, such as other students in your class, native speakers you can find around the city, or language pairs in online exchanges. To practice pronunciation, try reading aloud or repeating a recorded text; imitate the pronunciation and intonation of the original. Record yourself and listen to what you have recorded to identify your own strengths and weaknesses when speaking.

- Written expression: Complete and write, according to a model and with support of visual language, non-literary texts (such as postcards, mini books, shopping lists) and literary texts (such as rhymes, comic strips) with the purpose of sharing information in around the themes of the year. (Richards, 2012, page 13)
- Writing in another language may seem like a huge task, but it's a basic skill, especially if you think you're going to use it at your workplace. As with your mother tongue, your writing will improve if you are a critical reader, actively trying to think about how the texts are structured and what kinds of phrases or vocabulary are used according to the final purpose (for example, presenting a topic, make a description, compare and contrast, write some conclusions). When writing in a foreign language, you should always try to think and write directly in that language.

## **COMMUNICATIVE COMPETENCE**

A competence is the conscious use of one's own knowledge, abilities, abilities, skills, values, attitudes and behaviors, to solve specific situations and problems and overcome challenges. There are different definitions of communicative competence (some of them will be explained below), although all of them agree that it is a capacity that does not only

have to do with communicative capacity of individuals, but also covers social and cultural aspects.

According to Hymes (1972), communicative competence is the most general term for the communicative capacity of a person, a capacity that encompasses both the knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs and experiences. "

According to María Stella Girón and Marco Antonio Vallejo (1992: 14), "Communicative competence includes the skills and knowledge that an individual must have in order to use linguistic and translinguistic systems that are available to communicate as a member of a given sociocultural community. " And finally, referring to Savignon (1983), communicative competence possesses and encompasses a series of characteristics that identify it: - It is a dynamic concept. It depends on the negotiation of meaning. - It applies to both written and spoken language, as well as to many other symbolic systems (nonverbal communication, gestures, behavior ...) - It is context specific. Communication takes place in an immense variety of situations. - Competition differs from acting. - It is relative, not absolute and depends on the cooperation of the involved participants. Threshold levels.

### **Dimensions of the communicative competence**

The communicative competence of a foreign language student should revolve around four dimensions according to Canale and Swain (1980):

- Linguistic competence that concerns the domain of the linguistic system in its three levels: phonetic-phonological, morphosyntactic and semantic; as well as knowing how to manipulate them and produce sentences.
- Sociolinguistic competence that requires the understanding of the social text in which the language is used to adapt the discourse of situations (includes the roles of the speakers, the shared information and the function of the interaction).

- Discursive competence that implies the domain to combine forms and meanings to achieve a coherent and unified text, either orally or in writing.
- Strategic competence composed of communication strategies, verbal and non-verbal, to compensate for the deficiencies of students in the other areas of their communicative competence or to highlight the effectiveness of communication.

In addition, according to the recommendations made by the Council of Europe for the curricular designs of Foreign Languages, a fifth component should be added: socio-cultural competence, in which the most relevant elements of the social and cultural context of the new language are expanded. what is learned.

## **2.5 Hypothesis**

Authentic audio-visual materials enhance students' English oral expression

## **2.6 Pointing of hypothesis variables**

### **Independent Variable**

Authentic audio-visual materials

### **Dependent Variable**

Students' English oral expression.



## **CHAPTER III**

### **Methodology**

#### **3.1.Approach.**

This research combines both qualitative and quantitative research aspects. Measuring development of oral production might result complex, yet it is not impossible. The relationships of the gathered data were determined both for the pretest and post-test – to make sure any quantified data and results are reliable. In the establishment of results, the qualitative aspect of the investigation was touched upon, as this section offered a thorough description of the data analyzed.

As the objective of this study is to find out if students' oral expression could enhance by means of exposing them to authentic audio-visual materials, the chosen approach is correlational; the aim is to find out what type of relationships exist between these two variables (Walliman, 2011), and up to what point any found relationships could create a theoretical framework that aids the learning process of the students (sample) for this study.

#### **3.2 Basic method of research.**

This study mainly occurred in three stages, all of them developed with a survey approach. First, a pre-test that helps to find out what the starting level of development of the subjects' oral expression (speaking skills) was applied (see Annex 1 Pres test). After this first set of data was analyzed, students were exposed to the selected audio-visual materials – second stage – during a given period which took four weeks. Afterwards, a post-test was administered to witness if a level of enhancement of the students' oral expression was attained. (see Annex 2 Post-test).

### 3.3 Level or type of research

This research combined both qualitative and quantitative research aspects. Measuring development of oral production might result complex, although, not impossible at last. The relationships of the gathered data were determined both for the pretest and post-test – to make sure any quantified data and results are reliable. In the establishment of results, the qualitative aspect of the investigation was touched upon, as this section offers a through description of the data analyzed.

**Bibliographic and / or documentary research.** This type of research is applied to the present work since theoretical information of the two variables that support and substantiate the problem was used, as well as helping to collect data and interpreting the results to verify the hypothesis.

**Field research.** It is field research because it allows the collection of real data directly from students, to then analyze, interpret and evaluate the real level of students' oral expression.

**Descriptive research.** The present work has a descriptive research because it reveals the exact situations and attitudes of the people involved through the use of structured techniques such as the survey.

**Non-experimental research.** Non-experimental research is a: "...systematic research in which the researcher has no control over the independent variables because the facts have already occurred or because they are intrinsically mailable," (Kerlinger, 1983, page 269). Therefore, this non-experimental research is used in the present work since the independent variable has not been manipulated.

**Correlation research.** Hernández, Fernández and Baptista (2003) agreed that one of the objectives of this type of research is to evaluate the relationship between the dependent and independent variable. In the present investigation the dependent variable has relation with the independent variable because the first one generates a reaction on the other, therefore this type of research has been used.

### 3.4 Population and sample

This research considered 52 teenagers of the public secondary institution Rumiñahui High School of the city of Ambato. They are students from First Year of Baccalaureate, parallels “A” and “B”, being twenty-six students per class. The reason behind this selection is that the individuals of this age group are supposed to hold certain characteristics – such as varied likes and dislikes, a need for teachers to support their developing minds, among others – that could allow them to better develop their English language skills (Meltzer & Hamann, 2005) an aspect which was considered during this study.

Population	No.	%
Section “A”	26	50%
Section “B”	26	50%

**Figure 3:** Population and sample.

**Author:** Manzano, R. (2018)

#### Characteristics of the students in the analyzed groups

- Men and female.
- Same age (teenagers)
- Different levels of English knowledge.
- One main reason to study English. (Mandatory subject)
- Most of them are from Ambato.

Both groups, the control group and the experimental group had been proven by the pre-test and post-test, however only the experimental group experienced learning to speak English Authentic audio-visual materials presented in the plan. (see Annex 1 Pres-test and Annex 2 Post-test).

### 3.5 Operation of variables

#### Operationalization of the Independent variable Independent variable: Authentic audio-visual materials

AUTHENTIC AUDIO-VISUAL MATERIALS	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
<p>The authentic <u>audio-visual materials</u> are defined as a variety of audio-visual materials created by <u>native speakers</u> of the language and used in a class in its original form and design, without educational purposes but of great use for them finding a <u>real language</u>, in which the student evidences that they learned the target language presented in daily life situations that demonstrate <u>popular culture</u> and expressions commonly used by native speaker.</p>	<p>1) Audio visual material</p> <p>2) Native speakers</p> <p>3)Real language</p> <p>4)Popular culture</p>	<p>-Videos</p> <p>-Documentary</p> <p>-Interviews.</p> <p>-Idiomatic environment</p> <p>-Dialectical domain</p> <p>Dialects.</p> <p>- Idioms</p> <p>-Colloquial expressions.</p> <p>-Slangs</p> <p>-Traditions</p> <p>-Customs</p> <p>-Parties</p> <p>-Holidays</p>	<p>- Shows a good degree of control of a range of simple and some complex grammatical forms.</p> <p>- Uses a range of appropriate vocabulary to give and Exchange views on a wide range of familiar topics.</p> <p>- Is intelligible.</p> <p>- Intonation is appropriate.</p> <p>- Sentence and word stress are accurately placed.</p> <p>- Individual sounds are articulated clearly.</p>	<p>Students' exposure to authentic audio-visuals, for them to enhance their oral expression</p>	<p>Pre-test.</p> <p>Post-test.</p> <p>Rubric.</p>

**Table No. 1:** Independent Variable Matrix  
**Author:** Manzano, R. (2018)

### Operationalization of the Dependent variable

#### Dependent variable: students' oral expression

<b>Dependent Variable: Oral expression</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Techniques</b>	<b>Instruments</b>
<p>Oral skill is the ability to communicate through segmental and suprasegmental features of the language including grammar, vocabulary, pronunciation, fluency and discourse management to get knowledge of socio-cultural and pragmatic elements, which are produced and adapted to the circumstances to solve unexpected problems appearing in different types conversations.</p>	<p>1)Segmental and Suprasegmental features of pronunciation. 2)Vocabulary 3) Fluency 4) Discourse Management.</p>	<p>-Stress -Intonation -Rhythm  -Common -Technical -Jargon -Usual  -Coherence -Context -Situation  -Improvised -Structured</p>	<p>- Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interactions and negotiates towards an outcome.  - Contributions are relevant and there is a clear organization of ideas.  - Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.  - Produces extended stretches of language with very little hesitation.</p>	<p>Pretest and post-test to evaluate initial and final oral expression level.</p>	<p>Pre-test. Post-test. Rubric.</p>

**Table No. 2:** Dependent Variable Matrix

**Author:** Manzano, R. (2018)

### **3.6 Data Collection Plan.**

Data for this study was gathered by means of administration of a pretest and a post-test, both of which were designed and validated prior their application. The intention behind the use of these instruments was to determine the subjects' initial level of development of oral expression so different questions were included, and the result was determined through a corresponding rubric. A similar post-test (see Annex 1 post-test), with variation of questions, but inside the same characteristics of the first test, was later applied. The same rubric was used to determine the new result, and a comparison then, was made.

#### **Pre-test**

As Hammersley (2016, p. 8), this research technique is aimed at a representative sample of our target audience and is perfect for making a strategic decision about different graphic creatives, packaging, videos ... of our advertising campaign.

Among the aspects that are usually analyzed, the following stand out:

- Understanding: that is, checking that the public understands creatives, identifies and retains the message.
- The impact and suitability of the selected message to evaluate if it draws attention, if it wears ... as well as the convenience of the methods selected to communicate it.
- The credibility to analyze the acceptance or rejection of the proposed actions.
- The effect that this creativity achieves and define if it can influence the purchase motivation.
- The pretest was designed to measure the dependent variable. That is why it was made along with the objectives and the operationalization of variables of this inquiry. It is important to mention that it was validated by the criteria of five experts of the English area. It contained four questions that permitted measuring the oral expression in students.

## **Post-test**

This type of questionnaire allows us to evaluate different aspects of the study executed to, in short, measure the effectiveness of the same through different parameters: Memory level, where we differentiate between spontaneous memory (in which the user is asked to rate the campaign without showing it explicitly) and assisted memory, in which the study is taught with assessment questions.

Penetration of the message to evaluate the scope of the campaign, as well as the brand notoriety achieved.

General assessment, so that the user can indicate what is most and least liked by the study or if it has caused a change in attitude, positive or negative.

