UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: VISUAL AIDS AND SPEAKING SKILLS

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Ambato – Ecuador
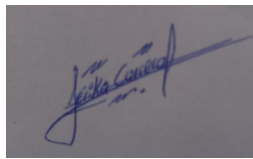
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I, Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No.1802696458, in my capacity as supervisor of the Research dissertation on the topic: "**VISUAL AIDS AND SPEAKING SKILLS**" investigated by Miss Erika Alexandra Carrera Suárez with I.D No. 1850525245, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Dra Mg. Elsa Mayorie Chimbo Cáceres
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Visual aids and speaking skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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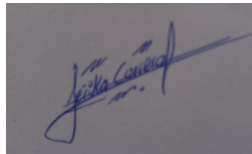Mg. Lorena Fernanda Parra Gavilánez
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DEDICATION

TO:

God for giving me the strength and ability to keep going day by day and guide me on the path of good.

To myself, for the effort, time and perseverance given.

My darling mother Nancy for being my unconditional support all my life, for giving me the opportunity to finish my studies and always being there for me both emotionally and financially.

My father Roman for being my motivator and for giving me his advice every time.

My dear Suarez family for supporting and helping me every day of my life and teaching me that nothing is impossible with faith.

Erika.

AKNOWLEDGEMENTS

First and foremost, I express my gratitude to God for granting me life and aiding me in achieving my aspirations. Likewise, I extend a heartfelt appreciation to my parents, whose unwavering support and dedication have ensured my education has been of the highest quality throughout my life.

I would also like to express my sincere thanks to my teachers, who have imparted their wisdom and knowledge to me, as well as for their professional guidance, particularly Mg. Mayorie Chimbo, who has been my mentor and provided invaluable assistance throughout the research process.

Lastly, I am deeply grateful to my friends Mario, Santiago, and Nicolás for their companionship and encouragement.

Erika.

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EXTRANJEROS

TOPIC: "Visual aids and Speaking Skills"

AUTHOR: Carrera Suárez Erika Alexandra

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

ABSTRACT

English holds a prominent position as one of the most prevalent languages worldwide; thus, establishing its significance in the realm of language acquisition. Consequently, the development of oral proficiency becomes a paramount aspect in acquiring a second language, facilitating real-time communication with others. Hence, this thesis investigates the influence of visual aids on the development of speaking skills The study enlisted the participation of 39 students, comprising 19 males and 20 females, enrolled in the 1st year of General Baccalaureate at Vicente Anda Aguirre Educational Unit, aged between 14 and 15 years. The intervention consisted of eight in-person sessions using Communicative Language Teaching (CLT) lesson plans in conjunction with Task-based Language Teaching (TBLT). To measure the efficacy of the intervention, both a pre-test and post-test were administered, employing the speaking component of the standardized KET exam by Cambridge. Additionally, the students' English proficiency level in speaking was evaluated using the Cambridge A2 Flyers rubric. This was a pre-experimental study. The results show a 1.4-point improvement in students' speaking ability after implementing various activities using visual aids as a teaching strategy. All collected data were subjected to statistical analysis, and content analysis was conducted utilizing the SPSS software to reject the null hypothesis, thereby confirming the acceptance of the alternative hypothesis. Consequently, the effective utilization of visual aids has proven instrumental in fostering oral proficiency, leading to enhanced fluency and pronunciation among students.

Key words: English language learning, visual aids, speaking skills.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: "Visual aids and Speaking Skills"

AUTOR: Carrera Suárez Erika Alexandra

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

RESUMEN

El inglés es uno de los idiomas más utilizados en el mundo, por lo que se convierte en un factor importante en el aprendizaje. En consecuencia, desarrollar la capacidad de hablar es fundamental para aprender otro idioma porque permite la comunicación oral con otras personas en tiempo real. Por esta razón, esta tesis investiga la influencia de los recursos visuales en el desarrollo del aprendizaje oral de idiomas. Para esta investigación participaron 39 estudiantes, 19 hombres y 20 mujeres de 1° BGU de la Unidad Educativa Vicente Anda Aguirre, las edades oscilaron entre los 14 y 15 años. La intervención se aplicó en 8 sesiones de modalidad presencial utilizando planes de lecciones Communicative Language Teaching (CLT) en conjunto con Task-based language teaching (TBLT), para recopilar datos. Los instrumentos aplicados fueron un pre y post test para medir antes y después del tratamiento, para lo cual se utilizó como instrumento la prueba de habla del examen estandarizado KET de Cambridge Assessment English. Además, se utilizó una rúbrica (flyers A2) de Cambridge para evaluar el nivel de inglés de los estudiantes en la habilidad de hablar. Esta fue una investigación pre-experimental. Los resultados muestran una mejora de 1,4 puntos en la habilidad de hablar de los estudiantes después de aplicar varias actividades utilizando los recursos visuales como estrategia de enseñanza. Todos los datos recogidos fueron analizados estadísticamente y se realizó un análisis de contenido bajo el Software SPSS para rechazar la hipótesis nula y se comprobó la aceptación de la hipótesis alternativa. En consecuencia, el uso de ayudas visuales fue efectiva en la mejora de la habilidad oral porque los estudiantes pudieron mejorar su fluidez y pronunciación.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Extensive bibliographic research of websites, scientific articles, books and other sources relevant to the research topic was needed. The following research evidence has been identified:

The research by Salamea and Fajardo (2023) has as aim to evaluate the effects of visual and audiovisual materials on students' speaking skills and their engagement in lessons. This research used a mixed method design that collected both quantitative (pre-test, post-test and questionnaire) and qualitative (students' feedback) data. The participants were a group of 36 students from fourth grade aged 8-9 years old. The results show that the researchers fulfilled its purpose and demonstrated that the effects of the use of visual and audio materials have been contributing to learners in the language learning process, especially in improving speaking skills.

The article elaborated by Gistituati et al. (2019) analyzed the use of visual aids in students speaking skills. The investigation was conducted under a classroom Action Research in three cycles. The participants of the research were the students of the second year of the English Education Department of Education and Teachers Training Faculty of Universitas Lancang Kuning. The results of the investigation were that students improve their low speaking skills under the use of visual aids within three cycling processes.

Ordu (2021) examined the role of instructional aids in a changing world and how they are important for an effective teaching and learning skills. The use of visual materials such as pictures, video clips, objects, internet facilities help students to have real life experiences of what is being taught. Because they are great facilitators of knowledge and development of skills, their use enhances classroom instruction. As a result of this paper, the author addressed that teaching and learning aids should be tailored to the learners needs to help them reach the skills and knowledge needed to lead their full potential.

Quecan (2021) aimed to assist educators with resources and guidance that enhance their teaching process and motivate students in order to build confidence in students while learning a second language. As visual aids have shown that language learners can benefit from them, and they can motivate students increasing comprehension, vocabulary retention and skills development. This study was conducted with English teachers from University of San Francisco. The results of the research project were that real-life visual aids are crucial for English learners. Moreover, visual aids help to fill in the gap that prescribed textbooks lack.

To Patesan et al. (2018) states that visual aids are powerful tools that are used to assist the teachers in teaching foreign language. This paper examines some of the theoretical and practical aspects of the use of visual aids in the English language classroom. The author emphasizes on the importance of visuals that can significantly enhance the learning of students. They concluded that the advantages associated with the use of visual aids in teaching are numerous, including the ability to capture and sustain attention, encourage students to become engaged with the specific subject of the lecture, and aid in the retention of information.

Shabiralyani et al. (2015) mentioned that the use of visual aids as a motivational tool are help teachers to explain the concepts easily, and at the same time, encourage students learning process. The purpose of the paper is to explore teachers' opinions on the use of visual aids. This research collected the data from a closed ended questionnaire in the public and private institutions from Dera Ghazi Khan district. The conclusions of the paper states that the majority of teachers staff had positive perceptions of the use of visual aids in the teaching-learning process, moreover, it stimulates thinking and improves learning environment.

Kathirvel and Hashim (2020) explained the four main skills in English language arguing that speaking skills is the most important skills in the learning process as it helps learners to communicate with others effectively. In this way, the authors added that the use of strategies such as the use of audio-visual aids has gotten many positive results from English language learners. This study was conducted under a descriptive approach where it found that audio-visual materials assist teachers and students in improving speaking skills since it creates an interactive, fun, and effective education to students.

The article elaborated by Chamba and Gavilanes (2019) analyzed the benefits of authentic audio-visual material in the development of oral fluency. The type of research used was qualitative quasi experimental research, the method of data collection in this study were a survey, pre and posttest. The results of this study showed that authentic aids undoubtedly have an enormous impact on English as a foreign language learner due to the input and exposure to the language that it provides.

Nalliveettil and Ali (2013) examined the usefulness of audio-visual aids in EFL classroom. It offers diverse interactive proficiency activities to integrate language textbooks with visuals as additional resources for classroom language learning activities. The study was conducted under qualitative research where the data collection instrument was a questionnaire. The results showed that teaching aids and resources are useful to English teaching and learning contexts.

The different scientific articles that were considered in this research allowed the two variables under study to be investigated in depth. In addition, through these articles, journals and thesis, it was possible to have a clearer idea of what visual aids entails and what its benefits are in terms of speaking. The results of all these research works show the same conclusion, that the use of visual aids play an important role in enhance students speaking skills.

1.2 Theoretical foundation of the variables
Independent variable

Didactics

The word didactics is a key term in modern education. It comes from the Greek "didaskein", literally meaning "to teach", "to instruct" or "to demonstrate". Today it still retains the meaning that was also taken from the Latin <discere> and <docere>, which respectively mean to learn and to teach (Casasola, 2020).

Education and life itself, nowadays, can be defined as a continuous learning process, where the study and adequate use of techniques or methods of such learning is necessary, and this is what didactics deals with (Gonzáles, 2007). In other words, didactics is about teaching how to learn; it is the study of the methods to stimulate, instruct, and guide the students in their learning process.

The author added that didactics has a dual character: formative and informative, however, both have an influence on the student's learning. The formative aspect deals with oriented practice and the elaboration of deep concepts through the interpretation, elaboration and practice of pedagogical knowledge, while the informative aspect refers to instructing students in order to develop their capacities and aptitudes for their own growth, in this way both formative and informative concepts are linked. Therefore, it can be said that didactics is a discipline of pedagogy that focuses on the teaching-learning process; in this sense, it refers to the action of transmitting knowledge by the teacher and stimulating the student to a meaningful learning.

To emphasize, Casasola (2020) added that didactics is divided into general and special didactics.

- General didactics provides a comprehensive understanding of the necessary pedagogical resources.
- Special didactics offers specific strategies to optimize this process.

These strategies aim to ensure an adequate educational level to which it has to respond, with different appropriate didactic resources both in the teaching and training areas. However, both general and special didactics are fundamental to the teaching and learning planning process. Segovia and Pérez (2015) mentioned didactics is an area of study that focuses on investigating the different dimensions of the teaching-learning process and determining which methodologies can contribute to improve them. Didactics aims to enhance the teaching action according to the particular environment or context in which education takes place.

In this sense, didactics is the study of the principles on which the methods, procedures, and materials for learning are based. The focus of this research is based on the didactic forms of learning, that is, the way in which the teacher presents the subject to immerse the students in the process of learning a foreign language.

In short, didactics is understood as an area of knowledge that not only highlights and reveals what should be done, but also why it should be done in a certain way.

Categories of general didactics

The categories of general didactics constitute a dialectical system among themselves. Peña et al. (2018) mentioned that objective, content, teaching method, didactic resources and educational evaluation are part of it.

