



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Audio-visual Aids and Speaking Skills

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I, Dra. Suárez Mosquera Wilma Elizabeth, holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic:

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A handwritten signature in blue ink, appearing to read 'Bryan', is positioned above a horizontal dotted line.

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DEDICATION

TO:

My parents, Fredy Perez and Grimaneza Lara, who were my support throughout my academic preparation—from school to university—served as the primary pillar in my development as a professional and as a person.

My sister, Anahi Perez, my support in the most challenging moments, as she accompanied me through many processes of personal growth and offered me a hand when I most needed someone to guide me.

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Finally, a hug for my pet, Cody, my canine companion and an essential part of my family, like another brother. He has made me appreciate nature and those who are part of it.

Bryan.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: Audio-visual Aids and Speaking Skills.

AUTHOR: Pérez Lara Bryan Josué.

TUTOR: Dra. Wilma Elizabeth Suárez Mosquera.

ABSTRACT

This research aimed to analyze the influence of audio-visual aids on the development of speaking skills among 22 students from 10th grade at *Unidad Educativa Pío López*. The institution is located in the surrounding rural areas of Ambato. The study followed a pre-experimental design with a quantitative approach. The Key English Test (KET) speaking section from Cambridge Assessment was applied as both a pre-test and a post-test to measure students' progress in grammar and vocabulary, pronunciation, and interactive communication. The intervention consisted of ten sessions where different audio-visual aids, such as videos, slides, songs, digital games and software related to them, animations, and presentations, were implemented through communicative and interactive activities to enhance oral performance and production during conversations and general speech. The statistical analysis of data using the SPSS Statistics software showed an improvement of 1.6 points between pre- and post-tests, confirming the positive influence of audio-visual aids on students' speaking development. The results revealed that learners became more fluent, confident, and accurate when using English for communication, with a support material that was perceived as attractive for daily-life topics. Therefore, audio-visual resources proved to be practical tools to foster motivation, participation, and the acquisition of speaking skills in the EFL classroom, even more when they are accompanied by activities that encourage group work,

Keywords: audio-visual aids, speaking skills, communicative approach, EFL learning, oral production.

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RESUMEN

El presente trabajo de investigación tuvo como propósito analizar el impacto de las técnicas audiovisuales en el desarrollo de las destrezas orales de 22 estudiantes de décimo año de Educación General Básica de la *Unidad Educativa Pío López*. La institución está ubicada en las periferias de Ambato. El estudio siguió un diseño preexperimental con enfoque cuantitativo. Se aplicó la prueba Key English Test (KET) de Cambridge, sección de expresión oral, como pretest y posttest para medir los criterios de gramática y vocabulario, pronunciación y comunicación interactiva. La intervención incluyó diez sesiones en las que se utilizaron diversos recursos audiovisuales, como videos, diapositivas, canciones, juegos digitales, animaciones y presentaciones, mediante actividades comunicativas e interactivas que fortalecieron el desempeño oral en conversaciones y en la expresión oral en general. El análisis estadístico realizado con el programa *SPSS Statistics* mostró una mejora de 1,6 puntos entre el pretest y el posttest, lo que confirma la influencia positiva de las ayudas audiovisuales en el desarrollo de la destreza oral. Los resultados evidenciaron que los estudiantes aumentaron su fluidez, confianza y precisión al comunicarse en inglés con materiales que, según su percepción, son atractivos y entretenidos para hablar de topics de la vida diaria. Por lo tanto, los recursos audiovisuales demostraron ser herramientas eficaces para fomentar la motivación, la participación y la adquisición de subdestrezas del habla en el aula de inglés como lengua extranjera. Incluso siendo mejores al momento de usarlas con actividad que promueven el trabajo grupal.

Palabras clave: ayudas audiovisuales, destrezas orales, enfoque comunicativo, aprendizaje del inglés, producción oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Research Background

To highlight the importance of communication for English as a Foreign Language students and its role in their professional and personal growth, it is crucial to access new and relevant educational materials. Technology has made it easier to improve every area of knowledge, and teaching methods are no different. The use of audio and visual stimuli in classrooms is now commonplace, and the following studies have demonstrated their effectiveness in motivating and engaging students in productive skills, such as speaking, which is fundamental for sharing ideas and information in today's world. The articles referenced in the following 10 paragraphs are sourced from various platforms, including Scielo, Scholaris, ResearchGate, and journals from regional academic websites.

The two investigations that follow, conducted in a multicultural context, examine the use of digital storytelling and video dubbing as supportive materials for speaking development. Roza and Rustman (2023) concluded that storytelling, as part of a seven-week investigation, can be effective in developing speaking skills. A group of 60 students, aged approximately 19 to 20 years old, participated in the development of this research. The learners were from different nationalities in Asia and Euroasia, with notable cultural differences that made them differ from each other in the way they participated in the classes and activities provided. The research was carried out in an English Language Classroom for pre-service teachers. At the time the study took place, all the students were studying English and some of them an additional language, depending on their country of origin. It showed that several learners were bilingual. Once the large group was divided, 30 students were assigned to the control group, and the remaining students were assigned to the experimental group. A series of questionnaires, expositions, speeches, and speaking tests were applied during the inquiry. The results of using digital storytelling in the learning process of the experimental group were significant for the participants, highlighting improvements in fluency, pronunciation, coherence, and cohesion. The control group presented almost the same level of outcomes as the experimental group, but with the difference that their desire to learn was not enough to continue improving their speaking skills, due to the lack of innovation and outdated teaching methods, resulting in a lack of motivation and desire to improve. Both sets of participants were tested by the end of the

experiment, with a public speech test showing significant improvements in the experimental group compared to the control group, which had undergone more complicated preparation.

Research on digital dubbing was conducted, drawing parallels with digital storytelling. This study limits speaking to a model previously selected. Still, it allows some flexibility in choosing what to say and how to say it, adding personalization without straying too far from the expected idea. Huang (2022) noted that the speaking level of 57 EFL undergraduate students in a Taiwanese university increased progressively using dubbing activities, with a level lower than B2 according to the Common European Framework of Reference for Languages. The students were divided into two groups dubbing and comparison. The instruments used were scales, a series of questions for an interview, and a general English proficiency examination in Chinese to avoid language misunderstandings. The outcomes of this investigation revealed that video dubbing is an entertaining tool that enhances pronunciation and speaking ability, while also reducing the anxiety associated with speaking with others or in front of an audience. It is also important to note that the Comparison Group increased significantly due to the elaboration of the activities.

The two subsequent studies cover the use of mobile applications, such as game-centered creations and mobile devices, as an aid in educational contexts. A case study was the importance of devices like smartphones for the development of speaking, not just using random sets of applications or videos; instead, making students participants and creators of vlogs highlights their abilities to produce language combining technology. Communication and real-life experiences are the general aim of this research. A group of 65 students aged between 20 and 21 years old, divided into 16 groups, part of a 4-year public technical university in Fujian, China, were participants in the development of the research. Pre- and post-speaking tests from the TOEFL iBT, group questionnaires, interviews, and several reflections are among the instruments used to achieve the expected outcomes. The results presented a significant difference between the pre-test and post-test. The perception of pupils against group work in the use of smartphones to create vlogs was highly positive, and everybody enjoyed being part of a collaborative activity; also, they were eager to continue using this kind of activity in their academic lives because of the effectiveness they have in making a person search for vocabulary or information that makes their videos better (Huang, 2021).

Through interactivity and active student participation, we can recognize games as an essential factor that complements modernized methods of teaching a foreign language. The

idea of gaming is not just for infants; it is a way to activate our brains and break the monotony. Kizi (2024) reported in a research study that audiovisual aids, which are often used in digital games, are employed as an entertaining tool to capture students' attention in class. The population used for this investigation consisted of sixth-grade students, divided into two groups: control and experimental. The instruments used were a series of games, specifically digital platforms such as Quizlet and Duolingo, which feature interactive and engaging designs for kids. A pre- and post-test was used to obtain successful results in the experimental group, showing that their performance and willingness to learn were greater than those of the control group.

The following three studies, conducted with learners of different ages from various academic contexts, had the objective of presenting tapes or series of recordings as the information distribution channel or pedagogical complementary part of English classes, and developing specific skills, including speaking. To understand the impact of audiovisual support on foreign language learning, Sutton (2023) underlined the effect of this model on language skills, including pronunciation, fluency, grammar, vocabulary, and speaking. This research included 56 independent experiments, with participants of different ages and language levels. The meta-analysis included a pre- and post-test. A systematic literature review was also conducted to identify empirical studies that used audiovisual input for teaching English. During the interventions, moderating variables were included according to the type of video: documentaries, films, or series. The results showed an overall effect of audiovisual input on language learning. The author emphasized that this model improved multiple language skills, although its effectiveness depends on the material used, which should primarily serve an educational function.