Effect, both rational and emotional, that the message has produced and if it has persuaded or provoked a motivation towards the study.

The post-test was designed with very similar questions to the pretest with a bit of changes. It also contained four questions that allow measuring the oral expression. Furthermore, it went along with the objectives and operationalization of the independent variable of this analysis. Hammersley (2016, p. 37)

## **Rubrics**

Because of the fact that the dependent variable of this research is oral expression, a standardized rubric was used. It was taken and adapted from the Cambridge Handbook for teachers. It allowed measuring each participants' performance on the oral expression. Throughout the rubric, each participant had a grade over twenty points in both tests. (Pretest and posttest). These grades would permit the comparison of the results of the pre-test and post-test. <https://www.cambridgeenglish.org/168619-assessing-speaking-performance-at-level.pdf>

### Data collection Plan.

Why?	To Achieve the objectives of the research study, to identify and analyze the influence of Authentic Audio-visual Materials for English Oral Expression Development
From whom?	The project has been developed with a group of 52 students from First Baccalaureate
About what aspects?	Authentic Audio-visual Materials for English Oral Expression Development
Who?	Rodrigo Javier Manzano Perez, the researcher
When?	The study started the first week of March,2018, and it ended the fourth week of May 2018.
Where	Data collection was developed at Rumiñahui High School.
How many times?	Data collection took place two times, before and after the intervention.
What data gathering techniques?	Pre and post tests.
What data collection instruments?	Pre-test applied to students. Post test applied to students. Validated Rubric for assessing students.

**Table No. 3:** Data collection.  
**Author:** Manzano, R. (2018)

### 3.7. Data collection and analysis

Fifty-two students' answers were evaluated according to a designed and validated rubric. This presented a range of different scores for both the pretest and the post-test, which were compared in the analysis of data stage. For more accuracy when scoring answers, the students' interventions could always be recorded, to also save this as evidence and data for further study.

The survey contains several questions that seek to gauge students' entry and exit level of oral expression, considering a rubric based on the *can-do statements* for the speaking skills of the Common European Framework of Reference (CEFR). These



questions contained a grammar component, necessary to assess if exposure to authentic audio-visual materials has also aided in development of this language component. The following questions were validated, before their application:

1. What is your best friend like?
2. Have you ever been on a cruise? What was it like?
3. Could you describe a moment when you felt anxious?
4. What would you do if you were alone in a desert island?
5. When was the last time you had to give a speech in front of an audience?  
What was it like?

### **Validity and Reliability**

Validity, in general terms, refers to the degree to which an instrument measures the variable it intends to investigate; Kerlinger (1981) states that "the most appropriate procedure is to judge the representability of the reagents in terms of the objectives of the investigation through the opinion of the specialists" (p.132).

To determine the validity and reliability of the instrument, it is performed based on the level of correspondence of the instrument's questions with the objectives, variables, and indicators, the technical quality and representativeness and the level of language appropriation.

To comply with the technical requirements of validity and reliability, the following tasks will be performed:

- Experts and/or specialists in the development of instruments and in the specialization of foreign languages will be consulted.
- The final version of the questionnaire will be drawn up based on expert judgment.
- For this validation, a cover letter is given, the matrix of operations of the variables, the objectives of the project, the instructions and forms to register the validation criteria of the survey.

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Analysis of results and data interpretation**

##### **4.1.1. Pre-test and post-test results**

For the analysis of the collected data four aspects regarding the oral expression are considered.

- Grammar and Vocabulary
- Pronunciation
- Fluency
- Discourse Management.

The scores of the tests:

- PRE-TEST CONTROL
- PRE-TEST EXPERIMENTAL
- POST-TEST CONTROL
- POST-TEST EXPERIMENTAL are presented in the following charts.

**Table No. 4 : Pre-test control group.**

<b>Student</b>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Discourse Management</b>	<b>Total</b>
<b>1</b>	2	1	2	1	6
<b>2</b>	2	1	1	1	5
<b>3</b>	2	2	1	1	6
<b>4</b>	2	1	1	1	5
<b>5</b>	2	1	1	1	5
<b>6</b>	2	1	2	1	6
<b>7</b>	2	1	1	1	5
<b>8</b>	3	3	3	3	12
<b>9</b>	3	3	2	3	11
<b>10</b>	2	2	1	1	6
<b>11</b>	3	3	3	3	12
<b>12</b>	3	3	2	2	10
<b>13</b>	1	1	1	1	4
<b>14</b>	2	2	1	1	6
<b>15</b>	1	1	2	1	5
<b>16</b>	2	2	1	1	6
<b>17</b>	2	2	1	3	8
<b>18</b>	2	1	2	2	7
<b>19</b>	3	3	2	3	11
<b>20</b>	2	2	2	2	8
<b>21</b>	3	3	2	2	10
<b>22</b>	3	2	2	3	10
<b>23</b>	3	2	2	2	9
<b>24</b>	3	3	3	3	12
<b>25</b>	2	3	2	2	9
<b>26</b>	2	2	2	2	8
<b>X</b>	2,26	1,96	1,73	1,80	7,76

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)

Note. From the pre-test results by Manzano, R. (2018)

The media or average of the control group regarding the pretest is 7,76 over 20.

**Table No. 5: Pre-test experimental group.**

<b>Student</b>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Discourse Management</b>	<b>Total</b>
<b>1</b>	3	2	3	2	10
<b>2</b>	3	3	2	3	11
<b>3</b>	1	2	1	1	5
<b>4</b>	1	2	1	1	5
<b>5</b>	3	3	2	1	9
<b>6</b>	2	1	2	1	6
<b>7</b>	1	2	1	1	5
<b>8</b>	1	2	2	1	6
<b>9</b>	3	3	2	2	10
<b>10</b>	3	3	3	2	11
<b>11</b>	3	2	2	2	9
<b>12</b>	2	2	2	1	7
<b>13</b>	2	1	1	2	6
<b>14</b>	2	1	1	1	5
<b>15</b>	2	3	3	3	11
<b>16</b>	2	2	2	1	7
<b>17</b>	1	1	1	1	4
<b>18</b>	2	2	1	1	6
<b>19</b>	3	1	1	1	6
<b>20</b>	3	2	3	2	10
<b>21</b>	2	2	2	2	8
<b>22</b>	3	2	2	2	9
<b>23</b>	2	2	2	2	8
<b>24</b>	3	3	3	4	13
<b>25</b>	2	2	2	2	8
<b>26</b>	2	1	1	1	5
<b>X</b>	2,19	2	1,84	1,65	7,69

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)

Note. From the pre-test results by Manzano, R. (2018)

The media or average of the experimental group regarding the pretest is 7,79 over 20.

**Table No. 6:** Post-test control group

<b>Student</b>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Discourse Management</b>	<b>Total</b>
<b>1</b>	3	3	2	3	11
<b>2</b>	2	2	2	2	8
<b>3</b>	3	3	3	3	12
<b>4</b>	3	3	3	3	12
<b>5</b>	4	4	3	3	14
<b>6</b>	3	3	2	2	10
<b>7</b>	3	3	2	3	11
<b>8</b>	4	3	3	3	13
<b>9</b>	5	4	3	3	15
<b>10</b>	3	3	3	3	12
<b>11</b>	3	3	3	4	13
<b>12</b>	3	3	3	3	12
<b>13</b>	3	2	3	2	10
<b>14</b>	4	3	4	4	15
<b>15</b>	3	3	2	2	10
<b>16</b>	2	1	2	1	6
<b>17</b>	3	3	3	2	11
<b>18</b>	3	3	3	3	12
<b>19</b>	3	4	3	3	13
<b>20</b>	5	5	5	5	20
<b>21</b>	2	2	2	2	8
<b>22</b>	3	4	3	3	13
<b>23</b>	2	2	2	2	8
<b>24</b>	2	1	2	2	7
<b>25</b>	2	3	2	3	10
<b>26</b>	3	3	3	3	12
<b>X</b>	3,03	2,92	2,73	2,76	11,46

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)

Note. From the post-test results by Manzano, R. (2018)

The media or average of the control group regarding the post-test is 11,46 over 20.

**Table No. 7:** Post-test experimental group

<b>Student</b>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Discourse Management</b>	<b>Total</b>
<b>1</b>	4	3	2	1	10
<b>2</b>	4	3	3	3	13
<b>3</b>	4	5	3	4	16
<b>4</b>	4	3	2	3	12
<b>5</b>	4	5	3	4	16
<b>6</b>	5	5	5	5	20
<b>7</b>	4	3	4	4	15
<b>8</b>	5	5	3	4	17
<b>9</b>	3	4	3	3	13
<b>10</b>	5	5	5	5	20
<b>11</b>	4	5	3	4	16
<b>12</b>	5	5	3	4	17
<b>13</b>	3	4	3	3	13
<b>14</b>	5	5	5	5	20
<b>15</b>	3	1	3	1	8
<b>16</b>	4	3	4	4	15
<b>17</b>	3	3	3	3	12
<b>18</b>	4	2	3	3	12
<b>19</b>	5	5	5	4	19
<b>20</b>	4	5	3	4	16
<b>21</b>	4	3	3	4	14
<b>22</b>	3	2	3	3	11
<b>23</b>	3	3	2	2	10
<b>24</b>	5	5	4	4	18
<b>25</b>	4	3	3	4	14
<b>26</b>	5	5	5	5	20
<b>X</b>	4,07	3,84	3,38	3,57	14,88

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)

Note. From the post-test results by Manzano, R. (2018)

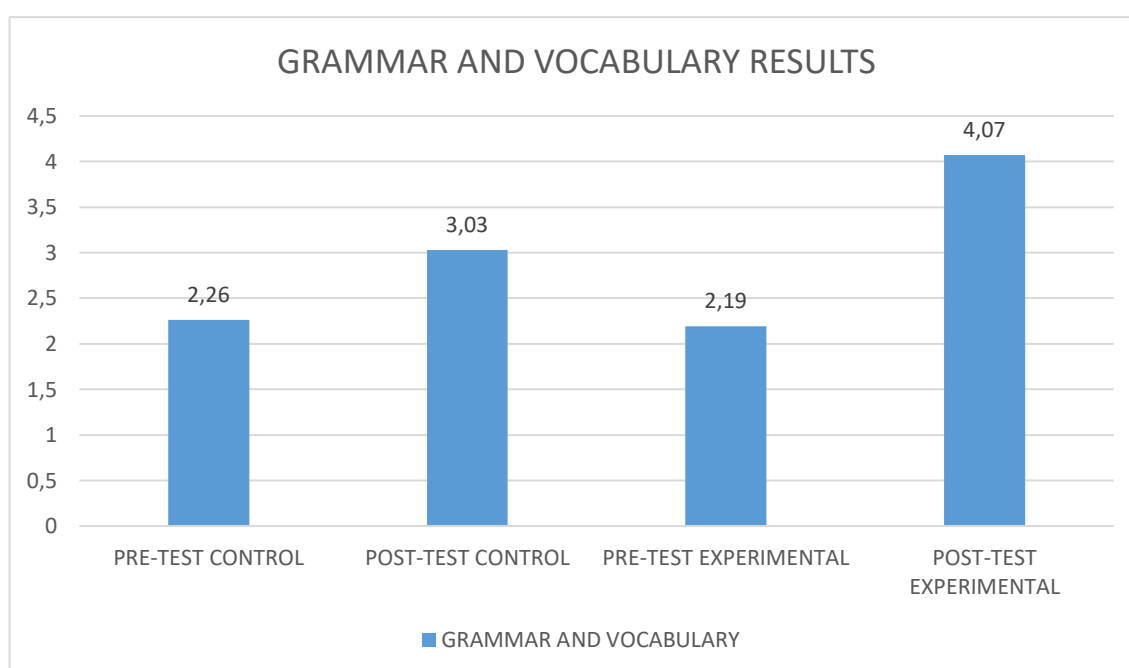
The media or average of the experimental group regarding the post-test is 14,88 over 20.