- Objective

The category of objectives holds a prominent place in the management of the teaching-learning or teaching-educational process. Because it fulfills the important function of establishing the contents, methods and forms of organization of teaching, by reflecting the planned transformation that is intended to be achieved in the student in terms of the formation of the human being to which society aspires.

- Content

The content of teaching refers to what is being taught. Since the same content can be expressed in different ways but only in accordance with the objectives that have been formulated. According to Osborn (2022) content refers to the information that is being taught, such as textbooks, lectures, and assignments. The purpose of the written information is to educates learners about a particular topic. Therefore, a content can be classified as a system of knowledge, a set of knowledge that is expressed methodologically or attitudinally, which is based on the formation of values.

- Methods

It is crucial to consider that the objective-content-method-organization relationship determines the internal logic of the teaching process. It is crucial to consider that the objective-content-method-organization relationship determines the internal logic of the teaching process. In other words, the method is the way to accomplish the objective and the content in the teaching process. Indeed Guide (2023) defines that teaching methods refer to a range of methods that educators can employ to facilitate the learning process and promote a sense of engagement and interest in the material. Thus, teaching methods should be defined as the ways of organizing the cognitive activity of students, and the mastery of knowledge, as well as the education of students in the teaching process.

- Resources

A teaching resource or teaching aid is an image or representation of an object or phenomenon that is intended to be used for the purpose of teaching, but also for the purpose of instruction by students. It also includes natural and industrial objects in their natural and prepared forms that contain information and are utilized as a source of information. There are didactic requirements associated with the utilization of resources, and they may be employed at various stages of the learning process. In addition, the didactic resources must be well selected according to the objective, they must clearly express what is to be said or expressed, and, in addition, the visual aspect of the same.

Didactic methods and approaches

Nowadays, there are several teaching methods that seek to enable learners to develop autonomy and at the same time to have a guide to do so. In this way, teachers play an important role in achieving this goal. For many years traditional teaching has been present in the classroom; however, since the teacher assumes a high degree of control of the activities and teaching processes, the theoretical and verbal methods are completely aside.

According to Casasola (2020), didactic methods refer to the design of strategies implemented by the teacher through the lesson organization so that students learn to learn. In other words, the didactic design stimulates students to observe, analyze, express their opinions, propose solutions and discover knowledge on their own. Thus, active methods and techniques offer the opportunity to stimulate the student's interest in the learning process and motivate them to move forward. Then, teachers can contribute to educational development by exploring and analyzing innovative strategies aimed at improving academic performance. Therefore, didactic methods are a fundamental tool for teachers, as they enable their students to learn effectively.

Di Pardo (2020) suggested that didactic method is a teaching approach that follows scientific principles and educational styles. Moreover, the didactic approach is an effective way to transfer knowledge in any field of study, allowing for a more meaningful understanding of the material presented.

Under those circumstances, as many didactic approaches have emerged in the educational panorama; however, these methods are nothing new, but their implementation in the educational field and their integration in active methodologies is innovative. For example, in language didactics different methods have been used to guide the teaching-learning process; but in general, it can be grouped into four main ones:

Communicative Language Teaching

Through learner interaction, Communicative Language Teaching (CLT) attempts to achieve communicative rather than linguistic competence. Teachers might use activities that encourage learners to express themselves through while completing relevant tasks (University of Louisiana Monroe, 2021). The goal of the communicative method to speaking is for students to practice English without being embarrassed or making mistakes when learning a new language. Grouping and pairing students also promotes participation in in-class activities. For example, students could collaborate to play a game in which they must describe an object to each other in English. In this case, the use of learning materials plays an important role, as it not only encourages them to engage with the language in a meaningful way, but also offers the possibility of active participation.

Task-Based Language Teaching

The basis of Task-Based Language Teaching (TBLT) is the performance of a series of tasks in the target language, to foster their ability to communicate in that second language. It is about students creating, producing, or designing something in class (Corwin, 2022). Additionally, it is an approach that stems from Communicative Language Teaching.

Expository method

Presenting a topic through oral language, with visual support. An effective approach for engaging learners and helping them to make meaningful connections between new information and existing cognitive schemata. The teacher's role in this process is to provide the learner with a hierarchical structure for organizing knowledge. This method encourages active engagement from learners while providing

a framework that facilitates successful integration of new material into their existing knowledge base (Mcleod, 2022).

Image-based communication

The concept of this method is that it is easier and quicker to communicate a message with an image. In order to generate reflections on the teaching / learning process and on visual literacy, since the current society is surrounded by visual images, this method was developed from the need to verify pedagogical practices with the reading of images. It also reflects on the power of the image and its impact on teaching and learning by analyzing the resources and theoretical tools present in the area of language learning and teaching of English as a Foreign Language (EFL) (Serra, 2019).

In this way, the methods and techniques to teach should be developed in such a way as to help students improve their abilities and skills. In general, didactic methods encourage students to take responsibility for their education and to actively participate in the learning process. In addition, it is essential how the teacher chooses to explain or teach the material to the students so that they can learn it.

Didactic resources

In today's education, it is important to have a diversity of resources and didactic materials, as well as to use them in the right way at appropriate opportunities. Without access to a variety of learning and teaching resources, it is very hard to imagine the current educational process. It is not only a way of making the process more inviting and interesting for students, but also an incentive to engage actively in learning and develop different skills.

According to Vargas (2017), didactic resources or also called didactic supports, educational media, are understood as the set of materials that facilitate the teaching-learning process, being the pedagogical support that reinforce the teacher's performance. Similarly, Mazón et al. (2022) states that didactic resources can be both physical and virtual, they seek to awaken the interest of students, adapt to their physical and psychological characteristics, and facilitate the teaching activity by serving as a guide; they also have the great virtue of adapting to any type of content.

Therefore, the use of didactic resources in the school environment generates better opportunities to access pedagogical spaces that strengthen student understanding. Indeed, Editorial Team (2023) states that one of the main bases of didactics is to focus on how to educate students. Didactic teaching involves a teacher directly instructions and use of teaching resources in order to create structured lessons depending on the needs of their students.

Currently, a wide range of didactic resources have appeared, including new technologies, physical materials and audiovisual resources. Therefore, the teacher needs to know more and more the appropriate resources for the teaching-learning process and how to integrate them into the educational process, otherwise it could be counterproductive.

Visual aids

Visual aids in teaching are considered a teaching strategy that utilizes visual elements to enhance students' understanding and learning (Ordu 2021). Therefore, visual materials are essential tools that can improve students' understanding and help teachers to convey information more clearly and effectively. These resources can be both physical and digital and range from books and brochures to educational videos and interactive games. The appropriate selection and use of the right visual materials are fundamental to success in education.

To Gonzáles (2007) new strategies of teaching, thanks to didactics, are graphic or visual, experimental, ludic, and theatrical activities. Regardless of the purpose of each of these strategies, the graphic or visual form is the one that best represents the concepts visually, in which the means of perception of knowledge is sight, and which is the focus of this research. Thus, for decades, language teaching and learning has been a difficult area to lead, especially in Ecuador. This has resulted in the appearance of different traditional approaches. However, experts have understood that teaching needs to be accompanied by a concern to develop the ability to express meaning.

According to López (2021), visual aids are support materials whose function is to stimulate and capture the attraction of the student in learning. Therefore, if the aim is to achieve a long-term impact on the students' language learning, this item should be considered as an additional tool to the classes.

Chundung et al. (2020) state that visual aids refer to materials that are used to facilitate teaching and learning process. Thus, visual aids help learners to retain more concepts when they use a variety of material, also it makes students to be involved in the learning process instead of just being passive learners.

The use of visual aids helps learners to explain thoughts, ideas, and improve comprehension, its use during the teaching and learning process has a significant importance for the students' experience with the educational content. Since many visual teaching aids are considered as games, it is defined as tools used by teachers to help learners improve language skills, visual aids also help teachers to make their classes more interactive and creative.

Teaching aids

Over time, the concept of didactic material has evolved and been known by different names, such as resources, media, and teaching aids. However, they all serve the same function: to help and facilitate the teaching-learning process for both the teacher and the student. It is divided into:

- Authentic materials

The implementation of teaching materials usually follows some conditions such as adapting the material to specific criteria in order to create a new material suitable for the teacher and students' needs.

Rehman and Peryeen (2021) mention that among researchers' definitions of authentic materials, a common factor is its realness, in other words, authentic materials are important tools in language teaching process due to its association with the real language and its daily use in the classroom. Likewise, authentic materials are considered as a stretch of real language, designed to convey a real message of some sort, and emerges from the producer's needs for communication (Castillo et al., 2017).

In addition, Siregar and Manurung (2019) argue that it is possible to classify authentic materials into two categories such as spoken or written. Films, videos, forecasts, radio interviews, and debates are some of the things spoken. Meanwhile, recipes, stories, newspaper articles, sporting reports, street signs, maps, comics, and poetry are some of the types of written material. Therefore, all materials used in

teaching English should be related to real life so that students are aware of what is happening in the world and are more interested and motivated to learn English.

- Published materials

Nowadays, there are so many different coursebook, worksheets and other resources available for teaching English. The use of these resources is not new, but in English as a foreign language classes teachers must adopt effective teaching materials to help students learn the target language better. Siregar and Manurung (2019) defined some of the most popular authentic printed materials to use, movie advertisements, sports reports, restaurant menus, university catalogs, maps, and bus schedules are part of their classification. The purpose of those resources is to provide students with new information that can enrich them with a wide range of knowledge.

To Maas (2022), the best way to choose and use printed materials in classes is to analyze and evaluate material's suitability. To make good judgments based on what makes materials 'good' teachers must considered some criteria such as audience, general points, detail elements, effectiveness, and learners' preferences. Thus, published material in teaching becomes one of the important factors that will determine the success of learning.

- Technological material

When exposed to audiovisual material, leaners can learn a language better because it's more realistic (Remache et al., 2019).

Irmawati (2019) defined audiovisual aids as a suitable medium that can make learning interesting and also be used to overcome existing problems in speaking. In this way, learners can express their ideas what they see and hear. For this reason, teaching materials are a great help in facilitating the learning of a foreign language because teaching materials consist of tools that can stimulate human senses, such as visual and auditory tools, where through emotional inputs, the level and quality of language skills also increase.

- Material to build learning

In an expanded communicative horizon, the materials open new ways and means to develop the capacity to construct learning on how to teach and learn.

Ramírez et al. (2019) mention that these materials can be used in a group setting under the guidance of a teacher, as well as independently by students, since they are self-contained systems that allow learners to navigate and learn through them with minimal assistance. Those are divided into:

Visual and graphic elements

In terms of increased learner motivation and improved learning results, it has been demonstrated that using visuals during the design of teaching activities can have a significant impact. Ortega et al. (2017) state that there are different types of visual aids, however the most important are: flashcards, images, wallcharts, posters, maps, videos, pictograms and drawings. They are further classified as follows:

Table 1.

Visual aids classification

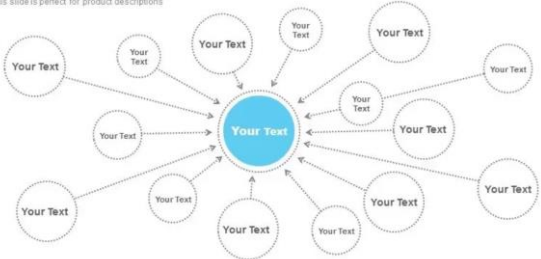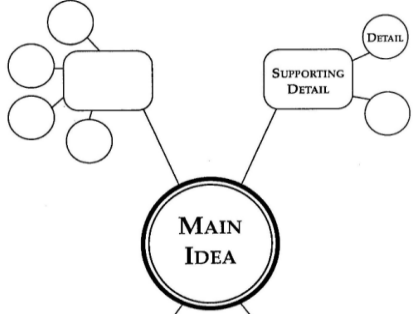| Visual Aids/Materials	Description	Use in instruction
Real Objects	Authentic materials that can be manipulated by students.	Teaching new vocabulary and in verbal or written interactions.
Pictures and Graphics	Images and graphics that facilitate understanding of related text.	Direct means of providing information to learners.
Pictograms	Graphic representations as flashcards used in the classroom to introduce or practice vocabulary.	Large in size, attractive, brief in content, and convey meaning clearly.
Posters	Large sheets of paper or card that show visual information in a detailed and complex way.	Show vocabulary learned in a real context, useful for verbal development.
Video/Audio	Audiovisual material that creates the illusion of real conversation.	Clear and understandable dialogues.