Considering the importance of bilingual education and the well-developed oral expression of students, as well as their successful representation in institutions and technological support, Mahdi (2022) conducted an investigation that used oral exposition with Arabic-speaking students aged 19 to 23 in an English Undergraduate Program to develop oral proficiency. The group of 40 participants was divided into two groups, one the experimental group and the other the control group. Oral presentations were the basis of the investigation, where vocabulary, fluency, accuracy, and pronunciation were carefully assessed. The groups received a series of 12 sessions, where the experimental group was supported by audio-visual aids, including PowerPoint slides, videos, animations, audio-text, and graphics, as the primary

part of the professor's teaching role. In contrast, the control group received a more traditional intervention, utilizing traditional and regular resources, such as lecturing. The study's results showed that the outcomes at the end of the interventions differed significantly between the groups. The students who were aided by audio-visual material during the sessions showed better development in their speaking skills, becoming more fluent and using a fuller range of languages. On the other hand, the control group presents minimal development in their speaking. It can be concluded that audio-visual aids help develop learners' speaking.

The use of already created material that encompasses many topics of great interest or that touch trending topics is something that influences the way teaching is carried out in the classroom setting. Podcasts are at the pinnacle of information sharing, and Tümen (2024) noted that their effectiveness was demonstrated in a study conducted at a Turkish high school, using a sample population of 10 students aged between 15 and 16 years old. The information was obtained through a series of recorded interviews, which were subsequently transcribed, translated, and analyzed. Once the procedure was completed, the findings showed that the use of podcasts was similar to the study techniques and routines that involve consuming Anglo-Parlant content. It was beneficial for them to acquire vocabulary and improve pronunciation as the remarkable characteristics of the outcome.

The following research, which focused on the use of Compact Discs and Charts that evoke active oral participation, was conducted in Nigeria. A sample of 200 students from four different Junior Secondary Schools was selected for an investigation. The population was already divided into control and experimental groups to gather information through a Speaking Assessment Test. These tests aimed to prove their speaking level, then a series of interventions using compact discs for the experimental group and charts, as well as the chalk-talk method, for the control group, were used to support the effectiveness of audio-visual aids over traditional materials. The performance of the two groups at the end differed significantly, indicating that the students who applied technology to the method showed improved speaking abilities compared to the others (Shefiu et al., 2023).

Something important to note that differs from the rest of the studies is the role of emotions and feelings of learners in institutions. Anxiety is commonly found, and the use of technological aids may help mitigate its impact on learning, even decreasing it. The research conducted by Salamea-Avila and Fajardo-Dack (2023) presented that the use of audiovisual aids influences motivation and anxiety in the development of speaking skills. The study took

place in two fourth-grade courses in Cuenca, Ecuador. The learners, aged between 8 and 9 years, were divided into a control group (18 participants) and an experimental group (18 participants). Checklists and unit questionnaires were applied during the interventions, as well as an adapted Cambridge test for the pre-test and post-test. The outcomes obtained at the end of the interventions demonstrated that the levels of anxiety and motivation were lower than at the beginning, and speaking proficiency improved more than expected, supporting the importance of new teaching aids in making learning more engaging for EFL pupils.

The subsequent investigation conducted with professionals in the English education field demonstrates the importance of considering people's perspectives on audio-visual aids and how successful it is to have an understanding of people's thinking to act then. Chadi (2024) noted that the use of technological resources enhanced the English learning process and improved speaking skills. The groups of pupils involved in this study consisted of eight teachers from a university in Algeria and 80 English students. The implementation of questionnaires was a fundamental part of gathering relevant information about their perception of modernizing learning, which applies to foreign language learning. The findings from students' and teachers' questionnaires showed their positive attitude to the implementation of auditory and visual aids in the improvement of speaking and, in general, the whole set of skills that are taught to learners.

In conclusion, after the compilation of 10 research studies about the application of audio-visual aids as the support of speaking improvement and the communicative development of students. It was demonstrated that the advantages of using technology and audiovisual material during classes include improving English language learning, with a greater focus on oral production and its subskills. Despite the realities in the country of origin of these investigations, these studies show that the use of modern and innovative aids in the classroom can develop speaking skills and increase a student's willingness to revise what they have created.

1.2. Theoretical Foundation of the Variables

1.2.1. Independent Variable

1.2.1.1. Educational Technology

The field of education has undergone numerous changes in response to the advancements of new eras. English teaching is not far behind, leveraging the functions and opportunities offered by technology to develop skills and competencies. This category of education is presented as educational technology, and it encompasses new, dynamic, and innovative ways of teaching, unlike traditional ones. Beatty (2013) highlighted that a vital concern about having professionals and learners instructing themselves to understand technology requires a cognitive level higher than the beneficiary points. This suggests the continuous adaptation of teaching to constant advances and innovations in education.

It is crucial to keep an eye on various concepts closely related to audio-visuals or encompassed by this term, such as multimedia. Learning from graphic representations of sound or voices, whether from robots or humans, has a profound influence on the way humans work in a learning environment. The psychological aspect of stimulating the brain through words and pictures complements a well-structured and managed class that aims to be top-notch and innovative, not just a trend, but to transform traditional and monotonous teaching methods. Once technology enters our brain formation and how we perceive the collection of information, we are going to start recognizing the revolution that motion pictures represent in the vanguardist world (Mayer, 2020).

Additionally, the idea of modernizing education and computerizing tools, resources, and information channels appears promising for people, but not everything lives up to expectations. It is known that not everyone around the world has access to devices for personal use that complement a modern classroom lesson, or to the internet. Furthermore, some institutions are unable to provide the digital resources necessary for high-quality and innovative instruction. Romero et al. (2018) asserted that digital technologies are a vital part of human lives and that people have become independent of them. That is why education should still mix modern and old-fashioned ways of teaching and learning, at least it has begun to be common worldwide.

1.2.1.2. Technological Teaching Tools

The arrival of a new technological era, where almost every field of study has adapted its strategies, methods, and practices to continuous innovation, has enabled English language pedagogy to create technological teaching tools that meet students' needs. The introduction of technological teaching tools in education has significantly changed the perception of traditional and outdated methodologies as drivers of the learning and teaching process. Thanks to this, Athanassios (2011) supported that the technology objective in education is to support and train teachers in the management of tools to develop society. This tool management becomes more demanding when the aim is to change people from the beginning, as with children, and their flexibility in adapting to constant variations and changes.

Focusing on young populations as a flexible receptor of information. Donohue (2014) emphasized that an important group for education is pre-schoolers and kindergarten students, considered the pillar and the beginning of an academic life. This important group is usually prioritized when applying technological tools in the teaching process, because learners' attention is not easily caught if the teacher is not innovative and active while the class is being developed. Parents most of the time want the concept of a good *preschool* or *kindergarten* to be fulfilled with a professional, certified, and experienced individual in the area, as well as methodologies that promote literacy and cognitive growth, making students creative and imaginative. Computers are limited most of the time, and with kids, it is important to have control over what they do and the time they spend doing something. Software appropriate for their ages and game-oriented classes are two ways to avoid problems and hit the target when using modern and digital teaching tools.

As we delve deeper into selecting the type of technological teaching tools for a lesson or an entire academic period, it is essential in every class and lesson plan to analyze what has been used previously. Bates (2022) proposed that focusing not only on the pedagogical aspects that those tools offer, but also on their social, organizational, and accessibility aspects, is beneficial for academic development. The role they will take is essential to be recognized by all individuals involved in the learning process, and more importantly, to understand the impact it will have on every pupil's life. In the case of computers, the way it approaches a better performance, accompanied by the teacher, or the way it enlarges the relationships with another human. Having this in mind, a variety of traditional and tech tools is a good alternative in a vanguardist class.

1.2.1.3. Technological Teaching Aids

Technological teaching aids such as films, movies, music, or tape recording are essential in every educational classroom setting; they complement the work teachers do, their effectiveness in the educational field, and the progression students show when evaluated or putting what they know into practice. Those are the reasons why the correct preparation of professors in the use of this kind of material and its application is necessary to promote in academies and universities, so that learners will not be affected, and the knowledge they are constructing is not delayed. Aids are not the final step in the process of educating people; they are the support and means to get specific objectives and outcomes that are drawn or stated by the curriculum or the teacher (Haycraft, 1986).

Technological teaching aids, provided by governments or academic institutions, have multiple purposes in the classroom, and teachers must know how to adapt all available resources to create an innovative educational model that captures students' attention without losing focus. Furthermore, Ferdig et al. (2021) noted that leveraging these materials provides students with the opportunity to expand their learning experience. Something to add is the effectiveness of online sessions using digital resources to complement teaching and learning. The disadvantages of fully digitalizing the various materials that can be used in class, whether by students or instructors, are that not all of them can be prepared, and that not all ideas can be put into practice at the time of their application with other individuals, that is why alternatives should be found to segment the class and the resources purposes like the use of determinate centers in the classroom.