**Table No. 8:** Grammar and Vocabulary Results.

<b>Grammar and Vocabulary Results</b>	
PRE-TEST CONTROL	2,26
PRE-EXPERIMENTAL.	2,19
POST-TEST CONTROL.	3,03
POST-TEST EXPERIMENTAL.	4,07

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)



**Graphic No. 1.:** Grammar and Vocabulary.

**Author:** Manzano, R. (2018)

## **ANALYSIS AND INTERPRETATION**

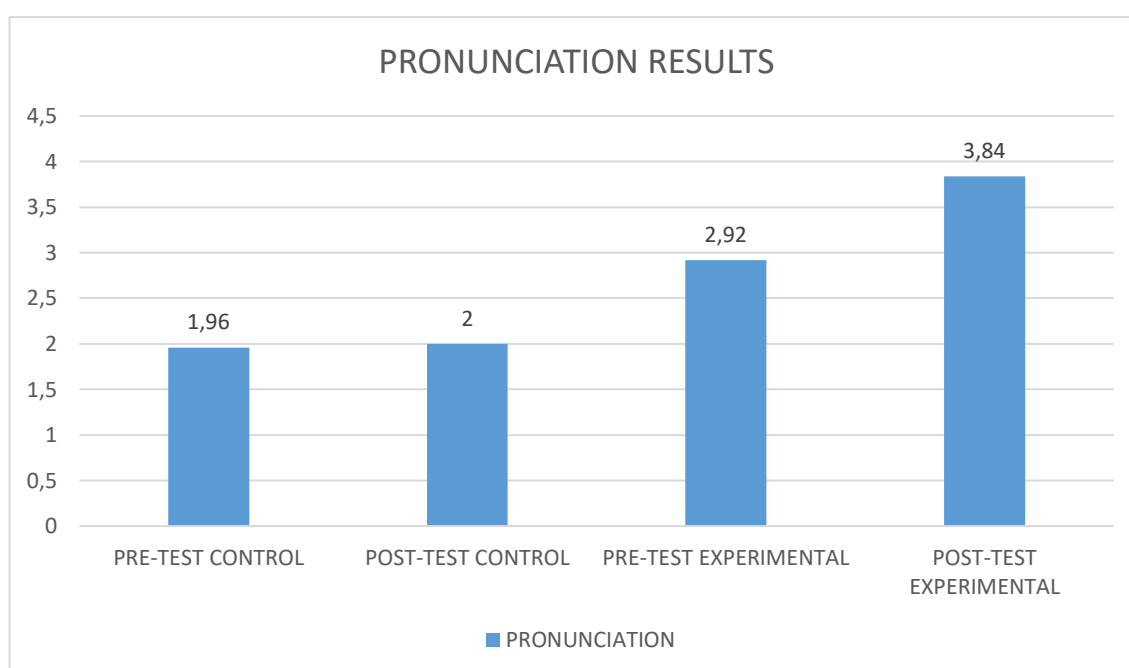
In the question about Grammar and Vocabulary in the pre-test, the average of the 26 students in the control group is 2,26 and the average of the experimental group is 2,19. These values show that both groups had almost the same average regarding Grammar and Vocabulary in the pre-test. Similarly, the average in the post-test of the control group is 3,03 and the average of the experimental group is 4.07. Thus, these values show that there was an increase of 0,94 after the application process for the average in the experimental group.

**Table No. 9:** Post-test experimental group

<b>Pronunciation Results.</b>	
PRE-TEST CONTROL	1,96
PRE-EXPERIMENTAL.	2,00
POST-TEST CONTROL.	2,92
POST-TEST EXPERIMENTAL.	3,84

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)



**Graphic No. 2 :** Pronunciation Results.

**Author:** Manzano, R. (2018)

Note: From the pre-test and post-test Manzano, R. (2018)

## **ANALYSIS AND INTERPRETATION**

In the interrogation about Pronunciation in the pre-test, the average in the control group is 1.96 and the average of the experimental group is 2.0. These values show that both groups had nearly the same average regarding Pronunciation in the pre-test. Likewise, the average of the post-test control is 2, 9 and the average of the experimental post-test group is 3.84. Consequently, these values show that there was an rise of 0.95 after the application procedure for the average in the experimental group.

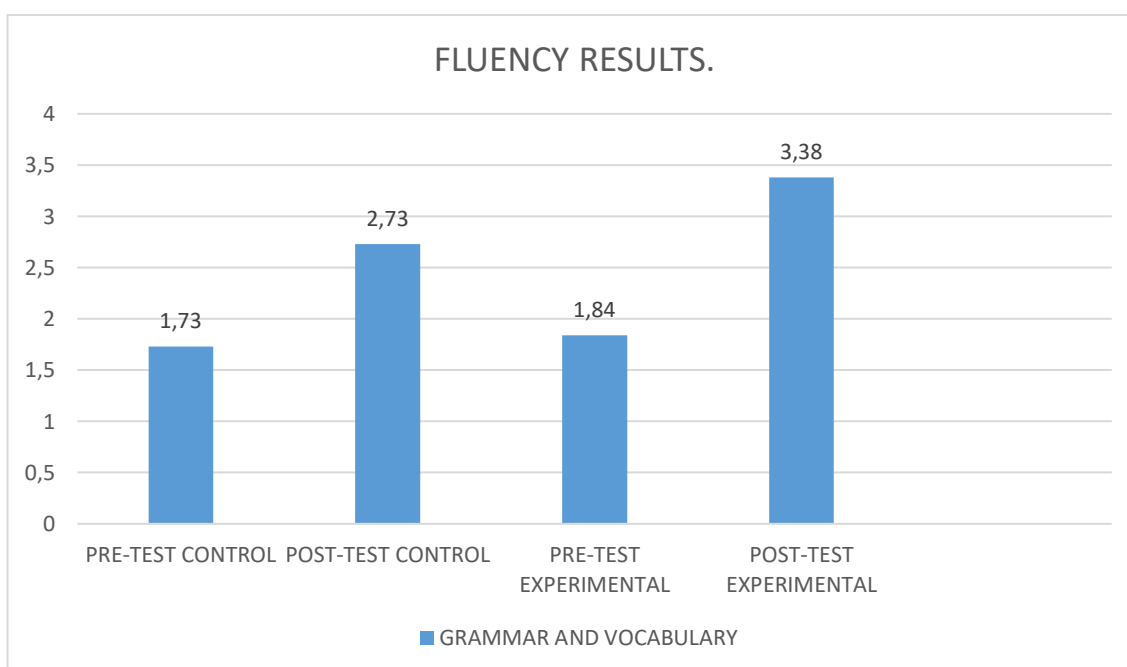


**Table No. 10: Fluency Results**

<b>Fluency Results.</b>	
PRE-TEST CONTROL	1,73
PRE-EXPERIMENTAL.	1,84
POST-TEST CONTROL.	2,73
POST-TEST EXPERIMENTAL.	3,38

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)



**Graphic No. 3:** Fluency Results.

**Author:** Manzano, R. (2018)

## **ANALYSIS AND INTERPRETATION**

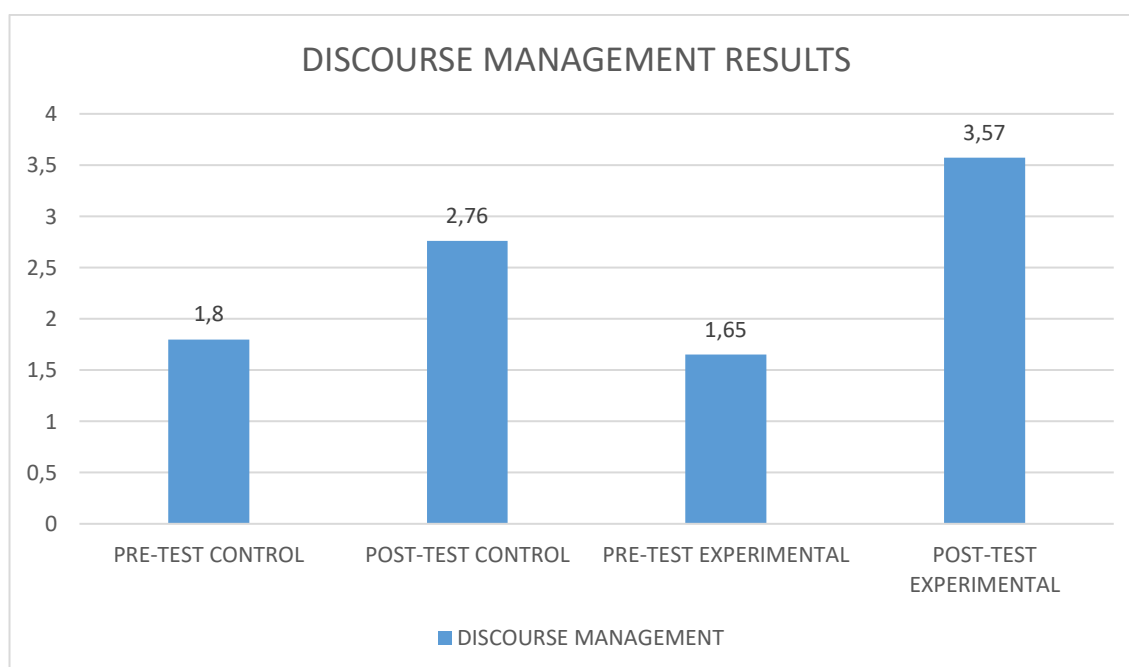
In the question about Fluency in the pre-test, the standard in the control group is 1.73 and the average of the experimental group is 1.85. These values show that both groups had almost the same average considering Fluency in the pre-test. For a similar purpose, the average of the post-test in the group control is 2.73 and the average of the post-test experimental is 3.38. Subsequently, these values display that there was a growth of 0.65 after the application process for the average in the group for experimentation.

**Table No. 11: Post-test experimental group**

<b>Discourse Management Results.</b>	
PRE-TEST CONTROL	1,80
PRE-EXPERIMENTAL.	1,65
POST-TEST CONTROL.	2,76
POST-TEST EXPERIMENTAL.	3,57

**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)



**Graphic No. 4:** Discourse Management.

**Author:** Manzano, R. (2018)

Note: From the pre-test and post-test Manzano, R. (2018)

### **Analysis and interpretation**

In the question about Discourse Management in the pre-test, the average in the control group is 1.80 and the average of the experimental group is 1.65. These values show that both groups had almost the same average regarding Discourse Management in the pre-test. In the same vein, the average of the control group post-test is 2.76 and the average of the post-test

in the experimental group is 3.57. Therefore, these values show that there was an increase of 0.78 after the application process for the average in the experimental group.

### 4.3 Hypothesis verification

The hypothesis verification was done using the statistical T-student test. Meanwhile the population of this inquiry was a small group, out of twenty-six (26) students only. Hernandez et al. (2010) specified that the T-student test is a statistical test to evaluate if two groups differ between them in a substantial way.