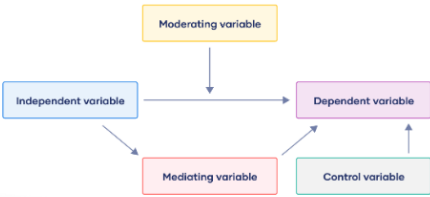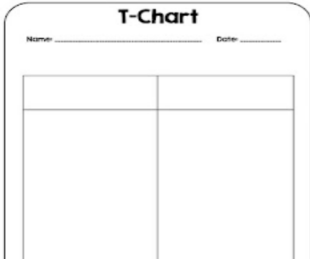| Graphic Organizers	Verbal and visual structure for eliciting new vocabulary and identifying major concept and vocabulary relationships.	Used to organize and classify information within a unit of study.
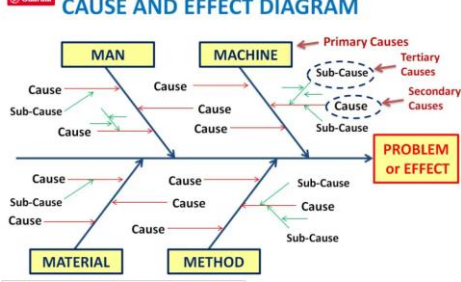
Note: This table represents the types of visual aids are used in class.

For Tureniyazova (2019), a graphic organizer is defined as providing a verbal and visual structure for eliciting new vocabulary, identifying, and classifying the major concept and vocabulary relationships within a unit of study.

Table 2.

Types of graphic organizers

Graphic Organizers	Function	Example
Cluster	Systematize the generation of ideas based on a central topic.	*Note:* Cluster diagram PowerPoint template and Keynote. (2016). SlideBazaar. https://slidebazaar.com/items/cluster-diagram-template-powerpoint/
Mind mapping	Generate ideas, take note, develop concepts, and keywords based on a central idea or word.	*Note:* Mind map graphic organizer template. (n.d.). Pinterest. Retrieved June 9, 2023, from https://www.pinterest.com/pin/76139049933479543/

	Illustrate main concepts and their relationships.	 *Note:* Swaen, B. (2022, August 2). What is a conceptual framework? Scribbr. https://www.scribbr.com/methodology/conceptual-framework/
Conceptual scheme		
KWL	Activate prior knowledge, monitor learning, and engage students before, during, and after a unit or lesson.	 *Note:* Kwl chart. (n.d.). https://ammadson2.weebly.com/kwl-chart.html
T-scheme	Compare and contrast two different ideas.	 *Note:* How to use T charts in math class. (n.d.). Blogspot.com. Retrieved June 9, 2023, from http://whoswhoandnew.blogspot.com/2015/08/how-to-use-t-charts-in-math-class.html
Fish bone	Brainstorm cause-and-effect relationships.	 *Note:* TQP. (2020, March 20). What is a Fishbone Diagram? Ishikawa Diagram. Tech Quality Pedia. https://techqualitypedia.com/fishbone-diagram-ishikawa-diagram/

Note: The table show the most common graphic organizers used in class.

The use of graphic organizers encourages students to organize information, ideas, and understanding of a topic. It enables them to represent words, concepts or items in a creative way as well as recall and remember new information.

In short, it can be seen that there is a wide variety of authentic visual material that can be used in class. It can help learners to increase their attention level and feel motivated at the moment of producing the language, due to learners should feel the desire to expand their knowledge in order to then produce the language with confidence.

According to Flores (2016), these resources used in the classroom, make a difference compared to the traditional text, thus attracting students' attention and interest in the topic to be covered. She also mentions that its effect makes the student able to learn better, be creative, stimulate their perceptual capacity, and relate to technology. Therefore, the methodology is converted from a traditional class to an active, practical, and fun class.

On the other hand, Martín and Jiménez (2020) propose the use of some resources such as blackboards, projectors, power points, concept maps and others as additional tools for language teaching. Evidently, in today's education, these are items that should be used more if teachers want to achieve sustained learning in our students in the English language.

An effective technique and method make students fearless and courageous in speaking (Rustan & Asik, 2016). The use of visual aids in communicative language teaching is an example of methods to achieve the best learning conditions in teaching speaking in the classroom. Hence, the use of visual aids in communicative language teaching is an example of methods to achieve the best learning conditions in teaching speaking in the classroom. Hence, it helps students to clarify concepts, interpretations and appreciations, and enable them to make learning process more effective, interesting, and meaningful.

Thus, visual aids are tools that help clarify a topic and make it easier to understand as well as to learn about. In this way, there are a range of types of visual aids used in language learning which use different media.

López (2021) notes that the importance of visual aids consists precisely in promoting more attractive experiences in the creation of memories that can be stored and retrieved to optimize vocabulary learning. With this in mind, visual aids are used to motivate learners to communicate in a language and create their own context. Then the information is provided through physical or digital resources increasing their vocabulary range in the language to be learned, so that they obtain a better fluency.

Finally, visual aids have provided benefits to foreign language learners. Studies above have shown that the use of audio-visual aids can enhance learners' languge skills by providing them with visual and auditory cues. Additionally, it can be used to reduce anxiety and improve learners' confidence levels, which are often the main barriers to effective communication.

Based on didactic methods, which emphasize the benefit of verbal and visual ones, and previous studies have supported their benefits in terms of language skills. Effectively employing these visual stimuli motivates students and captures their attention for future English language learning. Studies in the field of English language acquisition have also indicated that accompanying explanations with images is a very useful didactic methodology. (Sampietro & Molina, 2014).

It is important to highlight that visual resources are considered a versatile strategy that can be adapted and applied across different teaching methods and pedagogical approaches. Therefore, by using visual resources, teachers can present information in a visually appealing and comprehensible manner, aiding students in constructing meaning, making connections, and retaining content more effectively.

Dependent variable

English Language learning

In the 21st century, English is the lingua franca of education, trade and employment, and it is an essential skill for anyone who wishes to succeed professionally or academically. Moreover, English is one of the most important languages with an impact on society and business, economics, education or politics. The majority of observers now agree that English has become an established language worldwide, and its role in world history is a new one.

King (2018) argued that English is said to be the first foreign language in 100% of secondary curricula. However, the results of different tests indicate that English proficiency in Latin America is very low (Cronquist & Fiszbein, 2017). This is because the education system is simply not producing enough students capable of speaking English. In addition, there are many schools in rural locations that do not offer the necessary language skills and whose quality is often poor. Although learning opportunities outside the education system are increasingly evident, they do not compensate for the shortcomings of formal education.

Therefore, learning is the acquisition of knowledge or ability through the use of experience (TESOL, 2017). According to this view, language learning is a process in which the learner acquires knowledge in which he or she learns grammatical rules, vocabulary, and idioms as a native speaker does. In addition, students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family and friends, and work to make sense and order of their world.

According to Ramírez and Kuhl (2016) learning a foreign language is one of the most amazing but also most difficult things to do. It involves being able to figure out how to form words using an unlimited number of "phonetic units" (consonants and vowels). Therefore, Collins English Dictionary defines language as a collection of sounds and symbols used by people to communicate or write in a certain country or region. Meanwhile, learning is something where you obtain knowledge or a skill through studying or training.

On the other hand, Ollero (2014) argues that learning a foreign language is one of the most relevant challenges for students, due to, there are many factors that affect

language learning. The author mentioned that the most relevant ones are age, culture, learners' variables, and students' interests. However, methodology, teachers' behavior, and syllabus design are factor that affect students' eagerness or motivation to learn a foreign language. In brief, lack of motivation may lead to lack of effort when learning. In order to offer students an interesting lesson, the use of traditional methodological approaches can no longer be the main tool.

Identically, Tapia (2018) states that there are factors that affect the process of learning English as a foreign language. In his research it was found that:

- The age of the students affects the students' academic performance since some students do not know how to manage their time in an adequate way. Some variables referred to are the number of subjects, whether they work or not, hours of study dedicated to the subject and even the percentage of class attendance.

- Intelligence, also referred to as multiple intelligences, plays an important role, since it is responsible for the possibility of the student learning a second language. In other words, learning is the complex elaboration of the information received by the beneficiary according to their own needs since it is an active process.

- Attitudes of teachers, without trained teachers it is impossible to carry out an ideal English teaching-learning program.

In this sense, Mendieta et al. (2018) defines some learning modalities where students are involved in, that can be the eyes (visual), ears (auditory), or the hands (kinesthetic). Some students with auditory preference need to pay attention to what the teacher says. Next, visual learning is produced when the information is seen or read. In this case, words do not have a relevant role, graphics, tables, pictures, books, representations, videos, or any other source are the ones that are the basis for this modality. Finally, the kinesthetic learning is produced when the information is manipulated. For example, lab exercises, taking notes, or tasks performance. Thus, it is known as multiple intelligence theory, where Gardner, defines it as the ability to solve problems in one or more cultures. In this context, the discovery of multiple intelligences is presented as a viable and effective alternative for the development of human capabilities, not only cognitive but also motor, emotional, etc.

On the other hand, Postigo and Fernández (2020) mention that there are numerous research studies on the theories that explain how a foreign language is learned. Learning a language is not only the development of a skill; it is also a process of construction of personal and irreversible knowledge. Thus, the authors refer to constructivist learning, where the construction of knowledge takes place through the exchange with the environment and the connection with daily life. Therefore, if students are more exposed to the language, there will be more possibilities for new information to encounter the cognitive structures that have been previously created in the classroom.

Christiani (2022) mentions that learning a foreign language has become a necessity rather than a privilege. The author asserts that through language learning, students acquire experiences and absorb knowledge about different societies and their cultural practices. This sociocultural approach allows external activities to be transformed into internal mental functioning. That is, in a natural and real learning context, the amount of input that learners have access to when learning a language should be greater than or equal to that of the mother tongue. Similarly, Palomo (2018) mentioned that due to social and educational reasons, learning a foreign language becomes progressively necessary and essential for any person. Among the benefits of learning a foreign language the author found that:

- Enhance interpersonal skills

Students who learn a foreign language will have the opportunity to interact with other linguistic communities, which will foster social and cultural sensitivity. Furthermore, the learning of a second language enhances their capacity to communicate effectively in the current global online environment. Learning a foreign language and engaging in cultural exchanges can broaden one's world view, which in turn can help to gain insight into one's personal life and culture.

- Boots communicative proficiency

When students learn a language, their communicative skills generally improve as they become familiar with new ideas, strategies, skills, attitudes, and linguistic codes. Consequently, the primary objective of foreign language teaching within Primary Education is to enable pupils to communicate in that language, particularly through

instrumental use. This necessitates the adoption of a communication-oriented approach and the gradual development of communicative skills.

- Improves functioning in different academic areas

Studies demonstrate that the advantages of learning an additional language are reflected in improved results in other domains. Bilingual learners score higher on standardized math tests, text analysis assessments, and vocabulary tests than their monolingual counterparts. Furthermore, when children become adept at translating from one language into another, they develop their ability to multitask.