A particular case is learning centers in the classroom. These centers provide more autonomy and confidentiality in students' work, ensuring instructions, and an important support to it is the use of podcasts, videos, slides, or audiobooks as the central part of the learning process. Students can be assigned specific tasks that involve using those aids to produce something original, authentic, and that demonstrates their comprehension of a specific topic. Another point to consider is the use of whiteboards for non-antiquated purposes; they can be used to promote students' participation and display recordings, images, or entire presentations that explain a particular class topic, but always require active responses from learners (Smaldino et al., 2018).

1.2.1.4. Audiovisual Aids

Today, many websites and platforms offer teachers a wide variety of videos and images, providing them with thousands of materials to use in class. In the case of English teaching, they serve as support for language improvement and facilitate language acquisition by simultaneously stimulating brain concentration and audio retention. These teaching strategies have taken the use of audiovisual materials as the root of their success. Herrero and Suarez (2023) explained that utilizing these resources in various aspects of second language learning, particularly in areas such as speaking and listening, is important. Thus, exposure to visual and auditory resources is not only perceived, processed, and transmitted by the student, improving speaking and listening skills, but also enhances intrinsic aspects such as motivation and interest. It is mandatory to categorize and select the audiovisual aids that our content, information, context, and objectives aim to achieve by the end of the period. Some of the audiovisual aids that can leave a lasting impression and serve as a new starting point in students' academic lives include social networks, video sources, animations, slide presentations, documentaries, music, games, movies and series, audio-books, role-plays, and, more language-focused, the use of language labs. Suppose the aim is education and foreign language teaching for a group of students of every age. It is essential to focus on the fundamental aspects and benefits of Web 2.0, including its collaborative and interactive properties, as well as the popularity of the websites that comprise it. The most remarkable benefits are social interaction, information gathering, and novel content.

Mayer (2009) found that the use of paused compilation of short videos are appropriate if a lesson is more centered in a traditionalist class but with digital aspects that do not make learners lose the line of lesson, but when longer videos are used the sense and objective of the class changes to have the audio-visual material as an indispensable part of the class and not just a complement or not-too relevant educational support for teachers and learners. Additionally, the fact that videos are the most used aid does not mean that they are what gives instruction quality. Not as popular as the previous audio-visual aid, social media can also be used as a support tool in the classroom, serving as a component that typically provides information to develop tasks and facilitates the creation or publication of information that combines real-life situations and contextualizes students' activities both during and outside of lessons. Teachers oversee various aspects and use their creativity to encourage the development

of these aspects in learners; they are the model that ingenious pupils should look to when putting their knowledge into practice.

The principles underlying audio-visual aids and their impact on learning should be mentioned as the guiding and foundational basis of modern education. Mayer (2020) described four principles that govern the relevance of audiovisual aids in education: coherence, content redundancy, word location, and *tempo* periods or ranges. When a teacher considers these principles in selecting auditory and visual materials to be used with learners, the desired performance and outcomes will be achieved successfully. Moreover, when choosing these aids, we must try not to overlook the casualties. Clark and Mayer (2016) presented that motion and animated illustrations may be overrated due to the trend they are part of, and it is necessary to address troublesome features. The idea of using these aids in education is to transfer the knowledge a prepared person has to a particular group of learner that are able and open to receive this data with the end of perfectionate what they know or add new stuff, also they have the porpoise of motivate pupils to be attentive to every content presented in class to then, at the moment of completing tasks, present something that come from a desire sentiment of liking and interest at what was learned. If there are no animations that can follow the promoted content, traditional methods and strategies will be perceived as obsolete and useless in the new era of pedagogy and for the contemporary student population. Practicing exercises of mind illustration or animation can balance and control the unwanted outcome of the bad usage of motion materials because people start using their cognitive abilities and creativity to recreate scenarios, actions and predict what can be done by every representation they do, a good addition to these kind of activities to avoid losing technology contact is to make graphic representations and then accompanied with virtual generated audio. Hence, the person combines two different things, but these complement the development of their knowledge under specific standards that the instructor should mention and delimit.

Slide presentations are commonly related to professors' oral presentations, explaining what is being shown. However, they do not represent a modern or sophisticated manner of discussing a particular topic. It is obvious to differentiate when something is planned or no, it does not mean that a teacher speech is aleatory or improvised in most of the cases, they can be prepared with time of anticipation but when talking about a narration is not just an elegant or loud voice, it is the correct choice of words to be played and how they make sense with what is perceived by peoples' eyes. As is probably thought, the more you add, the more it values. In

the case of these technological teaching aids, it is not the best option when trying to combine text, audio, and image without previous organization. Individuals' perception and thinking capacity will experience an information overload, and fatigue symptoms are imminent; thus, misunderstanding and difficulty in the process are more specific when a foreign language is being taught, as it can be seen in complex or unusual words, or vocabulary with pronunciation characteristics that make them difficult to remember well if there is no practice and organization in the use of images audio and words to stimulate visual skills (Clark & Mayer, 2016).

Documentaries are closely related to narration as they provide professional recordings on interesting topics that can be old-fashioned or novel for pop culture, including students. One of the main advantages of using long sequences of pictures and audio to create something similar to a movie, but with a different entertaining objective, is that learners pay attention to these tapes as something of mandatory attention during a lesson or while doing homework, in some cases. As Nichols (2010) mentions, documentaries that expose something are the most complete and reliable source to start argumentation and create commentaries that complement a general thought. Documentaries are well known to raise the willingness to debate and to create a dialogue role among participants. This audio-visual aid must be put into practice more often because it does not give unanalyzed topics, but vocabulary and models of language that other material will probably not give. Furthermore, problem-solving skills in learners from every field will be developed because most of the time, problems and solutions in class stem from this kind of formally recorded video.

More deeply related to the integration of learners in the development of their comprehension and production of language is how we provide accurate knowledge through methods that do not follow the same steps or boring procedures of traditional teaching. Sherman (2010) proved that audiovisual aids stimulate the brain, providing both audio and visual elements simultaneously. Music and songs that permit you to read lyrics or watch visual representations of what is heard can complement the methodologies and teaching strategies applied in the classroom. A clear example of their effectiveness is the kids' song that shows the lyrics and images of animals, objects, etc. Another case is the combination of sound or music that relaxes, but results in a lack of engagement during activities or lessons. Classical music, combined with the content presented in the class that could be considered boring for the audience, can make the topic interesting. However, selecting the right songs requires prior

practice and experience to support your decision. Volume is a feature that is sometimes omitted and needs special attention because it does not matter if the song is appropriate or not; if it interrupts the activities in development, it is not worth a place in the educational atmosphere. To avoid problems with concentration, a series of surveys or just simple questions asked can give you a panorama of what is wanted and what is not for every lesson.

Entertainment is always necessary to promote interaction between the teacher and students. Challenges, dialogues through interaction, and rewards are some of the exhaustive list of characteristics a game has, and applications considered as audio-visual aids are indispensable in the learning process, especially with primary and secondary learners, because they are experiencing a point in their life where attention gets disrupted and sometimes perturbed with the minimum external stimuli. Digital game-based learning is something that combines visual representation with text and audio. In every field, having a game that encourages you to learn is vital, and having a classification table, online rewards, or in-class prizes are additions that contribute to knowledge retention. Social interactions get the benefit of technology even in games, online worlds, and in-site casual games during the lesson can simplify communication among pupils, but careful measurement and rules should be applied to avoid future trouble (Whitton, 2014).

Movies, TV series, and cartoons are audio-visual support that is considered the first option to choose when planning a class oriented in language aspects and foreign language acquisition. They are categorized as authentic material and their role in pedagogy is essential to be considered when teaching since they provide language in a casual way that can provide vocabulary more colloquial and informal, as well as slang and phrasal verbs usage. In education, movies and TV series represent a more serious aspect of language; the kind of recordings that are asked to watch are part of crucial and demanding training in language because of the richness they offer in terms of vocabulary and expressions. In the case of cartoons, they cannot be used in complete exposition for learners of all ages not because they are not appropriate or it is wrong to use them with adults, for example; it is because their target audience are children and the topics or themes showed are kids-oriented, but in the case of adults they can be used as a nostalgic and funny aid that complements a macro topic or part of the lesson (Sherman, 2010).

The use of traditional materials as support in every language class is still everyday. It does not mean that it is incorrect, because many people prefer not to have everything digitalized

or technology-centered, particularly those who grew up in the early days of the internet and computers. Audiobooks appeared to help those aspects of human lifestyle and create a space controlled by the owner to listen to something written with the rhythm of their choice and even the accent of the narrator. It is considered an audio-visual aid because, in EFL classroom settings, it can be put into practice in the classroom to have learners read while listening to the pronunciation of every single word. Creating a reading habit is essential for increasing the amount of vocabulary a person can acquire from a source of information, and for ESL students to practice the correct way to say words and expand their lexicon (Goh & Vandergrift, 2012).