### 4.3 Hypothesis verification.

#### 4.3.1. Null hypothesis and alternative hypothesis statement

H0: Authentic Audio-visual Materials do not enhance student's English Oral Expression Development

H1: Authentic Audio-visual Materials for English enhance student's Oral Expression Development

#### 4.3.2 Mathematical model

$$H0: \bar{X}_A = \bar{X}_B$$

$$H1: \bar{X}_A \neq \bar{X}_B$$

$\bar{X}_A$ : media experimental group

$\bar{X}_B$ : media control group

#### 4.3.3 Statistical model.

$$t = \frac{\bar{X}_A - \bar{X}_B}{\frac{S}{\sqrt{N}}}$$

$$t = \frac{14.88 - 11.46}{\frac{4.66}{\sqrt{26}}}$$

$$t = \frac{3.42}{5.09}$$

$$t = \frac{3.42}{0.91}$$

$$t = 3.7582$$

t=T-student

$\bar{X}$  A: media experimental group

$\bar{X}$  B: media control group.

S= standard deviation

N= number of students

#### 4.3.4 Significance level

C = 95% of confidence level

$\alpha = 0.05$

#### 4.3.5 Degrees of freedom

df=n-1

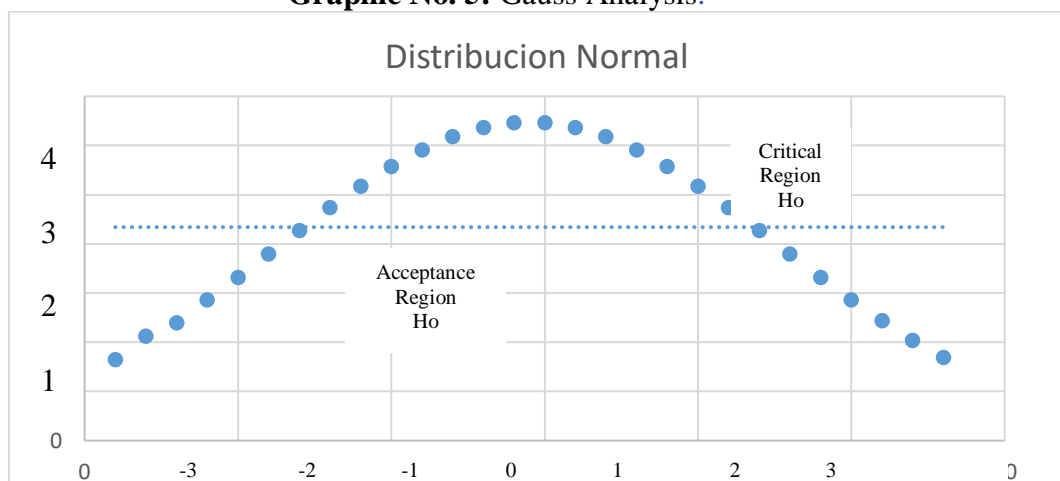
df= 26-1

df=25 df=degrees of freedom

n=number of students.

#### 4.3.6 Bell curve or Gauss Curve

**Graphic No. 5: Gauss Analysis.**



**Source:** U.E. Rumiñahui.

**Author:** Manzano, R. (2018)

#### **4.3.7 Decision making**

Once has been applied and calculated T or statistic T  $t = 3.7582$  is greater than critical T (3, 75 > 2,0555). Consequently, the null hypothesis is **REJECTED** and the alternative hypothesis (H1: Authentic Audio-visual Materials for English enhance student's Oral Expression Development) is **ACCEPTED**.

## CHAPTER V

### CONCLUSIONS AND RECOMENDATIONS

#### 5.1. Conclusions

After analyzing the data obtained through surveys conducted on both students and teachers of the first year of the Rumiñahui High School in Ambato, the following conclusions could be obtained:

##### **Conclusions.**

- Students have been evaluated using a pre-test and a post-test as a result of their exposure to authentic audio-visual materials having as a result through the use of a rubric that students have upgraded their oral expression skills, stablishing that real authentic materials aid to increase conversational abilities and producing enhancing in students in terms of oral expression development.
- Students have been assessing on their spoken skill. Therefore, the level of oral expression students was diagnosed through a pre-test and a post-test. Different elements based on oral expression development were considered to create a rubric to assess speaking development such as: grammar, vocabulary, pronunciation, fluency and discourse management to get as a final product a better application of discourse conventions.
- The use of the didactic audiovisual guide to develop the oral communicative competence in intermediate level students is an effective way to learn the target language. After using the didactic audiovisual guide in the pre- test, the students group obtained higher results in the post-test. However, students in the control group obtained similar results in the pre-test and post-test since they were not supplied didactic guide to use audiovisual materials in class, proving that authentic audio-visual materials cause a big and deep impact on students when learning a foreign language as showed in the results of the statistical results.
- The didactic audiovisual guide and oral expression development competence have a strong relation. In the research is easy to notice that the didactic audiovisual guide

help to improve the speaking skill as well as the oral expression competence. Thanks to the use of the didactic guide the learning is independent thanks to a big source of information that interlinks audiovisual materials and oral expression. It is interesting to notice that suprasegmental features such as rhythm, intonation and stress have an improvement making the oral expression development strictly linked to the use of authentic audio-visual materials.

## 5.2 Recommendations

Since this study conducts oral expression development through authentic audio-visual materials, the following suggestions are made based on the results of the analysis done:

- Students need to improve their oral expression skills; therefore, it is necessary to encourage conversation because every social interaction gives students a new opportunity to practice language. Some students might need a little guidance from teachers to engage in conversations, ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue with the development of oral expression.
- Feedback is very important after developing any speaking task. In that way, students will be prepared to do any speaking activity focus on all elements of oral expression through the didactic audiovisual guide use. It is important to never assume students understood teachers' instructional talk. Trainers use oral language every day to teach, but some students may not be getting the message. Be aware of the potential disconnect between what teachers say and what students hear. Go over your message and present it in multiple ways to be sure all students understand.
- The extension of the didactic audiovisual guide is very useful in each class in order to develop future tasks or activities. Oral expression development is improved with the didactic audiovisual guide interaction and the use of authentic audio-visual materials in class within some guidance and prompts from the teacher motivates and enhances learning a second language creating a better atmosphere to work with.
- For the didactic audiovisual guide is important to develop a manual to apply it as a tool in and out of the class in order to sharpen the learning process and speed up the development of oral expression development.



## **CHAPTER VI**

### **THE PROPOSAL**

#### **6.1. Informative Data**

Name of the Institution:

Beneficiaries: English teachers and students of Rumiñahui High School

Estimated time of execution: three months.

Person in charge: Rodrigo Manzano.

#### **6.2. Background of the Proposal**

This proposal is the result of the previous investigation on the need for students of Rumiñahui High School to be exposed to authentic audio-visual materials so that they can develop their oral expression, considering such aspects as pronunciation, use (command) of vocabulary and grammar, fluency and discourse. According to data gathered, and results obtained from analysis of the former, offering students the opportunity of being exposed to authentic materials will aide them in the better expressing their ideas with a higher level of accuracy in the mentioned areas, which is the desired outcome when one considers communication as the final target of language learning.

#### **6.3. Justification**

Being able to communicate ideas in what is considered a global language, i.e. English, is of great importance nowadays. The current society could not survive without a lingua franca, one that has made it possible for most people to communicate in a tongue different than their own, worldwide. Under such perspective, a good command of oral skills in English is fundamental to meet the goal of communicating without much effort and, more importantly, with the least possible hesitation. The following activities are presented to help both students and teachers of English to overcome the fear and discomfort that is caused by not having the necessary skills to communicate orally. By the efficient application of the proposed activities, students will develop a level of oral expression that eases communication in spoken, real-life situations.

## **6.4. Objectives.**

### **6.4.1. General.**

- To develop a guidebook for the application of activities based on authentic audio-visual materials that enhance students' oral expression.

### **6.4.2. Specific.**

- To develop several significant activities that involve authentic audio-visual materials for the development of oral expression.
- To design activities in a such a way that they can be adapted for different levels of instruction to develop oral expression in students.
- To help students develop their oral expression by using a guidebook for the application of activities based on authentic audio-visual materials.

## **6.5. Feasibility Analysis.**

This proposal is deemed feasible, considering all possible aspects involved, namely: political, sociocultural, organizational, environmental, economic, financial, and legal. Aside from sound selection of the authentic audio-visual materials, it does not require any special resources or budget.

## **6.6. Foundation**

**Authentic materials:** According to Harmer (1983) "Authentic texts, whether oral or written, are those designed for native speakers. They are real texts not created for language students but for speakers of the language in question" (p.33). Authentic materials are any material which has not been specifically produced for language teaching.

**Authentic audio-visual materials:** Audio visual materials created for native speakers of the language and used in a class in its original form and design, among which are: projection of films, television programs, documentaries, music videos, interviews. (Darwish, 2014).

**Handbook:** A handbook is basically a book that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject (Dom, 2008).

## **6.7. Methodology**

The manual consists of four different sections, each presenting and describing in detail an activity that uses some type of authentic audio-visual material, conducive to help students to develop their oral expression. All the activities have a lesson plan format, which means that they present a warmup, the activity itself and a closing/review segment.

The time for each activity varies in accordance to the teacher's selection of the material – the ones indicated in the manual are in all cases optional; all instructors are free to apply the activity as they wish, adapting the material choice and considering class level. What becomes of greater importance is the fact that the chosen materials must be authentic.

Last, but not least, the methodological approach behind the design of the activities is Communicative Language Teaching (CLT), keeping in mind that the aim is for students to be able to freely engage in conversations where authentic language is predominant.

# REAL STUFF

<https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=>

## **The Real Stuff**

*A DIDACTIC AUDIOVISUAL GUIDE*

Activities based on  
Authentic Audio-visual Materials for the Development of Oral Interaction

Teacher's Manual

Rodrigo Manzano

2019.

**INDEX.**  
***THE REAL STUFF.***

*A DIDACTIC AUDIOVISUAL GUIDE*

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### Instructions for the teacher:

1. The following activities are intended to facilitate students' development/enhancement of their oral interaction. To do so, the chosen materials must be authentic (i.e., materials from original sources, not designed with a teaching purpose specifically).
2. The suggested activities may be adapted for different levels: the teacher should carefully select the materials and degree of difficulty for which the activity is planned.
3. In all cases, the 'review' – concluding – activity should include some type of interaction that involves students' participation in oral exchanges.
4. Time may vary accordingly. However, at least sixty minutes of class time should be allocated for each activity – unless indicated otherwise.

Enjoy your teaching time!

Rodrigo



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# 1. What's the news?