- Boosts creativity

As a second language learner, learning English increases not only their problem-solving skills, but also their ability to think more rationally. Developing their English language skills necessitates students to link their brain connections to search for different words or phrases. This is because when constructing new grammatical constructions in a foreign language other than their native tongue, they are "encouraged" to think outside the box. They often have to come up with an alternative word that they are not accustomed to using. For these reasons, it can be argued that language learning increases creativity.

- It builds up self confidence

The development of self-esteem increases when a new skill is mastered, and the same is true for the learning of a second language. The acquisition of a second language increases the students' self-esteem, what is important to them in their daily lives, and contributes to their overall satisfaction with themselves.

- Improves brain power (memory)

Learning a new language, such as English, requires the student's brain to become accustomed to a complex system of rules, structures, and terminology. As our brains attempt to comprehend the meaning of the words we are attempting to communicate, we develop key cognitive abilities such as problem-solving and reasoning. Developing significant thinking skills is a great advantage for both individuals and organizations.

As shown above, learning a language, especially English as a foreign language at an early age improves the communicative competence, and at the same time, it

makes the knowledge of students' mother tongue much more deeply. Therefore, language learning has always focused on developing effective communication skills for learners to communicate successfully with others. The ability to communicate effectively in a language is crucial to expanding one's worldview.

Language skills

Language skills are the ability to communicate clearly and accurately, which help you convey ideas (Kishore, 2021). Listening, speaking, reading and writing are fundamental language skills for a changing professional landscape.

The development of the four English language skills is the most important aspect of English language learning. Therefore, using language involves interacting, receiving and delivering messages, and one language skill will reinforce and promote the use of another. As a result of this integration of skills, in addition its alignment with the communicative approach, it presents language in a more natural, realistic and motivating way.

Language skills can be broken down into two main categories: active (speaking and writing) and passive (reading and listening). Active language skills are the output of the speaker to their environment, while passive language skills are the input they get from their environment (Markström, 2019). Equally important, the author added that the English syllabus outlines the fundamental competencies that constitute English language proficiency. The English syllabus states that English language proficiency is based on four main skills. Firstly, skills of production which are speaking, and writing. Skills of reception include reading and listening, which help students understand what someone is trying to say.

All this becomes the fundamental basis for the acquisition of a language. They are divided into:

Listening: It is more than just the act of listening to another person's words. There is an essential distinction between listening and hearing. Listening involves a full-fledged engagement with the listener; not only do they comprehend what they are saying, but they are also eager to learn more.

Writing: The process of writing involves the ability to articulate one's thoughts in a concise manner. It is not necessary to compose lengthy, complex sentences with extensive vocabulary in order to write well; however, it is necessary to express one's thoughts concisely.

Reading: The ability to read is essential for the comprehension of various texts, their associations, and extrapolations. Reading skills are essential for the development of general literacy skills, as they can improve vocabulary, articulation, analysis, and communication.

Speaking: It is the act of conveying one's thoughts and ideas through the use of language. Effective speaking involves having fluency and clarity in one's expression and vocabulary, as well as other essential skills such as self-assurance, enthusiasm, and narrative.

In brief, language competency refers to the ability to read, write, listen, and speak. These skills are essential for conveying information to the recipient in a structured and pertinent manner.

To become communicatively competent is necessary the essential components of the four language skills in EFL classes. Vernier et al. (2008) state that in order to achieve the communicative goals, the role of the language skills is best achieved by giving attention to language use, to fluency and not just accuracy, to authentic language, and student's needs. They added that as language implies culture learning, the learning context should be made as open as possible due to cultural learning along with the four traditional skills.

On the other hand, Marlina (2018) argues that language skills are often the main element in the teaching-learning process. For instance, in order to guide students, learn English, it is necessary to develop effective pedagogical strategies which involves the principles and practices of those language skills. The author suggests the follows:

- Conversation analysis: the key focus is on the functional use of language. For example, the use of certain grammatical features to perform a particular speech function.

- Pragmatics: focuses on the use of strategies to get things done. For example, learning how to agree of object.
- Cognitive approach: it is focused on developing fluency and accuracy of oral production.
- Critical discourse analysis: deals with the use of language and how it contributes to serving students' interests, e.g., debating issues in class and then clarifying or refuting arguments.

Due to the fact that English is a multilingual language, with multilingual or plurilingual grammar, vocabulary, accent, discourse structures, and pragmatic approaches, the pedagogy and teaching of a multilingual international language should be grounded in radically different pedagogy principles and practices. This is particularly true for those who advocate for multidisciplinary democracy.

In like manner, Markström (2019) argues that one important aspect of English language teaching is to use varying strategies to make it easier for the students to learn. Moreover, teachers should work to create the necessary condition for students to learn effectively and reach the desired outcome.

Speaking skills

The ability to speak is a crucial skill that enables individuals to effectively communicate their message or meaning to others. The development of orality begins at a very early age, so when children enter school, they have a language deployed both in the structural levels of the language: phonetic, semantic, and syntactic, as well as in the pragmatic aspects, besides being able to use the language in various functions and contexts.

In the context of English language education, there are four core competencies that students must master: listening; reading; writing; and speaking. All these skills are essential for language development, but speaking appears to be the most intuitive (Bohorquéz & Rincón, 2018). The authors mention that language learning has always focused on developing effective communication skills for learners to communicate successfully with others.

The ability to communicate effectively in a language is crucial to expanding one's worldview. Therefore, language learners need to learn and master the

characteristics of speaking, which include pronunciation, grammar, vocabulary, and fluency, in order to be able to use a language to communicate with others. By mastering these features, learners can communicate effectively and achieve their personal and professional goals by establishing and maintaining relationships and meeting practical needs.

The concept of speaking skill has been defined by various linguists, each emphasizing its significance in different ways.

Garrán and Garrán (2017) argued that speaking is of vital importance both for the formation of the personality and for the interrelation with others. They define oral expression as a fundamental tool, which serves to communicate and fulfills important mental functions that affect how we understand the world and how we reflect on our environment. This means that the learner must learn to control discursive, rhetorical, contextual, and non-verbal linguistic aspects. Therefore, learning to communicate becomes the core of education, considering both verbal and non-verbal communication because when we say something, with words we transmit thoughts, feelings, ideas; and when we do not say anything, we are also communicating because we are giving information through our tone of voice, our gestures, even with an inopportune laughter.

Moreover, Sundara et al. (2020) argument that acquiring a language involves becoming a native speaker. It is important to consider language in terms of the units and rules that make the system work. Therefore, oral language production is a complex process requiring the coordination of respiration, phonation, resonation, and articulation. It implies the perception and production of sounds, words, sentences, and their use in correspondence with the context.

Similarly, speaking is an essential part of language learning because it allows learners to express themselves, interact with others and practice their skills in real time. However, to become an effective speaker, language learners need to master several skills, such as fluency, pronunciation, intonation, vocabulary and grammar (Devi, 2022).

To communicate effectively, speakers need to be able to predict and produce appropriate language patterns for different situations. Kadamovna (2021) added that effective speaking skills are crucial for language learners to become proficient

communicators. While proficiency in all four language skills is important, the ability to speak skillfully offers unique advantages. Communication is key to sharing and understanding ideas, and being able to speak effectively facilitates this process.

Akhter et al. (2020) explain, effective communication is crucial in today's world, and speaking is considered a vital skill for achieving this. It serves as a means for individuals to express their thoughts, opinions, and ideas, and the ability to do so in English is particularly important for non-native speakers. Therefore, the development of speaking skills is essential, especially when individuals are communicating in a foreign language. As a result, it is important to prioritize the improvement of English as a Foreign Language (EFL) learners' speaking skills.

In today's globalized world, effective communication is a crucial factor in achieving success across various domains. Rao (2019) stated that this is because in real-life situations, individuals are mostly judged based on their ability to speak the language fluently. Hence, it is crucial for learners to prioritize the development of their speaking skills to communicate effectively.

Language learners need to learn and master the characteristics of speaking, which include pronunciation, grammar, vocabulary and fluency, in order to be able to use a language to communicate with others. By mastering these features, learners can communicate effectively and achieve their personal and professional goals by establishing and maintaining relationships and meeting practical needs.

Speaking subskills

It is known that speaking is considered the most difficult and challenging skill to master. It is also a process in which learners build meaning that involves many components. Alimudding (2017) categorizes this productive skill as fluency, and pronunciation, grammar, vocabulary which refers to the accuracy.

- Fluency

Fluency refers to the ability to speak smoothly without too many pauses or hesitations. Rayne (2011) defined fluency as the area of language ability that relates to the speed and ease with which a language learner performs in one of the four basic language skills. Although it tends to be more closely associated with speaking. It

means that the speaker must be able to produce sounds and words that are connected without a break. However, it is permitted to slip, hesitate and reformulate if the message delivered is still clear.

Brown (2003) added that when someone can use the structures of a language accurately without focusing on the form and can use the units and patterns of the language automatically at a normal conversational speed, they are considered a fluent speaker of that language. In other words, fluency in a language means being able to use it naturally and effortlessly, without having to think too much about the grammar or structure.

- Pronunciation

Pronunciation and intonation are crucial to ensure that learners are understood by others. Leong and Ahmadi (2017) mentioned that mastering phonological rules and becoming familiar with the various sounds and their correct pronunciations are crucial for speaking English accurately. In addition, learners must be aware of how to properly stress, intonate, and pitch their words to convey their intended meaning. Paying close attention to these elements can greatly enhance a learner's ability to speak English with ease and proficiency.

- Grammar

Vocabulary and grammar are essential for learners to express themselves accurately and appropriately. Mastering grammatical structures is crucial for learners to accurately convey their message through spoken language (Tiley & Rentler, 2022). The length and complexity of their utterances, as well as the use of well-structured clauses, are essential for achieving grammatical accuracy.

- Vocabulary

It is important for learners to use appropriate vocabulary. Learners must have a strong grasp of grammar to effectively use words and expressions in their speech. Having a good understanding of vocabulary is crucial for effective communication. Kiliç (2019) states that there are three main components to vocabulary knowledge: form, meaning, and use. Form refers to knowing how to recognize and use the spoken and written forms of a word, as well as its parts. Meaning involves understanding the

relationship between a word's form and its concept or referent, as well as how it relates to other words. Lastly, use refers to knowing how to use the word in terms of its grammatical function, its typical collocations, and any constraints that may apply to its use. Therefore, it's important for learners to have the ability to use words and expressions appropriately and correctly.

- Accuracy

According to Cambridge University Press (2019) accuracy refers to the use of correct forms of grammar, vocabulary, spelling and pronunciation. To achieve fluency in a foreign language, learners must prioritize accuracy in their learning process (Wang, 2014). Teachers should place great emphasis on the precise and thorough understanding of language form, including grammar, vocabulary, and pronunciation.

Learners should strive to achieve exactness and completeness in their language usage, with a focus on accurately applying grammatical structures, using appropriate vocabulary, and speaking with proper pronunciation. By prioritizing accuracy, learners can effectively communicate and convey their intended message in a foreign language.

In conclusion, achieving fluency and accuracy are equally important in language learning and should be prioritized in classroom activities. Teachers should focus on developing learners' communicative competence by helping them understand the language system and use it appropriately. By doing so, learners can effectively communicate in the target language with ease and confidence.

Difficulty in speaking

Minh and Kim (2021) mentioned that to effectively communicate and operate in a globalized world, it is crucial to give special attention to the development of speaking skills. This is because speaking involves various activities that can enhance students' motivation to learn a language and improve their ability to communicate.