Arts is a broad concept that encompasses various types of visual and auditory representations, which differ in complexity and scope of application when non-experts or uninterested individuals are subject to their influence. However, in the case of education focused on foreign language teaching, Nunan (2003) underlined that role-plays or dramatizations can put a topic or a series of them on stage, demonstrating that the knowledge level in the language and the content is impressive. Furthermore, Baldwin and Galazka (2021) noted that activities are not limited to classic tasks; they can also be enhanced to generate relevant academic content. Institutions can act by creating presentations on trending news and then providing them as language model videos and academic-oriented material, so that familiar sources for videos are not the only way to obtain information about specific themes. The regularization of these practices can lead learners to create bigger productions and get into the world of filmmaking and professional production. This is why influence technology, when used correctly and presented appropriately, can change people's perspective on what is on their side.

Multimedia language labs are terms that educators can get familiar with. Laboratories are primarily focused on the development of the mother tongue, or, in most cases, a foreign language. Institutions are usually lacking these spaces because the development of another language cannot be considered as important as other subjects. However, the places that use labs have content created for them, such as videos with a transcription, plus the use of headphones provided in the room, can create a more immersive learning atmosphere and allow learners to use them as they consider necessary. When education is complemented by support of excellent dimensions and significant impact, it is necessary to have professors trained to get all the benefits from the instruments that will be used (Meenakshi, 2003).

1.2.2. Dependent Variable

1.2.2.1. English Language Learning

Learning a language is the way you can recognize the curiosities and aspects that make a country, a person, and their cultures unique. When learning English as a foreign language, it could be considered not an easy road to go through because of how difficult the dialects, accents, pronunciation, and writing can be. The process of measuring, evaluating, or managing features to develop becomes complex due to the various skills and competencies that are typically aimed at being achieved by the end of a period or a planned course of proficiency. Brown (2007) stated that this path can change people as they navigate a new language, culture, and worldview through their own experimentation, assisted instruction, and study of the target language. Thus, learning a foreign language is not just about remembering the correct grammar to convey a message; it is about understanding the characteristics of communication in a new context and what it means to be an early member of a society that is not your own.

To understand how learning works from a scientific view of education, we should focus on the behaviorist theory and the cognitivist theory. Although they are not commonly considered in their complete and more exponential form in modern teaching, they play a primordial role in the language learning process. Action-reaction behavior is the basis of this theory, but not going too deep on this, teachers should observe students' behavior against the output received and how the reactions are responses to the data acquisition. Behavior delimits what is effective and what is not in a person. In the case of cognitivism, it sheds light on the process for learning a foreign language, in that way a person takes the information that is delivered, processes that information, and stores what is considered in their personal development, and then reproduces it by writing or speaking if the objective is to express it, or by understanding related concepts or understanding already audio-spatial knowledge. Considering these theories, learning is not just a simple deal between teachers and students; it involves action and response attitudes as well as more complex brain-related operations that a teacher should always be aware of, so the class progress can be successful (Lightbrown & Spada, 2006).

1.2.2.2. English Skills

English, like every other language, needs attention to skills of great relevance since they are used to ensure effective communication. These skills are usually classified into four categories: listening, speaking, reading, and writing. The principles of the functions of these skills enable teachers to create balanced lessons promoting understanding and expression. Nunan (2003) indicated that two terms divide these categories into productive (what is spoken or graphically presented to communicate a particular thought) and receptive (how we perceive and process information, which could be by our auditory capacity or by our understanding of those graphic representations). This distinction helps clarify the roles of input and output in the learning process. Professors who cover English as a subject should be prepared to mix production and reception as a whole thing and isolate one skill, giving it more importance than the others. If that happens, the learning process will be seriously affected, and the English improvement will be felt as incomplete, disorganized, and not uniformly carried out.

When teachers incorporate the four English skills into the classroom setting, the entire planning of a class must be done effectively, consistently promoting the development and enhancement of communicative performance and competence. As achieving competence is one of the most desired goals for both parties (attendants and instructors), educators need to direct their strategies towards language use, fluency during speaking, and provide contextualized classes with authentic material that approaches pupils to real-life scenarios where language is as casual as their mother tongue. Furthermore, in the case of language production, teachers must negotiate the benefits of being competent in a field that permits them to communicate with people from different nations, so playing with motivation and eagerness to succeed could be considered a pillar of developing a macro idea. It is essential to remember that, as humans, we are often linked to our native language, so the entire process of obtaining information from an input source or enhancing output reception capacities can be limited and must be clarified before planning or teaching (Richards & Renandya, 2008).

1.2.2.3. Productive Skills

Productive English skills involve the construction of structures, whether written or verbal, with the primary objective of conveying a message, unlike receptive skills, which only involve receiving. There are two productive skills in English: writing and speaking. Brown (2007) mentioned two functional aspects of communication that involve and generate competent learners: grammatical and discourse competency. When focusing on visual output, writing is the standard way to communicate ideas, either by hand or digitally. It is essential to develop it as accurately as possible, as it is a fundamental aspect of being a well-recognized and prepared professional or student. Discourse competence not only refers to speaking correctly or using grammar effectively. For this reason, the complexity of this type of skill lies in achieving clear and understandable communication in a fluent way, which means rapid response and reaction to the information taken, a fundamental characteristic of mastering any language.

Strategies to develop productive skills in a classroom are an exhaustive list that should be carefully analyzed. After examining factors such as English level, predisposition, and the topics covered during the academic period, the teacher should select those that best meet the learners' needs. Promoting group work activities is one of the best options to put into practice in the class and a pillar of well-formed students. Conducting round-table debates or interviews between pupils is ideal for practicing socialization and enhancing communication skills. Workshops and projects combine the four English skills, focusing on written and oral production. It is also necessary to have an idea of how groups should be organized, taking into account the range of knowledge each learner presents, the genre, and personal needs, so that the environment for every member will be comfortable and supportive. Another strategy is the tiered task, which essentially encompasses productive skills as the basics that make the activity work; it aims to set every language level and individual ability in a series of activities that support them (Brown, 2018).

1.2.2.4. Speaking Skills

Speaking is one of the two productive skills in English, along with writing. However, unlike the latter, speaking focuses on the transmission of oral messages. This performance encompasses several elements that contribute to achieving precise and accurate communication. Spratt et al. (2011) explained that these elements are speaking subskills and listed them as: fluency, connected speech, vocabulary, pronunciation, interaction, and turn-taking. Additionally, it is noted that the importance of critical thinking, task-based learning, and a communicative approach should be considered. Aside from that, grammar can be considered a tedious part of learning. However, its use makes communication easy and the message comprehensible, so having good classroom strategies to teach grammar is needed. In the case of register, using appropriate language depending on the situation is essential for effective speech, which is highly recommended to be trained, as well as the body language that can be used to enhance the explanation or demonstration of a singular idea. Developing good speaking skills requires mastery of the language, both for producing and receiving it, in this way making lessons centered on a communicative approach can be beneficial for pupils. Harmer (2018) reported that mastery of speaking is difficult if the level of comprehension of the language is not higher. However, it can be more easily achieved by pairing students with people who probably do not share the same level but connect their knowledge through a chosen topic of significant impact for them, and that generates a sense of interest not just to cover it in one class, but to go deeper and more reflective. When a phenomenon like this occurs, the output product results are better and show passion and enthusiasm. This is how investigative and explorative criteria emerge. Meeting students' needs, either educational or personal development, permits the educator to shape and flex the knowledge he/she has to the student-expected outcome. The speaking purpose is not only to deliver a message, but also to know how to communicate, persuade, and advocate, meaning negotiation and the end or given sense will be understood as it was spoken in the person's mother tongue.

Methodology to Teach Speaking

Sprat et al. (2011) suggested that the more accurate methodology to be applied in a series of interventions for a level of students who are probably not showing a well-developed oral expression performance involves three stages that aim to have speaking in constant improvement, but with assistance and intervention of the teacher, so that the learning process can be monitored. The tasks carried out can be more flexible and will take the time needed for

every learner. In this case, children often require assistance and a quiet period to think and organize their thoughts. To start the class, the *lead-in* stage introduces the topic and activities that must be interesting and engaging for learners, always related to the new language to be learnt. Then the *practice activities* go from controlled to freer speaking practice or vice versa, depending on the teacher and the context in which they are developed. To finish, *post-task* activities offer more flexible and personalized learning experiences, developed by students in the language topic covered.

Evaluation criteria

The pre-test and post-test do not differ from each other; they are just taken at different times. These tests evaluate four different criteria in the English level A2 evaluation rubric, as defined by the CEFR (Common European Framework of Reference), with a score ranging from 0 to 5. These criteria are simple but measure the most essential parts that a beginner in the language oral production should be proficient in (Cambridge English, n.d.).

Grammar and Vocabulary: It progresses from a limited level of grammar form usage and isolated words to controlling simple grammatical forms and a wide range of words to discuss everyday situations.

Pronunciation: From unintelligibility and poor control of phonological features to intelligibility and higher phonological features control, such as at the utterance and word levels.

Interactive communication: It goes from the difficulty of maintaining interaction and the need for assistance to effectively maintaining interaction and needing little assistance.