## Objective:

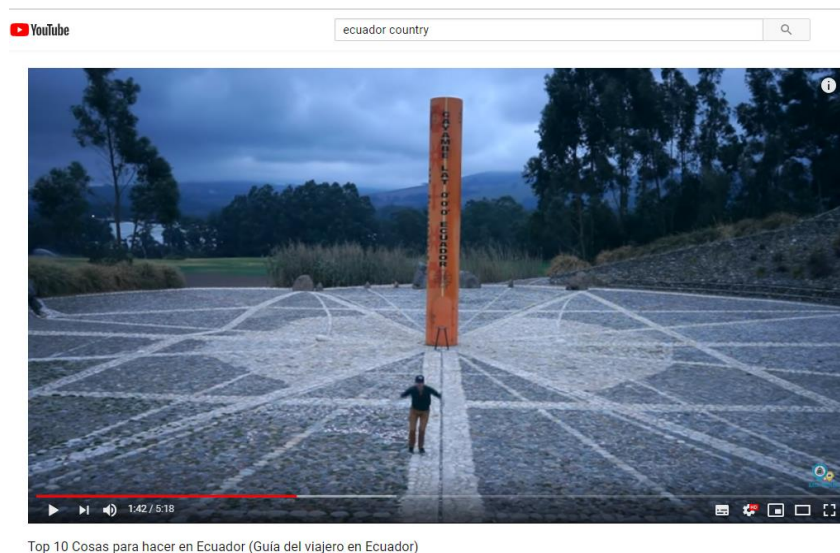
To promote students' discussion of news reports and/or headlines from Ecuador and around the world.

## Skill to be developed:

Oral expression.

## Authentic materials:

News reports from different TV networks - summary videos of the news or longer reports, depending on students' level.



<https://www.back-packer.org/places-to-see-ecuador/>

## 1.1. Preparation

- Teacher must review the videos in advance so that they can write a few questions to check for understanding, such as: What's the news about? Was there something (shocking, interesting, amusing...) in the news?
- Before introducing the videos, the teacher should first make sure that students understand the concept of *news*. Explain if necessary.
- Next, the teacher writes a few of the related vocabulary words and/or expressions on the board. Students will work in pairs/small groups to check for understanding. After some minutes, students and teacher check as a group.

## 1.2. Presentation

- a. The teacher then plays the video (twice, at least) and ask students to take notes of any relevant information. Students could also make notes of new/unclear vocabulary for later inspection.
- b. The teacher then asks the checking-for-understanding questions to students and elicits answers from them.

## 1.3. Conversation

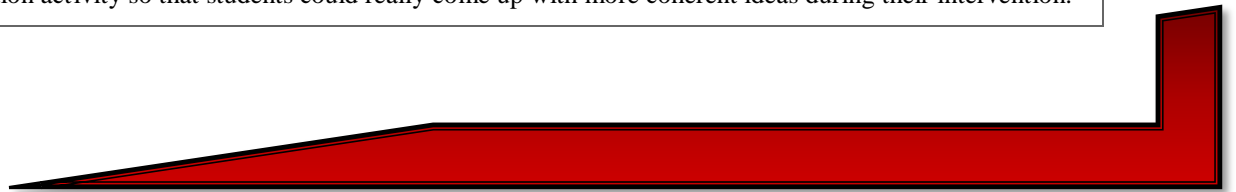
- a. Ask students to use the notes they made during the news presentation.
- b. Writes a few of the related vocabulary words and/or expressions on the board such as: backpacker, travel, explore, mountain, highland, climbing, fostering, host, etc.
- c. Write a few questions to check for understanding, such as: What's the news about? Was there something (shocking, interesting, amusing...) in the news?
- d. Students work in pairs/small groups to check for understanding.
- e. For the conversation section, students require to discuss the news report that they have just watched and to think of their local news, so that they finalize the activity with a more contextualized task, which allows them to use the recently learned/studied vocabulary.
- f. Take notes of any relevant information. Also make notes of new/unclear vocabulary for later inspection.
- g. Discuss the news report that they have just watched and to think of their local news.
- h. Ask students to use the notes they made during the news presentation.
- i. The presentation takes place in pairs allowing them to talk for a period of 3 minutes.

**Note:** The teacher should allocate the necessary time for the conversation activity so that students could really come up with more coherent ideas during their intervention.



General Information				
<b>Subject:</b> English.		<b>Teacher's name:</b> Lic. Rodrigo Manzano.		
<b>Unit:</b> What's the news?		<b>Level:</b> 1ero BGU (B1)	<b>Time:</b> 40min.	<b>Date:</b> 2018.
<b>General Objective:</b>				
<ul style="list-style-type: none"> <li>To promote students' discussion of news reports and/or headlines from Ecuador and around the world.</li> </ul>				
<b>Specific Objectives:</b>				
<ul style="list-style-type: none"> <li>Students will be able to understand the concept of news.</li> <li>Students will be able to use the recently learned/studied vocabulary.</li> </ul>				
<b>Assessment:</b> speaking, listening, writing.				
<b>Materials:</b> News reports from different TV networks - summary videos of the news or longer reports (depending on students' level).				
<b>Bibliography:</b> <a href="https://www.back-packer.org/places-to-see-ecuador/">https://www.back-packer.org/places-to-see-ecuador/</a>				
Procedure				
Teacher Activity	Students' Activity	Resources	Duration	Evaluation/ Assessment
Reviews the videos in advance.	Watch the video with attention.	Videos	2 min	Not Applicable
Introduces the videos	Write a few questions to check for understanding, such as: What's the news about? Was there something (shocking, interesting, amusing...) in the news?	Teacher's voice. Notebook.	5 min	Not Applicable
Makes sure that students understand the concept of <i>news</i> . Explains if necessary.	Say the concept of news. (what they understand)	Teacher's voice Students' voice.	3 min	Not Applicable

Writes a few of the related vocabulary words and/or expressions on the board.	Students will work in pairs/small groups to check for understanding.	Board.	5 min	Not Applicable
Checks as a group.	Check as a group.	Teacher's voice Students' voice.	5 min	Not Applicable
Plays the video (twice, at least) and asks to take notes.	Take notes of any relevant information. Also make notes of new/unclear vocabulary for later inspection.	Video Notebook.	7 min	Listening/ Writing.
Asks the checking-for-understanding questions to students	Answer the question.	Teacher's voice. Students' voice.	5 min	Speaking.
Ask students to use the notes they made during the news presentation.	Discuss the news report that they have just watched and to think of their local news.	Teacher's voice. Students' voice.	8min	Speaking.
<b>Note:</b> The teacher should allocate the necessary time for the conversation activity so that students could really come up with more coherent ideas during their intervention.				



## 2. A new beginning... and a new end

### Objective:

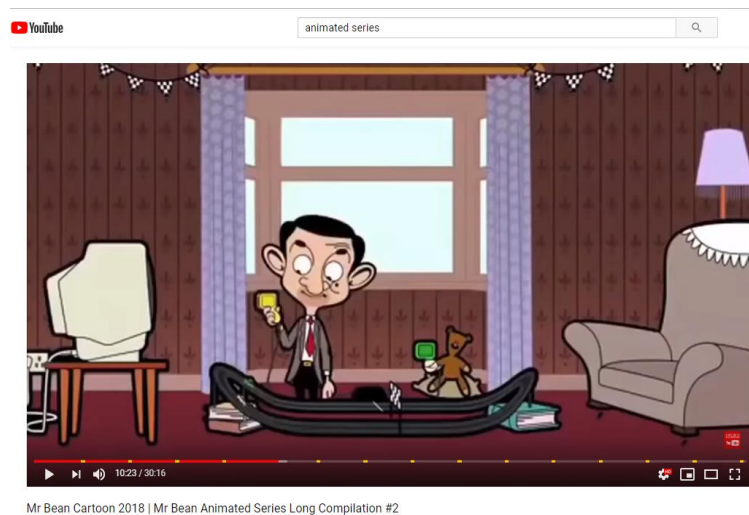
To encourage students to explode their creative side by changing the beginning and/or end of a given scene/extract from a series.

### Skill to be developed:

Oral expression.

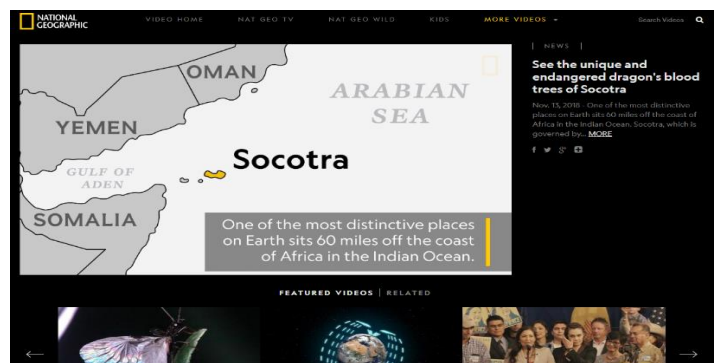
### Authentic materials:

An episode – or part – of a series, depending on students' level. Videos may range from comedies to drama, including animated series.



[Mister Bean Number One Fan in HD - Full Episodes](https://www.youtube.com/channel/UC977n5nXRn8MDuGQjwxkOLw?sub_confirmation=1)

[https://www.youtube.com/channel/UC977n5nXRn8MDuGQjwxkOLw?sub\\_confirmation=1](https://www.youtube.com/channel/UC977n5nXRn8MDuGQjwxkOLw?sub_confirmation=1)



<https://video.nationalgeographic.com/>

[https://kids.nationalgeographic.com/videos/?\\_ga=2.64339181.313463459.1542214578-1360382890.1542214578](https://kids.nationalgeographic.com/videos/?_ga=2.64339181.313463459.1542214578-1360382890.1542214578)

## **2.1. Preparation**

- a. The teacher should review the video in advance to pre-teach a list of vocabulary and expressions for students.

## **2.2. Presentation**

- a. When the teacher has selected the episode/extract, students watch it. Ask students to pay attention to any new vocabulary or phrases they hear. They will use the handout as they watch.
- b. While watching, use of English subtitles is recommended.
- c. Pause at any relevant sections of the video. This will make students get more engaged with the activity.
- d. Announce that students will have to personify one of the characters from the selected scene.
- e. Students decide which part of the scene they would like to role-play with different beginning or end to the watched video.

## **2.3. Creation, rehearsal and role-play**

- a) Students have to decide which part of the scene they would like to role-play. However, it will be a different beginning or end to the watched video.
- b) In small groups or pairs, and using the vocabulary handout, students have some time to develop their scripts including words that they previously took notes and
- c) Students can be as creative as possible, but they should be encouraged not to stray too much from the main topic of the video.
- d) As an additional task, students may decide to vote for the best new scene, giving the reasons for their decision.
- e) Have some time to develop their scripts using the previous ideas or taken notes.
- f) Ask students to develop their scripts using the previous notes they took while watching the video, using the next steps.

### **Step 1: Identify the Situation**

To start the process, work in groups of maximum four people, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This help people to start thinking about the problem before the role-play begins.

### **Step 2: Add Details**

Next, set up a scenario in enough detail for it to feel real. Make sure that everyone is clear about the problem that you are trying to work through, and that they know what you want to achieve by the end of the session.

### **Step 3: Assign Roles**

Once students have set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, an actor). Others will represent people who are supportive or hostile, depending on the scenario.

Once they identify these roles, allocate them to the people involved in your exercise; students should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

### **Step 4: Act Out the Scenario**

Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity. They could then test and practice different approaches for handling situations, so that students can give participants experience in handling them.

### **Step 5: Discuss What You Have Learned**

When students finish the role-play, discuss what they have learned, so that you or the people involved can learn from the experience.