People use speaking to express themselves through making statements, requests, questions, or agreements. Although many individuals possess the potential to speak, they often encounter difficulties such as lack of confidence, fluency, pronunciation, and accuracy when attempting to communicate (Rustan & Asik, 2016). Given this reality, the education system must prepare future professionals who are

capable of meeting the demands and requirements of a constantly communicating work environment.

However, Vázquez and Morales (2018) mentioned that in today's educational settings, numerous students do not receive adequate training in oral communication skills, resulting in a significant portion of higher-level students struggling to articulate themselves effectively in English. The classroom environment often neglects to provide opportunities for the development of oral expression skills, causing a deficiency in this critical aspect of language learning.

In short, effective communication in our globalized world requires individuals to have strong speaking skills. In order to achieve this, educational institutions should prioritize the teaching and learning of spoken communication. This is important not only because speaking is used more frequently than writing, but also because there is often a lack of formal training and structure in this area. As a result, it is necessary to develop specific teaching materials and evaluation methods to improve the effectiveness of speaking education.

The purpose of teaching speaking skills in EFL classrooms

Teaching speaking in the classroom serves the purpose of equipping learners with the necessary skills to communicate effectively in various contexts and succeed in their personal and professional endeavors (Akhter et al., 2020).

Thus, the importance of speaking skills has increased significantly, especially for non-native English speakers who want to survive in a technologically advanced world. The ability to communicate ideas, thoughts, and feelings is crucial in today's world, and people often share their experiences and opinions with others to accomplish their goals and desires. The focus of English language learning has shifted towards improving productive skills, particularly speaking, for effective communication. This reflects the realization among EFL learners that enhancing their speaking ability is essential to keep up with the challenges of the global market.

The primary objective of teaching English is to equip learners with the ability to use the language effectively and appropriately in communication. Leong and Ahmadi (2017) states that speaking is not merely uttering words; it involves conveying a message through verbal expression. Thus, speaking is a critical skill that supports the

development of other language skills such as vocabulary and grammar, which in turn, enhances writing ability. It enables students to express their emotions, share ideas, tell stories, make requests, engage in discussions, and demonstrate various language functions.

Hussain (2017) argued that in the classroom, speaking provides an opportunity for students to express their thoughts, ideas, emotions, and engage in discussions and storytelling, among other functions of language. Thus, speaking plays a vital role in the development of communicative competence and understanding of the language system in learners.

In conclusion, speaking is a crucial component in language learning, particularly for students learning English. This skill is integral to effective communication and has been essential to the success of human beings in their daily activities. As a real-time interactive activity, speaking enables individuals to fluently use words and phrases without much conscious thinking. By developing their speaking skills, learners can effectively communicate in the target language, and achieve specific objectives with ease and confidence.

1.3 Objectives

General objective

- To explore the influence of visual aids in students speaking skills of English language learning at Unidad Educativa "Vicente Anda Aguirre".

Specific objectives

- To define the elements of visual aids for speaking skills.
- To evaluate the level of English spoken language before and after the use of visual aids.
- To determine the impact of visual aids on the development of speaking sub-skills among EFL learners.

Description of the fulfillment of objectives

In order to aim the established objectives a series of steps were followed:

1. To fulfill the first objective, which is to define the elements of visual aids, it was necessary the investigation of some authors that talked about visual aids to define it, and see how it is classified, moreover; the speaking skills process to see if the elements defined enhance student's performance.
2. To achieve the second objective which is to evaluate the student's speaking performance, a pre-test and post-test from Cambridge were applied. It allowed the evaluation of the speaking level of 39 baccalaureate students in the subject of English.
3. Finally, to fulfill the third objective which is to determine the impact of visual aids on speaking subskills that are developed the most with the application of the communicative activities, the researcher identified that students from 1° baccalaureate were able to develop their fluency and accuracy. This information was taken from the results of the post-test, checking the assessment criteria from the rubric.

CHAPTER II

METHODOLOGY

2.1 Materials

For the progress of this research, the use of both human and material resources was necessary. In order to develop this research, the following resources were employed:

Table 3.

Resources

Human	Researcher
	Students
	Institutional Authorities
Physical	School supplies such as:
	(Markers, computer, speaker)
	Sheets, scissors, pencil,
	cardboard
Technological	Laptop
	Internet
	YouTube videos
	Canvas

Note: Resources used by the researcher during the treatments.

Population and sample

For the development of this research work, the use of human resources was necessary. This research considered 39 teenagers of the public institution "Vicente Anda Aguirre" of Mocha town. They are students from First Year of Baccalaureate, parallel "A" which are placed at A2 level according to the Common European Framework of References (CEFR). The reason behind this selection is that the individuals of this age group are supposed to hold certain characteristics which were considered during this study.

Table 4.

Population

POPULATION	SAMPLE	PERCENTAGE
Women	20	51.28%
Men	19	48,71%
Total	39	100%

*Note***:** data from 1° BGU students of Unidad Educativa "Vicente Anda Aguirre"

2.2 Methods

Research approach

The author Rahman (2017) defines quantitative research as a research strategy that emphasizes data collection and analysis. This means that quantitative research involves collecting something. Similarly, this approach it is a numerical data where the principal purpose is to regulate the connotation between an independent variable and a dependent or consequence variable in a population (Mehrad & Tahriri, 2019). Therefore, this research is considered quantitative since there was a numerical measurement and statistical analysis in data collection to see if the use of visual aids improves students' ability to speak.

Modality

Field research

Field research is defined as a process that is designed to gather new data from a specific purpose from primary sources. Likewise, it is a qualitative method of data collection aimed at understanding, observing and interpreting the field study in its natural environment (Sheppard, 2020). The following research is considered field research because it is based on the collection of real data without any manipulation or control of the variables of the project directly from the place where the facts occur, which were carried out in the Educational Unit "Vicente Anda Aguirre" located in the Mocha canton.

Bibliographic research

This investigative work has a bibliographic modality because the information is obtained from bibliographic sources such as books, articles and theses, which were found on the Internet. Boon (2017) explains that this modality can be defined as any research that requires gathering information from traditional resources such as books, journals and reports, but can also consist of online resources such as websites, blogs and bibliographic databases, however, the information collected must be of quality and from reliable sources.

Type of research

Pre-experimental design

Ramos (2021) state that pre-experimental research is a type of research design that involves implementing an intervention and measuring a dependent variable in a pre-test and post-test. Therefore, the focus is on measuring the dependent variable(s) before and after the intervention or treatment to observe any changes. Moreover, it is pre-experimental since it was subjected to an experiment with the group of students which constitute a convenience sample of 39 students of 1st BGU parallel "A" at Unidad Educativa "Vicente Anda Aguirre", where the development of how visual aids increase the students' speaking skills was applied.

Exploratory research

Exploratory research is defined as research used to investigate a phenomenon which is not clearly defined. According to Sheppard (2020) conducting exploratory research is often a necessary first step to discover something new and interesting by working on a research topic, either to satisfy the researcher's curiosity or to better understand the phenomenon and the research participants in order to design a subsequent larger study.

Techniques/tools

Instruments

A pre-test and a post-test to identify students' level of proficiency in speaking skills. This instrument was taken from the standardized KET (Key English Test) designed by Cambridge Assessment English (see annex 3). However, in this project only the speaking part, which corresponds to an A2 flyers level, has been taken into account. The pre-test was taken at the beginning of the experiment to identify the students' level of competence speaking part. The test consists of 4 questions to be evaluated over 10 points in total, and each section will be about 2.5 points.

The first question aimed to assess the students' ability to make statements about images and try to find the differences. Find the difference picture is a type of visual activity where students are presented with two similar images and tasked with identifying the discrepancies or variances between them. These types of questions can

help improve observation skills, visual perception, attention to detail, and cognitive abilities. Moreover, the purpose of describing differences is that EFL learners can practice describing those discrepancies using spoken English. They take turns explaining the variances they found, using appropriate vocabulary, sentence structures, and descriptive language.

The second question evaluated the students' ability to analyze an image, generate questions and answer based on them. Information exchange is a process of sharing or transferring information between students. The purpose of this question is to promote effective communication by sharing relevant information, ideas, or data, students convey their thoughts, express their opinions, and engage in meaningful discussions.

The third question assess students' ability to describe images and generate a story based on them. A picture story is an activity that involves using a series of pictures or images to tell a narrative or convey a story. Students are then tasked with interpreting the images and creating a coherent story based on the visual cues. The picture story activity encourages creativity, imagination, and language skills development. This type of question encourages students to express themselves orally utilizing vocabulary, grammar, and sentence structures in meaningful and creative ways.

The last question was intended to assess the students' ability to answer randomized questions. The purpose of this open-ended questions is to encourage thoughtful and elaborate responses from students, allowing them to provide detailed information, express their opinions, share insights, or reflect on a topic. Moreover, it fosters meaningful and extended communication.

On the other hand, the post-test, which is the same test, was applied after the application of the visual aids, to determine if the participants improved their level of speaking competence, therefore, the results were analyzed through a corresponding rubric. It had a score of 15 total points, distributed in 5 points to be obtained for each category evaluated. The scales are divided into six bands from 0 to 5 with, 0 being the lowest and 5 the highest, each description indicates what a candidate is expected to demonstrate at each band.

The rubric which was taken from Cambridge Assessing Speaking Performance - Level A2 consists of 3 parameters to be evaluated which are grammar and vocabulary, pronunciation, interactive communication (see annex 4).

Grammar and vocabulary parameters aimed to evaluate the accuracy, range, and appropriateness of the language the student employs. These parameters assess the student's ability to use correct grammatical structures, such as verb tenses, and sentence formation. It also evaluates the student's understanding of word meaning, usage, and the ability to convey precise and ideas.

The second parameter which is pronunciation focuses on the way the student articulates sounds, intonation, rhythm, and overall fluency in their spoken English. This parameter assesses the student's ability to pronounce individual sounds and sound combinations accurately. This includes aspects such as vowel and consonant sounds, and word stress. It also evaluates the student's ability to use appropriate intonation patterns, and rhythm to convey meaning effectively.

Finally, the interactive communication parameter refers to the specific criteria used to assess students' ability to engage in effective and meaningful communication with others. Furthermore, it looks at the student's ability to demonstrate attentiveness, comprehension, and responsiveness to others' messages. It emphasizes the importance of effective communication in real-life situations and the ability to adapt language use to different contexts and interlocutors.

Data collection procedure

For the treatment of this research work, eight interventions were carried out with the students from first of baccalaureate. Six interventions were used for the application of the first variable visual aids and two interventions were used for the application of the pre-test and post-test.

Before the sessions, the researcher elaborated lesson plans to apply the activities by using visual aids (authentic materials, digital and printed resources). The activities were based on the Communicative Language Teaching approach (CLT) and Task-Based Learning (TBL).

In the first session, the researcher introduced herself to the first baccalaureate students and gave a brief explanation of what the research work is about and how it works. Additionally, the speaking part of Cambridge pre-test was applied, which consisted of 4 parts. The exam was taken in pairs, each pair took about 8 minutes.

In the second session, the treatment with interaction was applied. The activities that were carried out was "roulette", "topic dice", and a worksheet, whose objective was based on the students discussing in pairs topics about their life experiences. These intervention lasted 40 minutes and the materials used were a roulette, worksheets, topic dice, and an interactive chart to explain the grammatical tense used.

In the third session tokens, an interview and a podcast show activity were applied, the objective was for students to be able to answer questions related to their routines. This activity lasted 40 minutes in total, the material used to present the grammatical structure was an interactive chart.

In the fourth session, the researcher began the class by telling a story about a problem in the teacher's life, and then a vocabulary chart with reference words was used, in order to create a deep understanding of the topic, finally, a flip chart was created in order to present the product of the intervention, whose objective was to talk about the students' problems they have faced.