Speaking subskills

Getting deeper into the subskills with the highest demand and priority when learning or teaching. Fluency appears, and the idea of speaking in another language sounds complex; it will be like that, but once it is achieved, an important factor is often forgotten. Thornbury (2005) emphasized that rapidity, clarity, and sometimes smoothness of speech are qualities that many experts in the field of foreign language education aim for their scholars to achieve, more so than accuracy and correct language use. It has two points that do not play on the same side. Talking with someone with a native-like English word-by-word or sentence-by-sentence tempo can be done by exhaustive practice, but it probably will not show the level of English or the clearness of the message transmitted. However, Spratt et al. (2011) suggested that people's

minds can be confused by factors such as intonation and the connections made when finishing each word, giving the impression of being a master of the language. This takes us to connected speech since, in English, as in other languages, there is a slow and fast way of oral production. If the message is delivered in a serious or more formal context, the rhythm and elicitation of words can be more sound-separated or decelerated. However, suppose the context is a casual conversation or a meeting with coworkers that combines seriousness with professionalism. In that case, people can connect the end of every word to make the sound get tied, making it difficult to understand what is said.

Vocabulary is one of the key elements that indicate a person's English level, as the more you know, the better you will perform during a conversation. Knowing vocabulary can be blurred by the significant number of unnecessary words that are not used in practical conversation. This vocabulary can be too old-fashioned for the modern standards of communication. Lexis is being complemented by the knowledge of words and phrases that can be learned in a foreign language. When talking about Lexis, we must cover Affixation (the addition of prefixes before the root or suffixes after it to change the form of a word), Compound nouns (word that get their meaning by joining together can add variety to your lexicon and speeches), Idioms (words that have a different individual meaning but when join together they get a new one), Collocations (words that sometimes occur together and their meaning depends on their union), Synonyms (words that mean the same as others), Antonyms (words with the opposite meaning) and false friends (words that are similar form in two languages but differ on their meaning). Once all of them were clarified and their comprehension ensured, learners will find it easier, and, even as a combination game, the task of getting new vocabulary (Spratt et al., 2011).

Pronunciation relies on comprehensible communication, and its importance in language is not just a fancy option to have a native-like way of talking. Correct articulation at the moment of producing sounds with your communicative-part organs, such as your vocal cords, throat, mouth, tongue, lips, and teeth, is complex many times when the students are at ages when their articulation is established just for their mother tongue., it is something that should be better to have developed since the early ages of someone's life. However, when learners are not introduced to a foreign language at that time, managing every move and developing the instinct of communication becomes complex to enhance within a short time. The perfect pronunciation goal is hard to achieve because its complexity varies depending on

the person or the language they have as their mother tongue. For example, Chinese speakers find it harder to speak English than Germans, just because of the phonology they deal with in the way they speak. Also, the context behind every person's background influences the mastery of this English subskill. Some people may come from a family that does not prioritize bilingual education, does not provide adequate exercises for babies' fine oral and vocal development when they start speaking, or the problem with pronunciation persists in their native language, which means they lack proficiency or proper use of their mother tongue (Thornbury, 2005).

Connecting with people from other countries or with EFL students in any academic institution is not just about speaking English fluently, with correct pronunciation of the words, or connecting them to sound more natural and not as a robot; connecting involves the ability to interact accordingly in different situations and with different people, which is called interaction. The use of the hands and facial expression gives an extra support to someone's speech as in oral presentations, visuals from people features (it means with their body) are necessary and complement the oral interaction which commonly uses variations in the formality of the language, and in the terminology used whether the situation needs professional vocabulary and information, or something considered of cult and antique looking; for example, talking about a history book from more than 50 years ago may require the use of outdated words and expression to avoid losing the tie of the story or the emphasis it has. Interaction is perfected through practice; for this reason, communication with other pupils or native speakers is vital for speaking English or any other language, because people will start treating it as they usually do in their first language (Doughty & Long, 2005).

Turn-taking is closely related to interaction, but they have many features that make them differ from each other. When speaking, we strive to present good interactive skills, ensuring the conversation remains active and engaging. Clark (1996) mentioned that a set of two rules is designed to drive turn-taking actions during a conversation. The first rule encompasses three features, stating with a person giving the selection of the speaker if he/she were given the authority to have the domain of the conversation, the next feature works with an authorized auto-selection once the first speaker is done with the talking part, and the last feature is about auto-selection only if the conversation was not made with a turns distribution. The second rule means that the features of the first rule are in a repetitive cycle until someone interrupts them. For example, suppose a person is talking and nobody is either selected or eager to take part in the conversation. In that case, the same speaker continues talking, and this is

repeated several times until one person takes the turn and the roles change. These turn-allocation rules vary for every conversation and for the number of people in the same party.

Changing the topic slightly, but still related to speaking skills, it is important to discuss the role of feelings and emotions in English classes and education overall. Speaking in front of an audience is often perceived as a significant challenge that many people struggle with as they mature. For kids, it is usually easier not to be shy or afraid of what being the center of attention implies, or in other cases, being the focus of a conversation. However, it is not always the person who speaks the most, but rather someone who is actively engaged in the discussion. Teenagers and adults tend to know what to say and where to stand when discussing a topic at a party. Anxiety is one of the most common issues people face when speaking, and the added pressure of speaking English makes this feeling even stronger and more challenging to overcome. Starting with simple chats among classmates, beginning socialization, then interviews and small chats between the professor and students, so confidence increases, and the sense of a superior authority gets lighter, then make learners give speeches in front of the classroom, go through public speech with parents and students, as a final step, a presentation with strangers as part of a project. This is one of hundreds of alternatives to avoid public anxiety and raise self-security (World, 2016).

Activities to develop speaking skills

Critical-thinking-related activities are not as simple as they may seem. These activities require that teachers and students invest a significant part of themselves in achieving outcomes that exceed every expectation. Information of great relevance is needed, but they also need to have gaps that learners can fill. For example, an activity that enhances critical thinking should present a trending topic, a taboo subject, an unsolved case, or an incomplete theory that elicits questions that are both comprehensible and not overly abstract. With this, pupils can start using their critical skills to express their point of view or complement a mutual agreement on a solution or suggestion for something that piques their interest. Moving on to another point about critical thinking, the standards that are more relevant in this kind of thinking are clarity (to understand what is said without struggling too much), precision (hitting the target of the conversation with specific words), relevance (the importance of the topic), logic (every single word can be connected and makes sense in the whole story), and depth (the mark your words make in someone), and these are applied to the elements of thinking such as questions, points of view, information, etc (Elder & Paul, 2014).

The raising of self-education as a complement to teacher-instructed lessons is accompanied using websites, online tutoring or courses, and, more recently, the use of virtual assistants or virtual partners powered by AI (Artificial Intelligence) software. AI such as ChatGPT or Gemini has multiple purposes, one of them is to give you all the information you want by just typing a prompt, but recent updates brought a way to interact with the chat by a voice call using different voice commands or just keeping a regular conversation as it is with a real person. This can help learners develop confidence by interacting with a robotized system, which reduces the fear of making mistakes that can lead to judgment and criticism, potentially affecting their mental health. Another alternative to recognized audiovisual aids, such as Duolingo, offers efficient services for speaking; for this reason, achieving mastery in this productive skill is not a difficult task. Learners and professors should find or create ways in which every resource and material can serve an educational purpose, even if its primary objective is not that (Holmes et al., 2019).

1.3. Objectives

1.3.1. General Objective

To examine the way audio-visual aids support the development of speaking skills in students.

1.3.2. Specific Objectives

- To diagnose students' initial speaking level through the application of a pre-test before the employment of audio-visual aids.
- To analyze which types of audio-visual aids support the development of fluency, vocabulary, and pronunciation.
- To evaluate the improvement of speaking skills in students using a post-test after the implementation of audio-visual aids.

1.4. Fulfillment of the objectives

The research analyzed the impact of audio-visual aids on the development of oral communication and the subskills encompassed by it. The study achieved its general objective by conveying a set of three specific objectives.

The first specific objective aimed to identify the current level of students in oral production through a pre-test taken from an international examination and considering the different criteria of evaluation delimited in the rubric. Through a deep analysis of the data collected, the researcher considered how future strategies and aids implemented in the interventions can help learners enhance their performance in the target skill. In cases of struggling to fit an audiovisual aid into the topics or class themes, the researchers should analyse the academic and social context of students to model and shape the technological resources.

The second specific objective was to apply a set of selected audio-visual aids to provide 10th-grade EGB learners with extra support in their lessons, simplify their comprehension of the topics covered, and promote the development of speaking skills components as defined in the evaluation rubric. The rubric established in the pre-test aimed to measure the level of domain in vocabulary, pronunciation, fluency, and interaction among speakers and with the interlocutor. In this way, the pre-test, conducted prior to the first intervention, provides an academic overview of the population's sample of speaking proficiency, highlighting their strengths and weaknesses.

The third specific objective was to evaluate the students' progress before the introduction of audio-visual aids in activities to support the improvement of their oral production. Learners participated in 10 interventions, which included conversations, class presentations, word games, multimedia, and digital games, all held in the classroom to enhance their vocabulary repertoire, fluency, and pronunciation, as well as their interactive skills with one or more people, thereby demonstrating self-confidence. The research demonstrates the benefits of implementing technology, specifically audio-visual support, for the development of productive skills such as speaking and related subskills.