<b>General Information</b>				
<b>Subject:</b> English.		<b>Teacher's name:</b> Lic. Rodrigo Manzano.		
<b>Unit:</b> A new beginning... and a new end.		<b>Level:</b> 1ero BGU (B1)	<b>Time:</b> 40min.	<b>Date:</b> 2018.
<b>General Objective:</b>				
<ul style="list-style-type: none"> <li>To encourage students to explore their creative side by changing the beginning and/or end of a given scene/extract from a series.</li> </ul>				
<b>Specific Objectives:</b>				
<ul style="list-style-type: none"> <li>Students will be able to develop role plays.</li> <li>Students will be able to develop scripts with the vocabulary learned.</li> </ul>				
<b>Assessment:</b> Writing, Speaking.				
<b>Materials:</b> An episode – or part – of a series, depending on students' level. Videos may range from comedies to drama, including animated series, hand-outs.				
<b>Bibliography:</b> <a href="https://www.youtube.com/channel/UC977n5nXRn8MDuGQjwxkOLw?sub_confirmation=1">Mister Bean Number One Fan in HD - Full Episodes- https://www.youtube.com/channel/UC977n5nXRn8MDuGQjwxkOLw?sub_confirmation=1</a>				
<b>Procedure</b>				
<b>Teacher Activity</b>	<b>Students' Activity</b>	<b>Resources</b>	<b>Duration</b>	<b>Evaluation/ Assessment</b>
Reviews the videos in advance.	Pay attention.	Videos	1 min	Not Applicable
Prepares a list of vocabulary and expressions for students.	Pay attention.	Board	3 min	Not Applicable
Selects the episode/extract	Watch it.	Video	31 min	Not Applicable

Asks students to pay attention to any new vocabulary or phrases they hear.	Watch it. Use the hand-out as they watch.	Video		Not Applicable
Announces that students will have to personify one of the characters from the selected scene.	Have to decide which part of the scene they would like to role-play with different beginning or end to the watched video	Teacher's voice.	1min	Not Applicable
Asks to develop their scripts using the hand- outs. (In groups)	Have some time to develop their scripts. (In groups)	Hand- outs.	2 min	Writing.
Asks students to do an additional task. To vote for the best new scene, giving the reasons for their decision.	Vote for the best new scene, giving the reasons for their decision.	Teacher's voice. Students' voice.	3 min	Speaking.
<p><b>Note:</b>Use of English subtitles because it is recommended for the students' level.</p> <ul style="list-style-type: none"> <li>Pause at any relevant sections of the video. This will make students get more engaged with the activity.</li> </ul>				



### 3. That's quite interesting!

#### Objective:

To have students reflect on different current affairs, for example, war, poverty, pollution... and present their opinions in the form of a short debate.

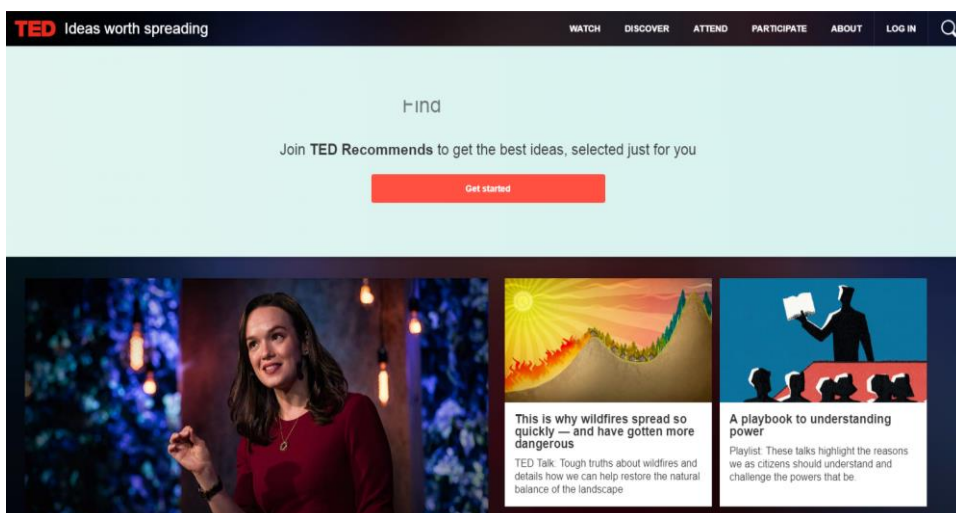
#### Skill to be developed:

Speaking.

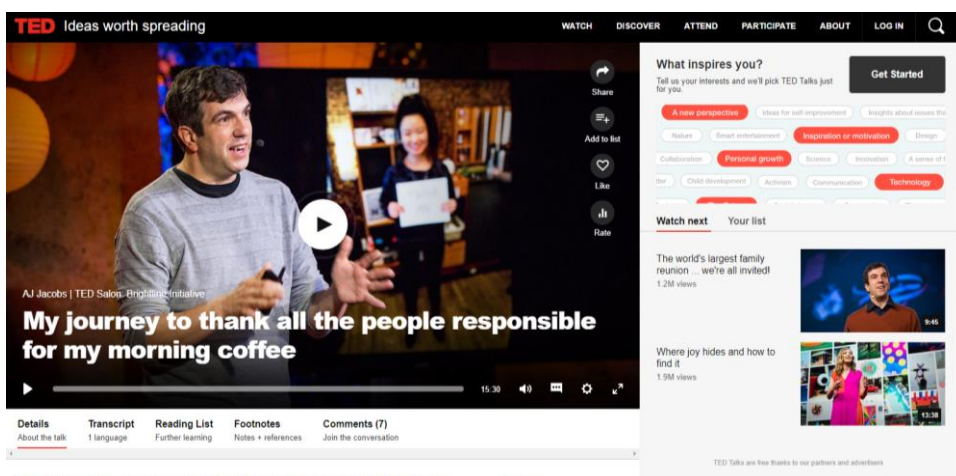
#### Authentic materials:

Documentaries – or parts of – about different current affairs.

\* TED Talks ([www.ted.com](http://www.ted.com)) is a good source of topics for discussion, where speakers from around the world communicate mainly in English.



<https://www.ted.com/>



[https://www.ted.com/talks/aj\\_jacobs\\_my\\_journey\\_to\\_thank\\_all\\_the\\_people\\_responsible\\_for\\_my\\_morning\\_coffee](https://www.ted.com/talks/aj_jacobs_my_journey_to_thank_all_the_people_responsible_for_my_morning_coffee)



### **3.1. Preparation**

- a. The teacher selects the video from TedTalks in this case is: My journey to thank all the people responsible for my morning coffee. It is a good idea to previously request ideas from students or ask questions to predict or guess what the video is about, as this will help them to be more engaged.
- b. After watching the video, the teacher will design a set of check-for-understanding questions that students will have to answer while/after watching the video, for example:
  - What is the main idea of the video?
  - What is the experience of the man towards the morning coffee?
  - Have you had an experience similar to the person in the video?
  - What would you say to a person if you have the chance to have a similar moment as the person in the video?

### **3.2. Presentation**

- a. The teacher will ask students to watch video from TedTalks in this case is: My journey to thank all the people responsible for my morning coffee for a second time and pay attention to any important details. This second time is only for watching.
- b. As they watch for a second time, they answer the questions in the handout. Check understanding of questions before hand, as necessary. Revoice the same question used at the preparation stage for clarifying details and check comprehension.
- c. Allow students to watch for a third time so that ideas that will be discussed later are reinforced, let them the opportunity to interact between students working in pairs or in small groups to share and compare answers.

### **3.3. Debate**

- a. Organize students in pairs or groups. Allow enough time for the organization of the debate.
- b. Each student are responsible for presenting at least two points that is defended during the debate. They have to be ready to respond to questions “from the audience”.
- c. Students’ order of participation is decided through a raffle. Make sure that they have enough time to defend their points – a minimum and maximum time should be established.
- d. Follow the next prompts to organize the debate:

### **Introduce the topic:**

All debates start with a topic, or resolution. Often, this resolution is a proposed course of action that one team argues for and another argues against. Choose a topic to which your students can relate and perhaps one with practical application.

### **Assign the positive and negative roles**

There are two sides to any debate. Naturally, one argues for and another against the resolution. With ESL students, it is best to group students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group argues for the issues being presented. The other two groups are the negative and argue against the resolutions. During the debate, the other groups serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion. (See Annex 13: Classroom Debate Rubric.)

### **Give time to research**

Students need time to research the issue. Not only that, they also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who does most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal, students should discuss with their teams the points the opposition made and decide how to refute them. (See Annex 13: Classroom Debate Rubric.)

### **Keep track of time**

First, the affirmative group receives two minutes to present their case to the audience. The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.

The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded. (See Annex 13: Classroom Debate Rubric.)

### **Make a judgment**

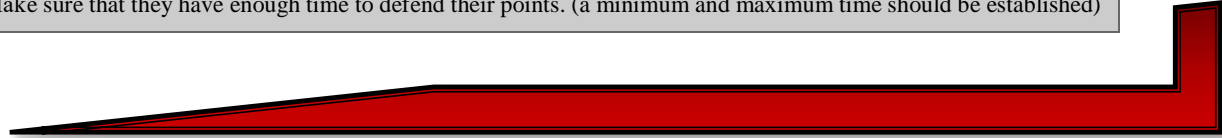
Usually in debate, the winner is the one who has presented the strongest case. For ESL classes, the overall purpose of speaking is more important than the specific outcome of the debate. Still, students want to know who won, probably. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination identifies winners. (See Annex 13: Classroom Debate Rubric.)

### **Use of a rubric to grade.**

The use of a rubric is the best option to grade students, they have all rules stated because the rubric should be given to students before the presentation, having all descriptors and indicators from the rubric clear is better to avoid misunderstanding once the presentations starts. (See Annex 13: Classroom Debate Rubric.)

<b>General Information</b>				
<b>Subject:</b> English.		<b>Teacher's name:</b> Lic. Rodrigo Manzano.		
<b>Unit:</b> That's quite interesting!		<b>Level:</b> 1ero BGU (B1)	<b>Time:</b> 40min.	<b>Date:</b> 2018.
<b>General Objective:</b>				
<ul style="list-style-type: none"> <li>To have students reflect on different current affairs, for example, war, poverty, pollution... and present their opinions in the form of a short debate.</li> </ul>				
<b>Specific Objectives:</b>				
<ul style="list-style-type: none"> <li>Students will be able to perform short debates.</li> <li>Students will be able to answer questions in a debate.</li> </ul>				
<b>Assessment:</b> Writing, Speaking.				
<b>Materials:</b> Documentaries – or parts of – about different current affairs. -TED Talks, hand- out.				
<b>Bibliography:</b> <a href="https://www.ted.com/talks/aj_jacobs_my_journey_to_thank_all_the_people_responsible_for_my_morning_coffee">https://www.ted.com/talks/aj_jacobs_my_journey_to_thank_all_the_people_responsible_for_my_morning_coffee</a>				
<b>Procedure</b>				
<b>Teacher Activity</b>	<b>Students' Activity</b>	<b>Resources</b>	<b>Duration</b>	<b>Evaluation/ Assessment</b>
Selects the documentary according to the topic(s) of interest for students.	Pay attention.	Documentary	1 min	Not Applicable
Requests ideas from students.	Give some ideas.	Teacher's voice. Students' voice.	1 min	Not Applicable
Asks students to watch the documentary for a first time and pay attention to any important details.	Follow the instructions.	Documentary.	14 min	Not Applicable
Asks students to watch for a second time and do the hand- out.	Watch it and answer the questions in the hand-out.	Documentary. Hand- out.		Writing.