In the fifth session, a brochure product was required at the end of the class. The objective of activities as "guessing game", "snakes and ladders", and a worksheet were to consolidate the knowledge of talk about students' favorite activities. Then, an interactive lapbook was used in order to present the grammatical form.

In the sixth session, a "magic cube" was used to get students involved into the topic class. Students were then asked to prepare a story of how they achieve a significant accomplishment in their life. Then, to present the grammatical structure required to develop the tasks, the use of a "cardboard Tv" was the material necessary. Additionally, they were required to create a cluster which is type of graphic organizer in order to categorize their ideas. Finally, the product was to present their story using a magic picture cube.

In the seventh session, the students proceeded directly to the reading and proceeded to the corresponding assessment focused on open ended questions related

to the childhood memories. Then, it was used a virtual game called "pick a door" which objective was to make emphasis on the pronunciation of word endings [ed], [t]. After that teacher the material used to expose the correct endings of past verbs were a didactic chart. Finally, the product required was a "Kamishibai capsule" which objective was students' childhood memories oral performance.

In the last intervention, the researcher informed the students that it would be the last class and gave a brief explanation of what the last activity dealt with. Henceforth, the Cambridge post-test was applied, specifically the speaking part, which consisted of 4 parts. The examination was taken in pairs, each pair taking about 8 minutes.

Hypothesis

Null hypothesis

The use of visual aids does not develop the students' speaking skills.

Alternative hypothesis

The use of visual aids develops the students' speaking skills.

Signaling hypothesis variables

- Visual aids (Independent variable)
- Speaking skills (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents a comprehensive analysis of the data collected from the study on the effectiveness of visual aids in improving students' speaking skills. The results obtained during the three weeks and eight interventions were carried out with the 1ˢᵗ baccalaureate A2 level students. To provide an understanding of the results obtained, they are represented in tables, in addition, after each table, there is its respective analysis and interpretation.

The study included a sample of 39 participants who completed a series of activities and were subsequently tested on their speaking ability using the KET exam (pre-test and pos-test focused on the speaking part) a widely recognized and respected standardized test administered by Cambridge English Assessment where speaking skill criteria was contemplated (grammar and vocabulary, pronunciation, and interactive communication). The rubric to evaluate the KET exam consists of 15 points in total. It contained 3 aspects of communicative competence scored of 5 points each.

The scores obtained by the students were carefully analyzed to determine whether or not the use of visual aids to enhance the students' speaking ability was effective. The pre-test and post-test scores were quantified over 10 points. These scores were analyzed using SPSS software, version 26.

Table 5.

Pre-test results

		Frequency	Percentage
Valid	2,0	1	2,6
	2,6	5	12,8
	3,3	6	15,4
	4,0	7	17,9
	4,6	5	12,8
	5,0	2	5,1
	5,3	4	10,3
	6,0	8	20,5
	7,3	1	2,6
	Total	39	100,0

Note: The table shows the grades obtained by the 39 students in the pre-test, their frequency, and the percentage of validity.

Analysis and interpretation

Table 5 represents the data obtained from the pre-test taken to the students of the first baccalaureate high school level. It shows the different averages of students' grades. The test used was the A2 KET Cambridge test speaking part only, which was evaluated on scales from 0 to 5 giving a total of 15 points in the following criteria: grammar and vocabulary, pronunciation, and interactive communication. The total was scored over 10 points.

Furthermore, this table shows 6,0 as the most frequent grade in the pre-test with a 20,5 as the valid percent, meanwhile 2,0 and 7,3 had a 2,6 as valid percent. It can be observed that most of the students got grades of 2, 3, 4 and 6 points and the highest score were 7,3 points, which shows that most of the student needed to practice more speaking activities to enhance their English-speaking subskills.

Table 6.

Post-test results

		Frequency	Percentage
Valid	4,0	3	7,7
	4,6	5	12,8
	5,0	3	7,7
	5,3	6	15,4
	6,0	7	17,9
	6,6	7	17,9
	7,3	7	17,9
	8,0	1	2,6
	Total	39	100,0

Note: The table shows the grades obtained by the 39 students in the post-test, their frequency, and the percentage of validity.

Analysis and interpretation

Table 6 shows the data that was obtained from the post-test after the whole treatment of practicing speaking skills using visual aids. Following that, this test showed a little improvement in students' speaking skill and how visual aids impacted through various treatments.

Additionally, most students got grades out of 5,6, and 7 points and the highest score was 8 points. Therefore, after the whole treatment of the research, it was determined that students improved their English-speaking skill, and the results showed

that visual aids helped students to improve their speaking ability, even with a short period of treatment.

Table 7.

Comparative pre-test and post-test average and difference

Statistics		pretest	Posttest
N	Valid	39	39
	Missing	0	0
Mean		4,418	5,874
Median		4,600	6,000
Mode		6,0	6,0[a]
Minimum		2,0	4,0
Maximum		7,3	8,0

a. Multiple modes exist. The smallest value is shown

Note: The data represented is the summary of the average obtained from the grades of students.

Results average	Pre-test	Post-test	Difference
Total	4,418	5,874	1,456

Note: The data represented is the total average of the grades obtained by the students in the pre-test, post-test, and its difference.

Analysis and interpretation

Table 7 represents the results of the average between the pre-test and post-test and its difference. Therefore, in the pre-test, the average is 4,418 over 10 points. On the other hand, in the post-test the average is 5,874. Moreover, students got 1,456 points more as difference, representing an improvement. Finally, the results show that using visual aids in class helped to improve speaking skill.

3.2 Verification of hypotheses

The information collected in the development of this research study was examined in the SPSS (Statistical Package for the Social Sciences) Software. The results were analyzed using a T-test, Paired Sample Statistics, Paired Sample Tests, and a nonparametric test.

Hypothesis statement

Null hypothesis (H0)

The use of visual aids does not develop the students' speaking skills.

Alternative hypothesis (H1)

The use of visual aids develops the students' speaking skills.

Table 8.

Paired sample statics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	4,418	39	1,2914	,2068
	posttest	5,874	39	1,0939	,1752

Note: The table represents the mean between the pre-test and the post-test, the number of students, the standard deviation, and the standard error mean.

Analysis and interpretation

Table 8 shows that the pre-test presented a mean of 4,418 and the post-test of 5,874. This means that variance of the sample is 1,456, which indicates a slight improvement and the effect of using visual aids in the classroom was positive.

Table 9.

Paired Sample Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pretest - posttest	-1,4564	,5946	,0952	-1,6492	-1,2637	-15,296	38	,000

Note: This table shows the mean difference between the pre-test and post-test, its standard deviation, and its P-value Sig. (2-tailed).

Analysis and interpretation

Table 9 shows the P-value is 0,00, which is lower than 0,05 (0,001<0,05). This means that the T-test determines that when P>0.05, the null hypothesis is accepted, and the alternative hypothesis is rejected. But if P<0,05, H1 accepted and the H0 is rejected. As a result, it is possible to reject the null hypothesis (H0) "The use of visual aids does not develop the students' speaking skills" and accept the alternative hypothesis (H1) "The use of visual aids develops the students' speaking skills".

Table 10.

Nonparametric test

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between pretest and posttest equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

Note: The table shows the decision to accept or reject the hypothesis using a Wilcoxon Signed Rank Test.

Analysis and interpretation

Table 10 shows hypothesis test summary in which the mean differences between pre-test and post-test equals 0 are represented; therefore, its level of significance is 0,000, which is lower than 0,05. Finally, the related Samples Wilcoxon Signed Rank Test reject the null hypothesis, which means that after the research process, the use of visual aids has had a positive effect on the students of Unidad Educativa "Vicente Anda Aguirre", influencing them to improve their English-speaking skill.

Discussion

After the analysis and interpretation of the data collected, there were key findings that support the hypothesis theory that visual aids influence the development of speaking skills in students from first baccalaureate at Unidad Educativa "Vicente Anda Aguirre".

Firstly, during this research, it was determined that visual aids were effective in developing students' sub speaking skills. The results obtained from the pre-test and post-test showed an important improvement in the three parameters (grammar and vocabulary, pronunciation, and interactive communication) evaluated. Improving these parameters with the use of visual aids was an effective technique to enhance language learning, visual cues such as pictures, flashcards, or gestures to associate words with their respective sounds was the main factor that help learners with limited language proficiency to improve their skill. Furthermore, graphic organizers to visually represent the relationships between words, concepts, or grammatical structures assisted learners in organizing and connecting information, improving their understanding and retention. Finally, the incorporation of videos, animations, and interactive multimedia resources that present vocabulary and grammar concepts in context provide clear explanations, therefore, the visual aids increased understanding and language learning.

Similarly, it was evidenced that some speaking subskills were improved due to the application and analysis results that were showed in the rubric. As speaking subskills refer to the specific abilities or components involved in effective oral communication, these subskills work together to enable students to express their thoughts, ideas, and opinions clearly and confidently. These results showed that fluency and accuracy were significantly improved. Therefore, the use of visual aids can indirectly contribute to enhancing fluency by providing additional support and structure to the students spoken communication. Moreover, in accuracy subskill the use of visual aids was used as supplementary tools to reinforce and enhance language learning. Thus, visual aids provided visual representation of new words, and concepts. The use of flashcards, charts, vocabulary box and worksheets, helped them to deeply understand each topic presented. In short, visual aids are valuable in language learning, they were used in conjunction with other instructional methods, such listening, and speaking practice, thus ensuring a well-rounded language development experience.

Accordingly, as the research doing by Salamea and Fajardo (2023) showed that the researchers successfully achieved their objective and established that incorporating visual and audio materials has been beneficial for language learners, particularly in enhancing their speaking abilities. It was also demonstrated in this research, that visual

aids help students improve their speaking skills by the average significance shown between the pre and posttest applied, with an average of 1.45 improvement.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the researcher carried out the analysis and interpretation of data in relation to visual aids in students from first of baccalaureate at "Vicente Anda Aguirre" High School to improve their speaking skill some conclusions and recommendations were considered at the end of the experimental research.

- The research findings based on the treatments applied at "Vicente Anda Aguirre" high school demonstrate the effectiveness of the use of the key elements of visual aids that support the development of speaking skills in an effective way. Ortega et al., (2017) by analyzing the impact of various visual aids identified specific elements such as pictures, charts, graphic organizers, printed materials, pictograms, and videos, that can be utilized to facilitate and improve oral communication in language learning contexts. This analysis showed that a significant number of students made notable improvements in their speaking abilities.

- This research on visual aids positively influences students' speaking skills in English language learning. Shabiralyani et al., (2015) argued that incorporating visual aids in language learning significantly enhances students' speaking abilities. The pre-test results indicated that the students have a relatively low level of speaking skill, with an average of 4,41 out of 10. However, after the application of the treatment, the students' speaking skills improved significantly, with an average score of 1,45 points increase in the post-test. Therefore, the results demonstrate that the use of visual aids provides learners with visual support, making the learning experience more engaging, effective, and conducive to improve their spoken language proficiency.

- The findings revealed a significant positive change after incorporating visual aids. Students demonstrated improved vocabulary usage, interactive communication, pronunciation, and overall confidence in their oral

communication skills, indicating the effectiveness of visual aids as a supportive tool in language learning. Furthermore, Bohorquéz and Rincón (2018) refers that language learning has always focused on developing effective communication skills as well as master speaking characteristics as above described. Therefore, the assessment results by the nonparametric test summary demonstrated by the significance percent of ,000 (rejecting the null hypothesis) that the use of visual aids leads to a noticeable improvement in English spoken language proficiency.