CHAPTER II

METHODOLOGY

2.1. Materials

Both human and technological resources were crucial in conducting this research. Pre- and post-tests from a standardized examination were administered to gather information from 10th-grade EGB students at the *Unidad Educativa Pío López*, as well as the in-charge student and tutor who contributed to the development of the study and the filtering of relevant data to be used. In the case of materials, English books, worksheets, projectors, and speakers were utilized in the interventions, considering the limitations of the institution, while supporting the theoretical framework. Intangible materials, such as videos, recordings, slides, and games, were pre-installed or downloaded to enable uninterrupted classes and data collection.

2.2. Methods

2.2.1. Research approach

According to Creswell (2001), quantitative approaches involve using existing studies to find solutions to problems by statistically collecting information from different populations to find differences or relationships among them. This research is oriented towards this approach because it allows for the collection of complete information and is suitable for corroborating the objective certainty of the variables in the study. The measurement of the information obtained can be calculated easily by the results of the rubrics of evaluation, the pre- and post-tests used, in this way helping the researcher to give a more accurate result that shows in detail the influence of audio-visual aids on speaking skills and the benefits they can bring to the development of the skill.

2.2.2. Modality

Bibliographical research

The following project will be based on bibliographical research. Hernández-Sampieri (2018) noted that this modality must be applied in all kinds of investigation, even in quantitative studies, where it is helpful in developing hypotheses and defining variables. Bibliographical research draws on an organized, detailed compilation of information from

primary sources and literature deemed relevant to the variable's background to construct a theoretical framework that is consistent and relevant. They also name documentary revision (books, articles, etc.) as the basis for investigation, along with well-supported information.

Field-based research

The research conducted by the author involved field-based research, as information was obtained through direct data collection on the performance of 10th-grade EGB students at the *Unidad Educativa Pío Lopez*. Therefore, the study focused on primary school students between the ages of 12 and 13 who participated in face-to-face activities related to websites and technological support, with limited time allocated to subjects associated with the development and progression of speaking English.

Wallerstedt et al. (2022) describes the advantages of using field-based research as a part of the design of an investigation are that increases the cooperative work between the researcher and the population aimed, creates new challenges to be solved or find possible solution, it promotes active work to gather data from different people in different contexts and against many difficulties that can be present on the investigative process. Field-based research yields a vast amount of information that should be analyzed, providing the study with a variety of perspectives and data quality, as well as numerous variations on the same topic.

2.2.3. Type of research /Research design

The following investigation was conducted experimentally. Ary et al. (1972) explained that experimentation involves the use of variables and the effect that one has on another. Experimentation provides a wide view of a problem and its possible solutions, as well as giving the researcher complete control over the information and data collection that affects the final result. A pre-experimental design was employed in the following study. The research was conducted in a whole-class setting with learners of the English language, and the pedagogy applied to it was discussed. Audiovisual aids will be used to obtain results that help the investigator understand the influence of these materials on the enhancement of English-speaking skills. Furthermore, a pre-test and post-test were administered to the class members before and after the interventions established for the previously set period.

2.2.4. Techniques and tools

Mackey and Gass (2021) stated that the use of a pre-test at the beginning and a post-test at the end results in the measurement of the initial level of students before the treatment or the intervention of a variable and the last measurement of progress in the group after a treatment. The use of these tests is for collecting numerical and statistical data within an organization. These instruments provided essential information about improvements in speaking skills developed through the use of audio-visual resources and aids. These pre- and post-tests were taken from the original and public speaking sections of the Cambridge Key English Test (KET). This section comprises two parts and takes approximately 15 minutes to complete. The speaking part assesses the learner's effectiveness in communicating ideas and their ability to interact in a conversation with other pupils, aiming to evaluate the oral communication and understanding performance of test-takers.

The test consists of two parts, each with two phases. It was applied to 22 students, divided into pairs, during both the first and last interventions. The first part focuses on basic personal questions, which students answer individually, and allows for a brief conversation with the interlocutor. The second part is based on a conversation between the test-takers and the use of images to start oral performance. The post-test is the same test, but with minimal variations in the questions asked, so that it yields a result that is easy to distinguish.

2.2.5. Procedure

Intervention 1

The first intervention consisted of administering the Pre-test using the KET test, which was taken from Cambridge. The students were clearly instructed on the basic guidelines of the examination and what to do during the test. The students were divided into pairs according to the instructions established by the examination. They began with personal information questions to elicit brief answers or minimal argumentation, then transitioned to a conversation using images and questions posed by the teacher. Each participant's voice was recorded for later evaluation using the rubrics given at the beginning.

Intervention 2

The second intervention began with presenting the topic to students using videos and a projector. The students' current level was low; therefore, choral drills were the most effective way to address pronunciation problems, and the activities were conducted at a slow pace. Pair conversations used prompts to be carried out in a controlled way, and constant monitoring and help were needed. Learners found it easy to understand the vocabulary using videos. They comprehended the differences in the use of play, do, and go by animated slides that showed words and actions simulating their brains. Communicative exercises, such as chit-chats, were developed.

Intervention 3

The third intervention built upon the previous knowledge of sports vocabulary and utilized new videos to provide an extended set of sports. Participants then used this information to fill out a personal criteria information worksheet based on the material presented. The students compared their choices, and a group mingle was used to let them start talking and using their vocabulary, with prompts that gave them space to change words and discuss what they wanted. There were improvements in the comprehension of the present simple and short chats.

Intervention 4

The fourth intervention started with the introduction of phrasal verbs related to sports, specifically actions that can be used in a conversation on the topic, depending on the context. Students practiced pronunciation and inferred meaning from images. Then they started to understand how those words should be used in a sentence to then practice conversation by using already made prompts and their knowledge on vocabulary and present simple. At the end students were priced by guessing the verb that was represented in three clips showed.

Intervention 5

The fifth intervention began with a presentation of the difference between two sentences in the present and the past. The teacher then emphasized the use of past-tense suffixes, using images and the board to complement the visual aid. Then a series of slides with verbs were taught including their past forms by choral drills. At the end of the class the teacher

gave students a question about past actions that students must use with their classmates to create short chats, and then present them.

Intervention 6

The sixth intervention followed the use of the verbs in the past, but included more of them by the presentation of a person's routine that was entertaining for the class, helping them to infer meaning from graphic representation, avoiding systematic translation. Later, the students created their daily routine by exchanging ideas with partners. Then a series of worksheets was delivered to students to fill in the gaps with information from the video and check the answers. Students reinforce sentence construction and its use by having a group mingle that includes a spoken report from their partners.

Intervention 7

The seventh intervention consisted of the final part of the simple past, involving a Kahoot game with the whole class to refresh their memories of the different verbs seen during the classes and their past forms, as well as some phrasal verbs. Pronunciation was also practiced. Then a storytelling practice took place, where learners learnt how to connect sentences using after/then/after that, and pronunciations were taught through AI audio accompanied by clips in Canva. They were also instructed in the use of past tense daily routine verbs, to later use them in a pairs activity where they must tell their partners a routine created from their imagination. At the end of the class, some of them presented to their classmates.

Intervention 8

The eighth intervention introduced learners to a practice focused on the questions and topics covered in the post-test, using audiovisuals, such as slides, to explain the basic structures needed to communicate ideas and have conversations. Personal information questions that help students to introduce themselves, basic definitions of words, key expressions to use in active conversations, and some phrases that help their speech sound polite or detailed during speaking were covered.

Intervention 9

The ninth intervention was focused on the conversational part of the test, which involved the use of pictures to have a conversation. A set of pictures was presented to simulate

the test and stimulate oral production by simple questions and modeling. Then, some adjectives commonly used to describe places and things were shown through slides, along with some prompt answers. At the end, students had to create a conversation and present it to the class

Intervention 10

The tenth and last intervention was the post-test to evaluate the students' progress after all the sessions using audio-visual aids, showing improvement in their speaking skills, highlighting the greater use of complete sentences in most cases, and the linguistic and physical interaction among them to carry out a dialogue effectively. The most interesting part is that students lost their fear of speaking and started interacting with each other easily. Some problems, such as a lack of fluency and minimal interactive communication, remained.

2.2.6 Population

Table 1

Population

	Population	Total	Percentage
Male	14	14	36.36%
Female	8	8	63.64%
Total	22	22	100%

Note: This table shows the gender distribution in the population sample

The research population consisted of 22 students in 10th grade at Unidad Educativa Pío López who were eager to participate in the application of Audiovisual Aids to develop speaking Skills.