Asks students to discuss some ideas.	Watch it and discuss ideas about the documentary.	Documentary. Teacher's voice. Students' voice.	18 min	Speaking
Organizes students in pairs or groups for the debate.	Organize for the debate.	Teacher's voice.	1 min	Not Applicable
Asks students to get ready to present the debate.	Present at least two points that will be defended during the debate. Also, respond some questions "from the audience".	Teacher's voice. Students' voice.	5 min	Speaking.
<b>Note:</b> <ul style="list-style-type: none"> <li>• TED Talks is a good source of topics for discussion, where speakers from around the world communicate mainly in English.</li> <li>• Students' order of participation will be decided through a raffle. Make sure that they have enough time to defend their points. (a minimum and maximum time should be established)</li> </ul>				



## 4. The Making Of

### Objective:

To make students aware of the importance of oral communication in real-life situations.

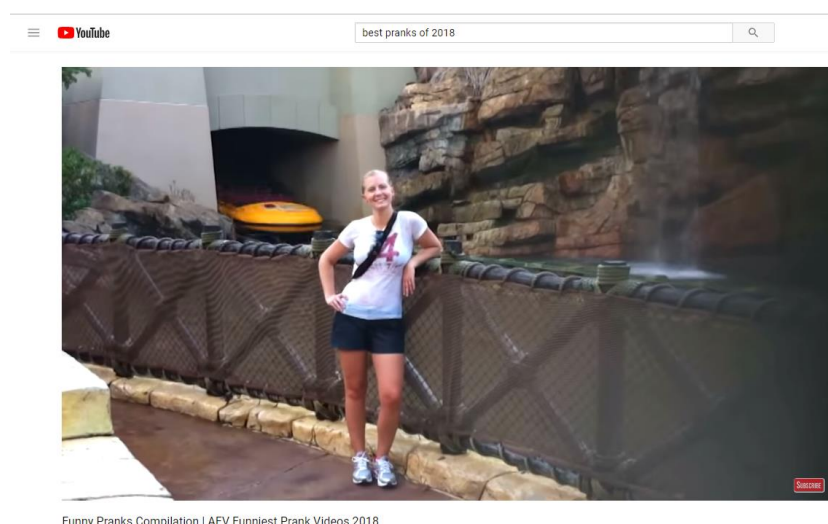
### Skill to be developed:

Oral expression.

### Materials Needed:

Authentic materials:

Videos from YouTubers (pranks, coverage of a trendy topic, etc.), movie/documentaries directors, where the process of creating a final product (movie, documentary, etc.) is explained.



<https://www.youtube.com/watch?v=zvbt6TANVhY>

### 4.1. Preparation

- a. When selecting the video, the teacher must pay attention to the details on the content that is being covered, i.e., be – or get – familiar with the topic and the type of vocabulary it includes.
- b. For this activity, it is important that students can watch the video with English subtitles – not the ones that are automatically generated on YouTube, for example, but those that have been prepared accordingly.
- c. Students could offer their ideas on what videos they would like to work with.

#### **4.2. Presentation**

- a. Students will watch the video and they required to write down as many details as possible related to the topic – information that they already may know about it.
- b. After watching, students will have the opportunity of sharing ideas based on their notes. The idea is to generate discussion on the topic, but to also reflect on the creation process of the *making-of* video.

#### **4.3. The Making Of**

- a. The main task in this activity is getting students into small groups and asking them to get hands on: they make their own version of a making-of video.
- b. To do so, students reflect on the process of the very activity, which means that they will have to focus their attention to the moment they – may have – decided what video to watch, the real watching-time, the discussion process, and the final task.
- c. This may sound elaborate, but the idea is quite basic: a student could use their mobile phone to be the camera man, and the rest of the group should be the ones ‘acting’. The video could start with the students talking about what exactly just happened during their lesson, and continue, step by step, until the very last activity.
- d. The final product could be uploaded on YouTube.

Another recommended sites:

<https://www.youtube.com/user/VitalyZdTv/videos>

<https://www.youtube.com/user/RomanAtwoodVlogs/videos>

<https://www.youtube.com/user/JustForLaughsTV/videos>

<https://www.youtube.com/user/PrankvsPrank/videos>

<https://www.youtube.com/user/DmPranksProductions/videos>

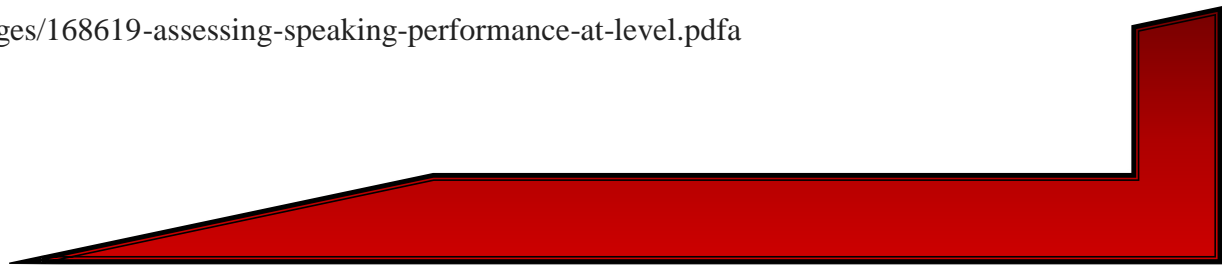
<b>General Information</b>				
<b>Subject:</b> English.		<b>Teacher's name:</b> Lic. Rodrigo Manzano.		
<b>Unit:</b> The Making of.		<b>Level:</b> 1ero BGU (B1)	<b>Time:</b> 40min.	<b>Date:</b> 2018.
<b>General Objective:</b>				
<ul style="list-style-type: none"> <li>To make students aware of the importance of oral communication in real-life situations.</li> </ul>				
<b>Specific Objectives:</b>				
<ul style="list-style-type: none"> <li>Students will be able to develop oral communication in real-life situations.</li> <li>Students will be able to create a <i>making-of</i> video.</li> </ul>				
<b>Assessment:</b> Speaking.				
<b>Materials:</b> Videos from YouTubers (pranks, coverage of a trendy topic, etc.), movie/documentaries directors.				
<b>Bibliography:</b> <a href="https://www.youtube.com/watch?v=zvbt6TANVhY">https://www.youtube.com/watch?v=zvbt6TANVhY</a>				
<b>Procedure</b>				
<b>Teacher Activity</b>	<b>Students' Activity</b>	<b>Resources</b>	<b>Duration</b>	<b>Evaluation/ Assessment</b>
Selects the video and gets familiar with the topic and the type of vocabulary it includes.	Pay attention.	Video	1 min	Not Applicable
Presents the video.	Watch the video with English subtitles	Video	15 min	Not Applicable
Asks students to details related to the topic. (Information that they already may know about it.)	Write down as many details as possible related to the topic.	Notebook.	5 min	Not Applicable



Asks students to share their ideas based on their notes.	Have the opportunity of sharing ideas based on their notes. (the creation process of the <i>making-of</i> video)	Teacher's voice. Students' voice.	4 min	Speaking
Asks students to get into small groups and asking them to get hands on.	Listen to the instruction.	Teacher's voice.	1 min	Not Applicable
Gives time to think ideas about their video	Reflect on the process of the very activity, which means that they will have to focus their attention to the moment they – may have – decided what video to watch, the real watching-time, the discussion process, and the final task.	Videos	4 min	Not Applicable
Gives time to make their video.	Use their mobile phone to be the camera man, and the rest of the group should be the ones 'acting'	Mobile phone	10 min	Speaking.
<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• TED Talks is a good source of topics for discussion, where speakers from around the world communicate mainly in English.</li> <li>• Students' order of participation will be decided through a raffle. Make sure that they have enough time to defend their points. (a minimum and maximum time should be established)</li> </ul>				

A2	GRAMMAR AND VOCABULARY	PRONUNCIATION	FLUENCY	DISCOURSE MANAGEMENT.	TOTAL
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and Exchange views on a wide range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interactions and negotiates towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is a clear organization<sup>111</sup> of ideas.</li> </ul>	
4	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and Word stress is generally accurately placed.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and respond appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very Little support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very Little prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Use appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> </ul>	
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and major support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are mostly relevant, despite some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	
				TOTAL	/20

Rubric adapted from <https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level.pdf>



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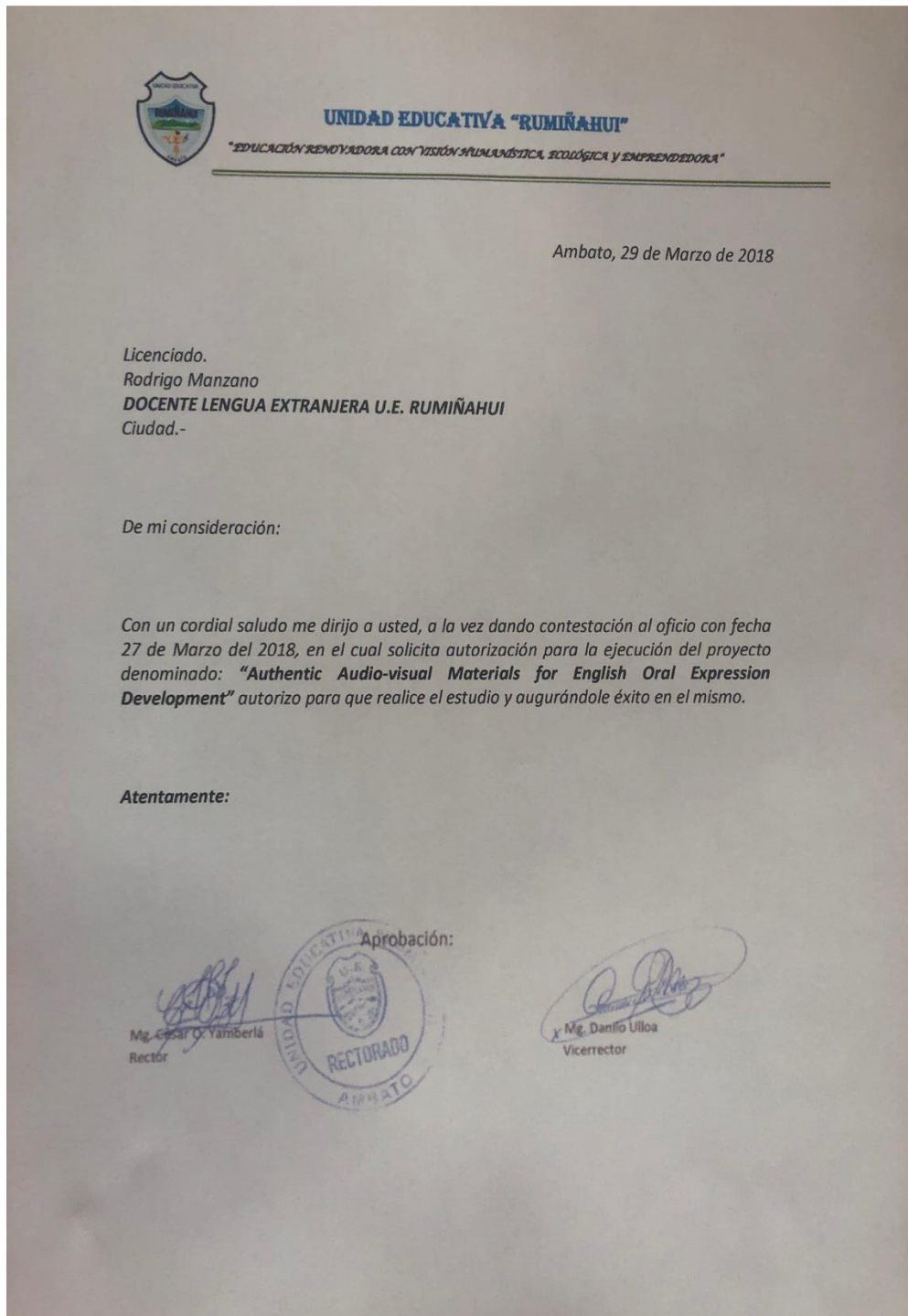
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ANNEXES.