4.2 Recommendations

- Educators and curriculum developers should consider integrating visual aids as an important part of language learning programs. This could involve incorporating relevant images, charts, diagrams, videos, or other visual resources that align with the learning objectives. By making visual aids a regular component of classroom instruction, students can benefit from enhanced engagement, comprehension, and retention of spoken language concepts.

- Teachers should receive training and support in utilizing visual aids in the classroom effectively. Professional development workshops or courses can equip educators with the necessary knowledge and skills to integrate visual aids into their teaching practices. Additionally, providing teachers with a variety of visual aids resources, such as online platforms, software tools, or physical materials, can empower them to create engaging and interactive learning experiences for their students.

- Promote collaboration among language teachers by creating opportunities for them to share their experiences, ideas, and best practices related to the use of visual aids. This can be achieved through organizing workshops, conferences, or online forums specifically designed for language education. By fostering a community of practice, teachers can learn from each other, exchange innovative techniques, and improve the incorporation of visual aids in language learning classrooms collectively.

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ANNEXES

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03 de abril de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Ing. Holguer Efrain Suque Suque en mi calidad de Director de la Unidad Educativa "Vicente Anda Aguirre", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " Visual Aids and Speaking Skills" propuesto por la estudiante Erika Alexandra Carrera Suárez, portadora de la Cédula de Ciudadanía N° 1850525245, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Ing. Holguer Efrain Suque Suque
1802624963
0985631431
holguer.suque@educacion.gob.ec

Annex 2 Urkund Report

Document Information

Analyzed document	tesis_carrera erika.pdf (D171374374)
Submitted	2023-06-27 01:46:00
Submitted by	
Submitter email	ecarrera5245@uta.edu.ec
Similarity	2%
Analysis address	elsamchimboc.uta@analysis.urkund.com

Sources included in the report

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W	URL: https://files.eric.ed.gov/fulltext/EJ1079541.pdf Fetched: 2020-05-31 08:12:15	▦	1
W	URL: https://osf.io/ds6zr/download/?format=pdf Fetched: 2020-02-07 15:57:39	▦	2
W	URL: https://www.scribbr.com/methodology/conceptual-framework/ Fetched: 2023-06-27 01:47:00	▦	1
SA	**UNIVERSIDAD TECNICA DE AMBATO / THESIS CHAPTERS I - IV.docx** Document THESIS CHAPTERS I - IV.docx (D110597975) Submitted by: aaguirre6897@uta.edu.ec Receiver: elsamchimboc.uta@analysis.urkund.com	▦	4

Dra. Mg. Mayorie Chimbo Cáceres

TUTOR TRABAJO TITULACIÓN

Annex 3 Data collection tools Pre-test and Post-test

A2 Flyers Speaking

Summary of procedures

The usher introduces the child to the examiner. The examiner asks the child what his/her name and surname is and how old he/she is.

1. The examiner shows the child the candidate's copy of the Find the Differences picture. The child is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the child has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (child) 'In my picture, he's pointing at the sun.'

2. The examiner shows the child the candidate's copy of the Information Exchange. The child is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the child questions related to the information the child has, e.g. 'What's the name of Robert's favourite restaurant?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.

3. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the child to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.

4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'

Part 1 Find the differences picture

A2 FLYERS SPEAKING. Find the Differences

Part 2 Information Exchange

Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

A2 FLYERS SPEAKING. Information Exchange

Part 3 Picture story

The Brave Teacher
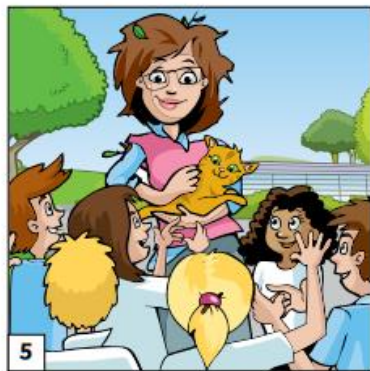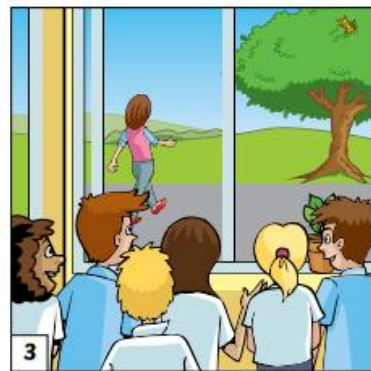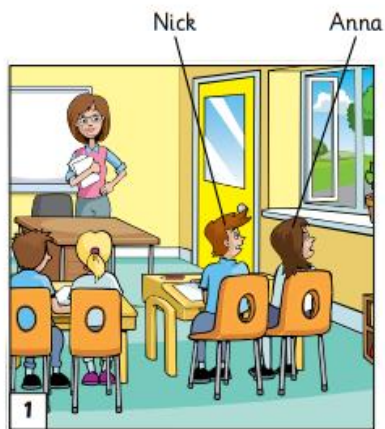
Annex 4 Rubric

Speaking Test Assessment Scales KET (A2 level)

Student name: _____

Examiner name: Carrera Suárez Erika Alexandra

RUBRIC

Assessing Speaking Performance – Level A2

| A2	Vocabulary and grammar *Range* *Control* *Cohesion*	Pronunciation Individual sounds Intonation	Interactive communication *Reception/Responding* *Fluency/Promptness*	TOTAL
5	Shows Good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.	
4	Performance shares features of Bands 3 and 5			
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.	
2	Performance shares features of Bands 1 and 3			
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological and is often unintelligible.	Has considerable difficulty maintaining simple exchanges, requires additional prompting and support.	
0	Performance below Band 1.			
	Total score			__/15

Note: Assessing Speaking Performance – Level A2. https://www.cambridgeenglish.org/Images/563269-a2-key-for-schools-speaking-assessing-speaking-performance.pdf

60

Lesson Plan 1		
Teacher name:	Erika Alexandra Carrera Suárez	
Topic/Theme:	LIFE EXPERIENCES	Date: May 18, 2023
N° students	39	Time: 40 min
Communicative language teaching approach		
General objective	**Specific objectives**	
• By the end of the class students will be able to talk about their life experiences using the present perfect tense.	Students will be able: • To identify the main characteristics of the grammatical tense. • Answer some questions about what their experiences have been throughout their lives. • Make use of the present perfect tense to maintain a conversation with their classmates.	
Materials:		Handmade materials, dice, cardboard. Printed worksheets
Anticipated problems:		Students do not understand the instructions
Possible solutions:		Teacher provide clear examples of how the activity should be done.

Stages	**Teacher activity**	**Timing**
Warm-up	Greeting and introduction Before starting, the teacher tells what she has done until she gets to class. "Hey guys, how have you been? I want to tell you how my day went because I have had a strange day. First of all, I have not had breakfast today. Also, when I left home, I found a lot of traffic congestion, and someone has been in a car accident. Can you believe it? Lastly, I have gotten the wrong classroom twice before I got this one right." Next, asks the students to give their opinion and to say if they noticed the way the news was told. The teacher repeats a sentence "I have had a strange day today" and explains that it refers to a temporary period of time that has not yet ended.	**5 min**
Activity 1		**15 min**

	- Once it is clear to them, teacher will ask ss to spin a virtual wheel (which contains many verbs in its base form) to create a sentence using the grammatical tense, to say it orally and then discuss it in pairs. 	
Activity 2	- Now, in order to know into the topic, teacher asks students to complete a printed worksheet by collecting answer from their partners which is about their life experiences, in order to have different answers in their work. **PRESENT PERFECT** • Have you ever **ridden** a horse, a camel or an elephant? • Have you ever **done** something dangerous? • Have you ever **slept** for more than 12 hours? • Have you ever **stayed awake** for more than 24 hours? • Have you ever **seen** a ghost? • Have you ever **met** a famous person? • Have you ever **swum** in the ocean? • Have you ever **had** a stomachache? • Have you ever **gotten** an A+ ('A plus') on a test? • Have you ever **failed** a test? • Have you ever **bought** something very expensive? • Have you ever **cried** during a sad movie? • Have you ever **fallen asleep** during a boring movie? • Have you ever **made** a snowman? • Have you ever **been** on TV? • Have you ever **been** lost? Note: source taken from https://www.allthingsgrammar.com/present-perfect-simple.html - Next, in order to introduce students to PRESENT PERFECT TENSE, Teacher will make use of an interactive chart, where ss will answer questions to infer the use of present perfect tense and how it is form. (Reference image)	**15 min**
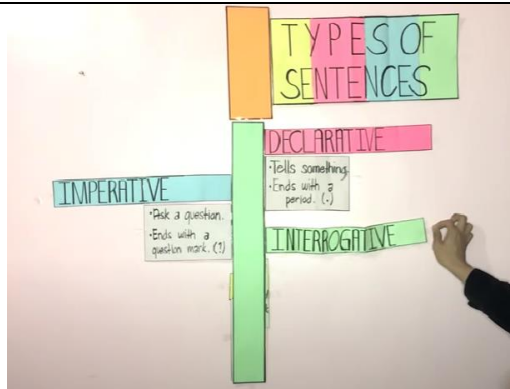
Next, teacher will announce to play a game called "Topic Dice" and divides the class into pairs.
- The teacher assigns roles to the students (player 1 and player 2). Then, she gives them a die containing 6 topics (which are representing by images only) for them to start creating a sentence of each image, the sentences should be developed in written and oral form using the present perfect tense.
Players take turns writing their sentences, rolling a die to find out what happened next. Then, each pair exchanges their sentences with the other pairs to find out who has done better.
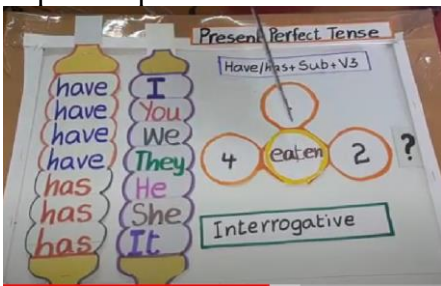
| **Wrap-up** | Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question:
 - What was the most important thing you learned today? | **5 min** |
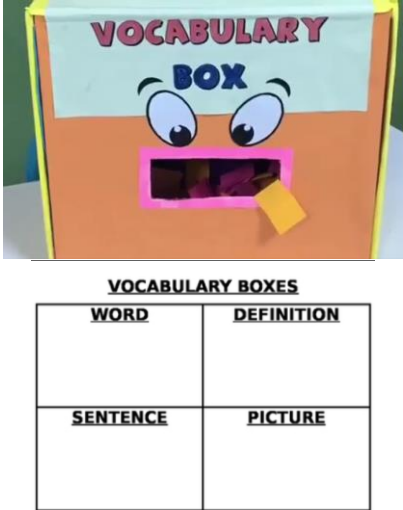
	Lesson Plan 2	
Teacher name:	Erika Alexandra Carrera Suárez	
Topic/Theme:	Routines	Date: May 19, 2023
N° students	39	Time: 40 min
Communicative language teaching approach, TBL		

General objective	Specific objectives
• By the end of the class students will be able to talk about what they have done as their daily routines, using present perfect tense.	Students will be able: • To describe their daily routines. • To exchange ideas of what they have done during the week. • To perform an interview in front of the class.

Materials:	Handmade materials, tokens, videos. Printed worksheets
Anticipated problems:	Students do not understand the instructions
Possible solutions:	Teacher provide clear examples of how the activity should be done.