2.2.7 Hypothesis

Alternative Hypothesis (H1): Audio-visual aids contribute to the development of speaking skills

Null Hypothesis (H0): Audio-visual aids do not contribute to the development of speaking skills

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter presents a statistical analysis of the results obtained through the application of the pre-test and post-test KET by Cambridge University, along with the corresponding rubric for speaking at the *Unidad Educativa Pío López*, which included 22 students from the 10th grade of EGB as part of the population in which the interventions were applied. The pre-test aimed to explore the actual knowledge that students presented at the beginning of the study using a set of questions from the instrument. On the other hand, the post-test aimed to prove the development of speaking skills named in the rubric after the interventions, and also to show the effectiveness or ineffectiveness of the resources and activities used.

The data analysis was conducted using SPSS (Statistics Package for the Social Sciences). To evaluate students' performance and development, *Grammar and Vocabulary*, *Pronunciation*, and *Interactive Communication* were used as evaluation criteria, each scored on a scale of 0 to 5. Using the rule of 3, each criterion score was obtained; they add up to over 15 points, the total for the rubric. A table of numeric data was chosen to present the information in a simple, easy-to-understand format. Additionally, two tables generated by the software were added to show important information. One of them presented a descriptive analysis of the tests, naming vital data such as the kurtosis, mean, and skewness, which are vital to know to prove the most common grades, their distribution, the variation, and the spread of the values. The other table present the inferential test to be used based on the size of population the parametric or non-parametric test used to show the effectiveness of the study.

The verification of the hypothesis shows two possible final results of the study: an alternative hypothesis (H1), which indicates the success of the research, and a null hypothesis (H0), which indicates the failure of the work, not exactly meaning that the research is wrong, just highlighting that the study should take another way to achieve the expected goal. A table based on the parametric or non-parametric test provided by the functional test will show the hypothesis to be rejected.

Table 2

Pre-test Result

Speaking Criteria	Average
Grammar and Vocabulary	1.1
Pronunciation	1.5
Interactive Communication	0.8
Total Pre-test Score	3.4

Note: Each criterion was assessed over 5 points. The total sum equals 15 points.

Analysis and Interpretation

The results in the table above show a score of 1.1 out of 5 points in the Grammar and Vocabulary criterion. This demonstrates that students present a limited domain in the use of grammar structures and the use of isolated and nonsensical words. This category showed that some students understand the question but cannot produce complete sentences as the expected answers.

The next speaking criterion, pronunciation, had a score of 1.5 out of 5. Students demonstrated limited domain and control of many words usually considered complex. However, most of the time, the words were intelligible and comprehensible because of the slow pace of their speech during the test.

In the interactive communication criterion, students received the lowest score, 0.8 out of 5 points. This score shows problems maintaining and carrying out a simple exchange of ideas during a conversation, as well as a lack of argument for the answers given. Most of the time, students said isolated words or tried to ask for information from the other partner, but they could not. Prompting and extra support were needed for them to speak.

Table 3

Post-test Result

Speaking Criteria	Average
Grammar and Vocabulary	1.9
Pronunciation	1.8
Interactive Communication	1.3
Total Post-test Score	5

Note: Each criterion was assessed over 5 points. The total sum equals 15 points.

Analysis and Interpretation

The first criterion, *grammar and vocabulary*, showed the highest improvement after the eight interventions, with audio-visual aids supporting teaching and enhancing the use of complete sentences to provide full-sense answers. The score is 1.9 out of 5 points. However, there are still many problems in this context that are not always accurate, and students get confused when the structure can vary.

The second criterion, *pronunciation*, shows slight improvement, with a score of 1.8 out of 5. Students most of the time have good pronunciation with popular words, but still struggle with vocabulary that includes large words and cognates. Spanish has a high presence in their speaking, so they tend to mix the manner of speaking.

The third criterion, *interactive communication*, showed little progress and remains insufficient for A2 learners, earning a score of 1.3 out of 5. Interaction while speaking was minimal during the test conversations. They developed their communicative skills, but they still lack coherence and fluency.

The total post-test score was 5 out of 15 points. In this way, the test shows the areas in which students have progressed and the parts that need further analysis and work to improve speaking development, supporting the learning process with audiovisuals that give English classes significance and entertainment for students.

Table 4*Comparative Results: Pre-test and Post-test*

Speaking Criteria	Pre-test Results	Post-test Results	Difference	Expected Result
Grammar and Vocabulary	1.1	1.9	0.8	5
Pronunciation	1.5	1.8	0.3	5
Interactive Communication	0.8	1.3	0.5	5
Total	3.4	5	1.6	15

Note: This table shows the differences between the pre-test and post-test averages. The final average score is evaluated over 15 points.

Analysis and Interpretation

The table above shows the results from the pre-test and post-test administered at the beginning and end of a series of interventions to improve Speaking Skills, with an outcome focused on three criteria.

The *grammar and vocabulary* category showed the most significant difference between the pre-test (1.1) and the post-test (0.9). Presenting in this way a difference of 0.8 points, a notable improvement in the learners' speaking abilities, and the production of comprehensible ideas. Slides and videos that used complete sentences in context made grammar easier; the application of vocabulary exercises, such as gap-filling, and graphic representations made the use of new words simpler.

In the next category, *pronunciation*, the level students presented at the beginning was not bad; words were comprehensible almost all the time, and some of them had a native-like sound. The pre-test showed a score of 1.5, the highest at that point, and the post-test scores were 1.8, showing a difference of 0.3 points—a slight improvement from students helped by choral drills, audio, and videos, where students found natural speaking and simple repetition exercises to perfect their pronunciation.

In the last category, *interactive communication*, when the pre-test was taken the results showed lack of conversation among learners, they could not hold a conversation finding it difficult and getting a score of 0.8 point, which was the lowest score in the speaking categories to evaluate. The post-test showed that students got 1.3 points, a difference of 0.5 points separated both results and proved that videos, extracts from cartoons, and some turn-taking activities included in prompted conversation were helpful in present such development, the improvements were not the highest ones. However, they left a point to start prioritizing interactive communication.

The pre-test score was 3.4, and the post-test score was 5. The improvement was 1.6 points. The expected result remains at 15 points. Although the progress and evidence show a minimal enhancement, it is still notable how helpful the implementation of audio-visual aids was in the English lessons, helping learners maintain a more native-like influence on the language. However, learners still need assistance with grammar and with speaking interactions. Another thing to mention is that their perception of the language's usefulness should be permanently changed.

The application of audio-visual aids using the Key English Test Rubric from Cambridge showed the importance of the implementation of technology in the classroom and as a primordial part of the class because of how helpful it could be to motivate students to practice their speaking by prompts, images, audios and models of speaking from internet sources and original creation from the educator and covering topics of simple vocabulary and sentence structures to creative conversational topics which involve the practice on turn-taking and active interaction in dialogue. The results highlighted significant growth in *Grammar and Vocabulary*, which gives learners a more comprehensible way to speak and an expanded vocabulary for real-life use. The multiple uses of group and pair activities also helped learners improve their oral performance, as did the greater freedom to create dialogues from teacher-created prompts. The A2-level students remained until the end of the intervention, but were more advanced than at the beginning of the sessions. Students still need to improve their comprehension of the subject and their use of audio-visual aids, conversation sessions, and storytelling to develop further their knowledge—not just limit it to prompts—and to increase their creativity in small steps.

Table 5*Descriptive analysis of the pre-test and post-test*

	Pre-test Score	Post-test Score
N	22	22
Mean	1.114	1.668
95% CI mean lower bound	0.934	1.360
95% CI mean upper bound	1.293	1.976
Median	1.000	1.700
Standard deviation	0.4051	0.6951
Skewness	0.605	0.259
Kurtosis	-0.623	-0.036

Note: This table presents a descriptive analysis of the test data obtained from the SPSS Statistics. The table reflects the results before and after the interventions.

Analysis and Interpretation

The principal point to consider is that the standard errors of the Means in both tests are below 1; this indicates that the pre-test (0.0864) and post-test (0.1482) in the pre-experimental study are reliable and can be used in future investigations. The intervention analysis (N=22) of the pre-test and post-test proved that there was a meaningful improvement in speaking, going from 3.4 (SD=0.41) points to 5 points (SD=0.7), showing an increase of the total score of 1.6 points (47.06% increase). The use of 95% confidence intervals in the pre-test (0.93 - 1.4) and post-test (1.3 - 2) is highlighted as supporting the results, given their importance to the study's statistical relevance. The skewness was right-skewed, indicating that lower grades exceeded higher grades (pre-test 0.6 and post-test 0.26), and the kurtosis showed a reduction (-0.62 in the pre-test and -0.04 in the post-test), indicating a light tail with fewer extreme values and a more uniform spread. The increase in the median from 1 to 1.7 is proof of how effective the interventions were in the population sample in improving their speaking skills, resulting in beneficial outcomes for all of them and highlighting excellent results in some students more than others

3.2. Verification of the hypothesis

The software *SPSS Statistics* was used to analyze pre-test and post-test data to accept or reject the two hypotheses presented in the study. A group of 22 students was part of the statistical comparison.