Annex 1: Research Authorization.



Annex 2: Research Authorization document..

Ambato, 27 de Marzo de 2018

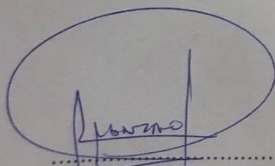
Mg.  
*Cesar Yamberlá,*  
**RECTOR UNIDAD EDUCATIVA RUMIÑAHUI**  
Ciudad.-

De mis consideraciones:

Yo, **Rodrigo Javier Manzano Pérez**, docente de Lengua Extranjera “Ingles” de la institución, solicito a usted muy comedidamente y por su digno intermedio al Área de Lengua Extranjera de la misma institución se me conceda realizar el trabajo de investigación de la **MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA** con el tema: **“Authentic Audio-visual Materials for English Oral Expression Development”**, con los primeros años de bachillerato de la sección Matutina, estudiantes a los quienes dicto mi cátedra.

Por la atención brindada a la presente anticipo mi agradecimiento.

Atentamente,



.....  
**Lic. Rodrigo J. Manzano. P.**  
**C.I. # 180423521-4**



Annex 3: Research Instrument Validation Pre-Test.

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE:  
 "AUTHENTIC AUDIO-VISUAL MATERIALS FOR ENGLISH ORAL EXPRESSION DEVELOPMENT"  
 CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE-TEST  
 PREGUNTAS PARA LOS ESTUDIANTES.

CATEGORIES ITEMS	CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P: PERTINENTE. NP: NO PERTINENTE.		CALIDAD TÉCNICA Y REPRESENTATIVIDAD O:OPTIMA B: BUENA R:REGULAR I:INSUFICIENTE				LENGUAJE GRAMATICA Y ORTOGRAFIA A: ADECUADO :INADECUADO		OBSERVACION
	P	NP	O	B	R	I	A	I	
1. What is your best friend like?	✓		✓					✓	
2. Have you ever been on a cruise? What was it like?	✓			✓				✓	
3. Could you describe a moment when you felt anxious?	✓				✓			✓	
4. What would you do if you were alone in a desert island?	✓			✓				✓	
5. When was the last time you had to give a speech in front of an audience? What was it like?	✓			✓				✓	

*Gabriela Galarza A*  
 Lic. Gabriela Galarza Altamirano  
 DIRECTORA DE AREA  
 LENGUA EXTRANJERA  
 UNIDAD EDUCATIVA RUMIÑAHUI

*Rodrigo Manzano*  
 Lic. Rodrigo Manzano Pérez.  
 DOCENTE.  
 APLICADOR PRE-TEST.

Annex 4: Research Instrument Validation Post-Test.

VALIDACION DE CONTENIDOS DEL INSTRUMENTO SOBRE:  
 "AUTHENTIC AUDIO-VISUAL MATERIALS FOR ENGLISH ORAL EXPRESSION DEVELOPMENT"  
 CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO POST-TEST  
 PREGUNTAS PARA LOS ESTUDIANTES.

CATEGORIES ITEMS	CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES		CALIDAD TÉCNICA Y REPRESENTATIVIDAD				LENGUAJE GRAMÁTICA Y ORTOGRAFIA		OBSERVACION
	P.	NP.	O.	B.	R.	I.	A.	I.	
1. What is your brother or sister like? Describe him or her?	✓		✓					✓	
2. Have you ever been on a car race? What was it like?	✓			✓				✓	
3. Could you describe a moment when you felt very happy?	✓			✓				✓	
4. What would you do if you were the last man in the earth?	✓		✓					✓	
5. When was the last time you had to face a problem in family or in school? What was it like?	✓		✓					✓	

*Gabriela Galarza A.*

Lic. Gabriela Galarza Altamirano  
**DIRECTORA DE AREA  
 LENGUA EXTRANJERA  
 UNIDAD EDUCATIVA RUMIÑAHUI.**

*Rodrigo Manzano Pérez*

Lic. Rodrigo Manzano Pérez.  
**DOCENTE.  
 APLICADOR PRE-TEST.**

Annex 5: Pre-Test Instrument.

UNIVERSIDAD TÉCNICA DE AMBATO.

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA

PRE TEST.



**OBJECTIVE:** The present test is designed to measure the english speaking level regarding the speaking skill and oral expression development.

1. What is your best friend like?
2. Have you ever been on a cruise? What was it like?
3. Could you describe a moment when you felt anxious?
4. What would you do if you were alone in a desert island?
5. When was the last time you had to give a speech in front of an audience? What was it like?



Annex 6: Post-Test Instrument.

UNIVERSIDAD TÉCNICA DE AMBATO.

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA

POST TEST.



**OBJECTIVE:** The present test is designed to measure the english speaking level regarding the speaking skill and oral expression development.

1. What is your brother or sister like? Describe him or her?
2. Have you ever been on a car race? What was it like?
3. Could you describe a moment when you felt very happy?
4. What would you do if you were the last man in the earth?
5. When was the last time you had to face a problem in family or in school? What was it like?

Annex 7: Rubric Validation.

Ambato, 02 de Abril de 2018

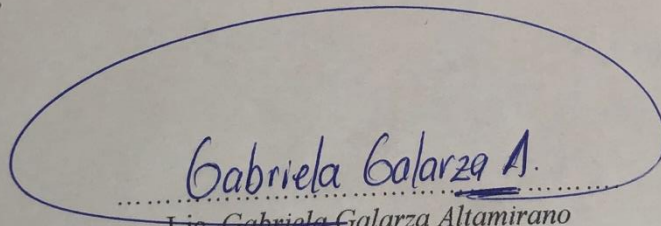
Lic.  
*Rodrigo Manzano.*  
**DOCENTE DE LENGUA EXTRANJERA**  
**UNIDAD EDUCATIVA RUMIÑAHUI.**  
Ciudad.-

De mis consideraciones:

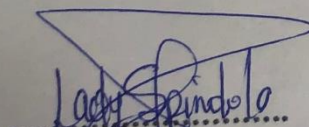
En respuesta al oficio solicitando el aval para la aplicación de un pre-test y post-test para la **MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA** con el tema: **“Authentic Audio-visual Materials for English Oral Expression Development”** se da a conocer que la rubrica analizada en área queda avalada por los docentes del área Matutina para su posterior aplicación

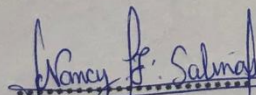
*Por la atención a la presente anticipo mi agradecimiento.*

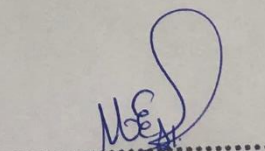
Atentamente,



*Lic. Gabriela Galarza Altamirano*  
**DIRECTORA DE AREA DE LENGUA EXTRANJERA**  
**UNIDAD EDUCATIVA RUMIÑAHUI.**

  
.....  
**Mg. Lady Espindola**  
**DOCENTE**

  
.....  
**Lic. Nancy Salinas.**  
**DOCENTE**

  
.....  
**Lic. Mery Escobar**  
**DOCENTE**

Annex 8: Rubric Validation Document.

Ambato, 27 de Marzo de 2018

Lic.

*Gabriela Galarza Altamirano*

**DIRECTORA DE AREA DE LENGUA EXTRANJERA  
UNIDAD EDUCATIVA RUMIÑAHUI.**

Ciudad.-

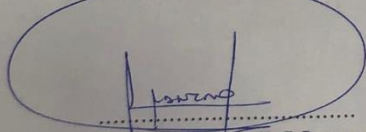
De mis consideraciones:

**Yo, Rodrigo Javier Manzano Pérez, docente de Lengua Extranjera “Ingles” de la institución, solicito a usted muy comedidamente y por su digno intermedio al Área de Lengua Extranjera de la misma institución se me conceda AVALAR LA RUBRICA DE EVALUACION COMO PRE-TEST Y POST-TEST ha ser aplicada para el trabajo de investigación de la MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA con el tema: “Authentic Audio-visual Materials for English Oral Expression Development”.**

La misma rubrica será aplicada a estudiantes de Primer Año de Bachillerato Sección Matutina por lo cual se necesita del aval de los docentes del área de Lengua Extranjera.

Por la atención brindada a la presente anticipo mi agradecimiento.

Atentamente,



**Lic. Rodrigo J. Manzano. P.  
C.I. # 180423521-4**



## Annex 9: Rubric Pre-test.

A2	GRAMMAR AND VOCABULARY	PRONUNCIATION	FLUENCY	DISCOURSE MANAGEMENT.	TOTAL
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and Exchange views on a wide range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interactions and negotiates towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is a clear organization of ideas.</li> </ul>	3
4	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and Word stress is generally accurately placed.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and respond appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very Little support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> </ul>	3
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very Little prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	2
2	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Use appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> </ul>	1
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and major support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are mostly relevant, despite some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	2
				TOTAL	11/20

PARTICIPANT'S NAME: Sebastian Alauca 1er B6 A.

## Annex 10: Rubric Post-test.

A2	GRAMMAR AND VOCABULARY	PRONUNCIATION	FLUENCY	DISCOURSE MANAGEMENT.	TOTAL
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of a range of simple and some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and Exchange views on a wide range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is appropriate.</li> <li>Sentence and word stress is accurately placed.</li> <li>Individual sounds are articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interactions and negotiates towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is a clear organization of ideas.</li> </ul>	4
4	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible.</li> <li>Intonation is generally appropriate.</li> <li>Sentence and Word stress is generally accurately placed.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and respond appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very Little support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language with very little hesitation.</li> </ul>	3
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very Little prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are relevant and there is very little repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	4
2	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Use appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> </ul>	2
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and major support.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are mostly relevant, despite some repetition.</li> <li>Uses basic cohesive devices.</li> </ul>	4
				TOTAL	17/20

PARTICIPANT'S NAME: Estefanía Cordova 1er B6 B.

Annex 11: Photographs Pre-test.



**UNIDAD EDUCATIVA "RUMIÑAHUI"**

*"EDUCACIÓN RENOVADORA CON VISIÓN HUMANÍSTICA, ECOLÓGICA Y EMPRENDEDORA"*



Annex 12: Photographs Post-test.



**UNIDAD EDUCATIVA "RUMIÑAHUI"**

*"EDUCACIÓN RENOVADORA CON VISIÓN HUMANÍSTICA, ECOLÓGICA Y EMPRENDEDORA"*





## Annex 13: Classroom Debate Rubric.

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
<b>Information</b>	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
<b>Understanding of Topic</b>	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
					<b>Total Points:</b>	
<b>Comments:</b>						

<https://www.cambridgeenglish.org/images/168619-classroom-debate-rubric.pdf>