Stages	Teacher activity	Timing
Warm-up	- Greeting and introduction Before starting, teacher asks students to choose a token (which contains images related with routines) from the board, and students should guess the name of the picture (vocabulary) and say it orally, meanwhile the rest of the class should take notes of partners' word. 	**5 min**
Activity 1	Next, in order to introduce daily routines vocabulary. Teacher asks students to prepare questions based on the vocabulary they previously have from tokens, using present perfect (Have you ever been late for school?). The activity name is "Let's talk" it is an interview; therefore, students must be very creative. - Teacher gives an interview format template where students should write 8 questions as they already collect words from the previous activity.	**15 min**

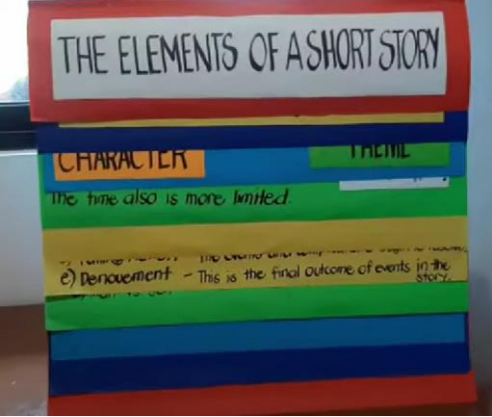|		
	- Then students must walk around the class collecting as much information as they can from their classmates. - Finally, students share some students answers in order to know some new things they found about their partners' routines.	
Activity 2	Once students collect the information, teacher prepares students to the next activity that is called LET'S TALK PODCAST SHOW. - Teacher will divide the class in groups, one student will be the interviewed and two students will be the interviewers, they will perform a podcast show. Students will use a stage made of cardboard and interact with the whole class. - Next, in order to introduce students to PRESENT PERFECT TENSE QUESTIONS, Teacher will make use of an interactive chart, where ss will unscramble the way a question in present perfect is form. 	**15 min**

Wrap-up	Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question: What was the most important thing you learned today?	5 min

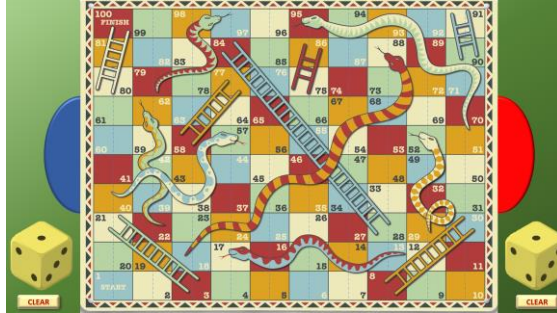|	Lesson Plan 3	
Teacher name:	Erika Alexandra Carrera Suárez	
Topic/Theme:	PROBLEMS	Date: May 25, 2023
N° students	39	Time: 40 min
Communicative language teaching approach, TBL		

General objective	Specific objectives
• By the end of the class students will be able to talk about their problems or troubles in life using simple past and present perfect.	Students will be able: • To use some words related to problems. • To create a graphic organizer based on their findings. • To express their ideas in an organized way using a flip chart.

Materials:	Handmade materials, cartolina paper, markers.
Anticipated problems:	Students do not understand the instructions
Possible solutions:	Teacher provide clear examples of how the activity should be done.

Stages	Teacher activity	Timing
Warm-up	Greeting and introduction. To get students involve with the topic, teacher tells students a story about her problem. - - Guys, I wanted to tell you a story. A few months ago, my dad bought a car, and since I'm a big fan of driving, I wanted to be the first one in the family to drive it around town, however, when I left the house, I crashed it! Can you believe it? I consider it one of my biggest problems in life. - Then teacher asks So, guys.... Have you ever crashed your motorcycle or your parents' car?	5 min

	Have you ever had any problems or accidents happen in your life?	
Activity 1	Once students think on their problems in life, teacher shares with them a box of vocabulary. - From the box (which contains pieces of paper with 4 categories: word, definition, sentence and picture/drawing) students must take one piece of paper from the box and according to their category they should get in groups to form the 4 categories and create a graphic organizer to present it in a class presentation. Word samples: punish, lost, crash, jealous, upset, disgusting, dirty, sad, nasty, disease, unfair, broke, unhappy, dishonest, bad, tired.	**15 min**
Activity 2	Next, the teacher gives the students material to create a flip chart on which they must create a description of a problem that has happened to them during their lives. - Students can use different verb tenses but must use the present perfect in some expressions.	**15 min**

Wrap-up	Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question: What was the most important thing you learned today?	**5 min**

Lesson Plan 4		
Teacher name:	Erika Alexandra Carrera Suárez	
Topic/Theme:	ACTIVITIES	Date: May 16, 2023
N° students	39	Time: 40 min
Communicative language teaching approach, TBL		

General objective	Specific objectives
• By the end of the class students will be able to talk about their favorite activities using present perfect continuous.	Students will be able: • To describe their favorite activities. • To answer questions related to their activities. • To create a brochure to encourage people to practice activities.

Materials:		Markers, Laptop, dices, lapbook, worksheets.
Anticipated problems:		Students do not understand the instructions
Possible solutions:		Teacher provide clear examples of how the activity should be done.

Stages	Teacher activity	Timing
Warm-up	Greeting and introduction Before starting, teacher divides the class into two teams. Students play a game called "Two truths and one lie" which is about teacher' activities. For example: I have been practicing baseball since 2018. (lie) I have been working in this school for 2 weeks. (truth) I have been using my cellphone since 6 a.m. (truth) - Teacher starts the game. She does this twice to familiarize the students with the game. - Students discuss in teams and try to guess what the teacher's lie is. Then, students take turns to do the activity. - The winning team will get an advantage for the next activity.	5 min
Activity 1	Teacher introduces the game "snakes and ladders". Then, divides the class into groups of 5 to play the game. - Students take turns rolling the dice and move their token by following the numbers. If the token lands	15 min

	on a ladder, it moves up to the highest square, but if it lands on a snake, it moves down to the lowest square. However, some squares have gifts with questions that students must answer to continue playing.	
	- Students answer the following questions: 1. Have you been exercising at the gym? 2. Have you been practicing English at home? 3. Have you been studying on weekends? 4. Have you been watching any movie this week? 5. Have you been talking to your friends during the class? 6. Have you been listening to new music? Which? 7. Have you been reading any book this year? 8. Have you been eating healthy food? 9. Have you been cooking as a hobby? 10. Have you been thinking about your future plans? 11. How long have you been waiting for someone?	
Activity 2	To introduce students to the present perfect continuous. The teacher uses an interactive lapbook. -Teacher uses sentences to exemplify the tense and students infers what is its use and the way those are form. 	**15 min**

	- Then, teachers give students a worksheet where they must complete and order some sentences to consolidate their knowledge. Note: *Present Perfect Continuous*. (n.d). Live worksheets. https://www.liveworksheets.com/ku1312057li As a final activity students create a brochure encouraging people to practice any type of activity to keep their mind off problems and stress. - The teacher will provide the students with the materials to create the brochure.	
Wrap-up	Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question: What was the most important thing you learned today? Note: - For the next class, all participants should bring an old photo from their childhood.	**5 min**

	Lesson Plan 5	
Teacher name:	Erika Alexandra Carrera Suárez	
Topic/Theme:	Significant accomplishments	Date: June 1, 2023
N° students	39	Time: 40 min
Communicative language teaching approach, TBL		

General objective	Specific objectives
• By the end of the class students will be able to talk about their significant accomplishments in their lives by using simple past.	Students will be able: • To share important information about students' goals. • To use simples past tense to asks and answer questions about significant accomplishments. • To create an interactive picture cube.

Materials:	Picture cube, DIY Cardboard TV, cartolina, glue, scissors, images
Anticipated problems:	Students do not understand the instructions
Possible solutions:	Teacher provide clear examples of how the activity should be done.

Stages	Teacher activity	Timing
Warm-up	Greeting and introduction Before starting, teacher introduces the topic by telling a story about how she accomplished one of their more important goals in her life. To facilitate the students' involvement in the story, the teacher uses an interactive picture cube. "The time I managed to overcome a fear." 	**5 min**
Activity 1	Teacher plays a game called "Guess who". - As in the previous class, students were asked to bring a photo from their childhood, they will have to place their photos on the poster board on the blackboard. Now, once the pictures are ready, each	**15 min**

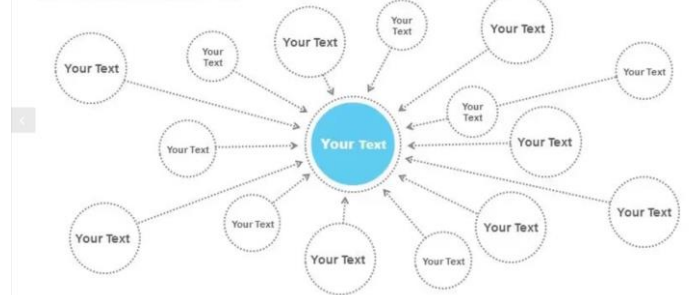|	student should write on a sticky note who they think it is and what happened in the picture. To introduce students to simple past tense. The teacher uses a DIY cardboard Tv.	
	- Teacher asks students to the analyze the first picture and tells teacher what happened. Then, teacher explains that it talks about a completed action in a time before now. Also, asks students how we form a past simple sentences and then shows how it is form, and so on. Next, students create a cluster (which is a kind of graphic organizers) where they will describe the most important events that have happened in their lives since childhood.	
Activity 2	Once it is clear, students must create their own picture cube.	**15 min**

	-	Students should choose one event from the last activity and of one of their greatest accomplishments in life and present it to the class.	
Wrap-up		Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question: What was the most important thing you learned today?	**5 min**

		Lesson Plan 6	
Teacher name:	Erika Alexandra Carrera Suárez		
Topic/Theme:	My childhood memories		Date: June 2, 2023
N° students	39		Time: 40 min
Communicative language teaching approach, TBL			

General objective	**Specific objectives**
• By the end of the class, students will be able to talk about their childhood memories using simple past with accurate endings [ed], [t].	Students will be able: • To identify the use of regular verbs endings [ed], [t]. • To remember past memories and shares anecdotes to classmates. • To practice the use of simple past with accurate endings [ed], [t] by using a kamishibai capsule.

Materials:	
Anticipated problems:	Students do not understand the instructions
Possible solutions:	Teacher provide clear examples of how the activity should be done.
Stages	**Teacher activity**	**Timing**

Warm-up	Greeting and introduction Teacher gives students a short reading about memories of my first day of schools. Teacher reads emphasizing in the endings [ed], [t] by using cards with verbs from the reading. - Note: *Memories of my first day at school.* (n.d) Test English. https://test-english.com/reading/a1/my-first-day-at-school-reading-test/ - Next, ask students questions related with the reading and what their first day of school was like. For example: Why the writer was jealous of Sandy?	**5 min**
Activity 1	Teacher asks students to divide them into groups. - Then, students play a virtual game called "pick-a-door". It consists of choosing any door to reveal a verb. Students then conjugate the verb in the past tense and make a sentence with it; if correct, they will get a small prize. Teacher asks students make emphasis on the pronunciation of words endings [ed], [t]. 	**15 min**
Activity 2	Next, the teacher asks the students if they notice the difference between the pronunciation of the verbs [ed] and [t]. The teacher then explains how the simple past is formed and how they can pronounce the [ed] and [t] endings	**15 min**

	correctly. The teacher uses a chart to explain this to the students.	
	Then, the teacher asks students to create a "Kamishibai Capsule".	
	- They will watch a video of what is a kamishibai capsule, then teacher provides the material to make it. Students should recreate their childhood memories by using drawings. Finally, they will perform it in front of the class.	
	- https://www.youtube.com/watch?v=8VPY-nfmEvw	
Wrap-up	Finally, to ask students to recall the information they have learned during the class, teacher will ask the following question: What was the most important thing you learned today?	**5 min**