Hypothesis Statement

Alternative Hypothesis (H1): Audio-visual aids contribute to the development of speaking skills

Null Hypothesis (H0): Audio-visual aids do not contribute to the development of speaking skills

Normality Test

Table 6

Normality Test

Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistics	df	Sig	Statistic	df	Sig
Pre-test	0.210	22	0.013	0.864	22	0.006
Post-test	0.135	22	200*	0.962	22	0.524

^a Lilliefors significance correction

Analysis and Interpretation

The presentation of the normality test is essential because it shows the distribution a study follows, based on the size of the population, to determine which inferential test to use accurately. The study used the *Shapiro-Wilk* test statistic because the population was fewer than 50 participants. In this case, the pre-test value is below 0.05, indicating that the test was parametric. Continuing with the post-test, the value 0.524 is greater than 0.05; therefore, it is non-parametric. In the case of such a difference in results, the appropriate test is the nonparametric *Wilcoxon Signed-rank Test*. SPSS Statistics indicated that this test is most appropriate for the investigation because the results do not follow a normal distribution. The resulting inferential test will be used in the following table to reject or accept the null hypothesis.

Table 7*Hypothesis Test Summary*

Null Hypothesis	Test	Sig. a, b	Decision
The median difference between the Pre-test and Post-test is equal to 0.	Wilcoxon signed-rank test for related samples	0.001	Reject the null hypothesis
Asymptotic significances are shown. The significance level is 0.050			

Analysis and Interpretation

The table above presents the results of the use of the nonparametric test described before. The *Wilcoxon Signed-rank Test* refutes the investigation's alternative hypothesis regarding the use and proven effectiveness of audio-visual aids during the lessons to improve speaking skills, with their specific components or subskills, at the *Unidad Educativa Pío López*. The *Wilcoxon Signed-rank* test for related samples was used to reject the null hypothesis that audio-visuals do not support the development of speaking skills. The 0.001 digits are below the significance level of 0.050, which contributes to the final decision previously mentioned.

The statistical outcomes shown clearly demonstrate the influence and benefits of audio-visuals, software, and technologies in education, particularly in developing English-speaking skills through more realistic and immersive experiences that entertainingly expose the language to maintain the motivation to learn the foreign language and increase the importance students give to the subject during their academic preparation. However, this result does not mean that every material and resource used was specifically effective in every intervention or does not need a change for improvement; the result shows a generalized decision, and the analysis of the whole study is up to every lecturer and further researcher. The use of audio-visual aids must be carefully planned to achieve better results that follow a more normal distribution and present better individual results.

3.3. Discussion

The analysis and interpretation of the data revealed significant evidence supporting the idea that audio-visual aids contribute positively to the development of speaking skills and the subskills that are highly relevant to daily chatting among EFL learners and in bilingual academic environments. Improvements were observed in pronunciation, vocabulary, grammar use, speech fluency, and interaction during conversation when comparing pre-test and post-test scores, demonstrating the effectiveness of integrating multimedia resources and pedagogically modified software into classroom instruction. To contextualize these results, the findings were examined in light of previous research developed in varied educational contexts, as compiled in the research background.

The initial results obtained from the pre-test indicated that students presented notable limitations in their speaking performance, particularly in fluency of speaking, presenting long pauses during conversations, and also in pronunciation, showing basic coverage of word formulation. These patterns resemble what has been reported in earlier studies prior to implementing modern technological resources. In similar studies as in Huang (2022), he noted that learners began with low levels of oral proficiency before the incorporation of video dubbing activities. During the interventions, video dubbing enhanced oral performance in vocabulary by tailoring the activity to students' knowledge and the topic covered, using a series of muted clips as the language activators. These similarities indicate that the initial challenges found in this study are common among EFL contexts where exposure to engaging and updated materials is insufficient.

During the intervention, the use of audio-visual aids such as videos, animations, slides, presentations, and songs played a central role in fostering students' development of fluency, vocabulary, and pronunciation, as in the research by Kizi (2024), which presented that digital games with audiovisual content increased motivation and participation, contributing to better learning outcomes. This was shown in interventions that demonstrated effectiveness but were limited to one session due to a lack of technological resources, leaving students with a sense of approval, specifically in Kahoot, as it enhances competition and entertainment. Similarly, Mahdi (2022) reported that students who were exposed to videos, animations, and other visual aids during oral presentation activities demonstrated greater fluency and accuracy than those receiving traditional instruction. This could have been seen during each lesson, as students started to improve in the way they communicate, making their language performance

comprehensible. These studies collectively support the improvements observed in the present investigation.

The comparison between pre-test and post-test results confirmed that students made measurable progress after the consistent use of audio-visual tools in the fluency of speaking, the clarity of word production, and interaction during conversation. These findings align with Sutton (2023), who conducted a meta-analysis demonstrating the positive effect of audiovisual input on pronunciation, vocabulary acquisition, and overall speaking proficiency, and thus aligning with the interventions' results, which showed a considerable improvement in speaking. Comparable results were reported by Shefiu et al. (2023), showing that learners taught with multimedia displays outperformed those taught with traditional materials; therefore, in the final results, students' satisfaction level and progress were influenced by the use of technology and its digital components. Furthermore, the work of Tümen (2024) and Chadi (2024) highlighted that the integration of technological aids, including podcasts and audio-visual resources, not only improved learners' speaking skills but also increased their motivation and confidence. The outcomes of the present study reflect these same advantages, further validating the pedagogical value of modern technological materials.

In conclusion, the findings and results demonstrated that the implementation of audio-visual aids as a complement and a leading resource in the EFL classroom contributed significantly to improvements in A2 students' speaking skills. The progress observed in pronunciation, vocabulary, use of grammar, and interactive communication is consistent with the results of previous investigations carried out in diverse EFL settings, reinforcing the idea that visual and auditory elements enrich oral communication tasks and provide learners with engaging and motivating environments that provide them with enough and significant content of study. The use of these tools promoted student interest in the topics covered, engaging them in the importance of the content and how helpful it could be for the next levels, provided models of authentic language use by different kinds of videos, and created meaningful learning opportunities to put their communicative performance in a real-world situation of chatting. Therefore, audio-visual aids are essential resources for enhancing speaking performance in English language classrooms, but must be used carefully and after studying the context in which they will be used, identifying the best way of implementation, and ensuring appropriateness for the learners.

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After the investigation, development, analysis, and interpretation of the information presented in the research work entitled *Audio-visual Aids and Speaking Skills*, applied to 10th-grade students from the *Unidad Educativa Francisco Flor*, the following conclusions were obtained:

- The pre-test results, analyzed at the beginning presented a series of results indicating low control of oral communication and production among students who were supposed to present an A2 level, but were barely reaching the expected level in the English domain. The use of grammar and vocabulary presented notable limitations, being too basic and lacking simple structure constructions. Pronunciation of new words and already learned vocabulary was overall good and intelligible, but students still experienced interference from their mother language, which made their speech sound less native-like. In the case of active interaction during communication, learners lacked the interactive skills to apply and communicate more effectively; their speech was incoherent and did not permit effective information exchange. These were challenges of great importance to consider when building the focus of the lesson plans to be applied.
- The application of audio-visuals such as videos, animations, slides, and songs in the classroom was warmly received by the students, serving as a starting point for a more modern facet of the subject. The results showed that prompting with digital slides and presentations to develop pronunciation and interaction during conversations is effective at catching learners' attention; as a result, the use of markers decreases, but they must still be present when additional prompting is needed. Songs and informative videos with a documentary-like format or a cartoon-like presentation could pique learners' interest in the class topic and the grammar and vocabulary used; the teacher's enthusiasm accompanied this, so the content remained immersive and enjoyable. Digital storytelling and the use of web tools and software were limited but still supported students, helping modernize their vocabulary learning.

- The analysis of the post-test outcomes showed that the implementation of audio-visual aids enhances speaking skills through the use of digital tools to modernize and improve the English subject instruction. The teamwork and constant conversation exercises promoted by digital prompting and video examples of face-to-face chatting supported fluent speaking and the use of complete structures that communicate full-sense sentences and ideas. The use of technology not only made students increase their willingness to study and pay attention, but also motivated them to be active participants and orally productive in the foreign language learning. These were the cause of a general improvement of 1.6 points after the research work application and of a rise in the speaking domain among 10th-grade students.

4.2. Recommendations

After the finalization of the prior study, in which technological resources such as audio-visual aids showed their effectiveness in developing speaking skills, a series of recommendations was suggested:

- The use of technology in education should be a priority to apply in all lessons, no matter what the topic. In the case the class has an objective too far from the use of technology, it is recommended that the resources be adapted to have an impact that can be small but significant. As the development of different speaking subskills, such as grammar and vocabulary, pronunciation, and interactive communication, improved with technological support and stimulus, teachers may be able to shape and create appropriate material from websites and software. There are thousands of web pages and applications that are fully pedagogically centered, and teachers must highlight them to improve teaching and content instruction. Other resources can be brought to the class, even if their objective is not education, provided some changes are made to the parts used in the lessons.
- It is recommended to promote the use of authentic material from the internet and web sources that cover trending topics and animated sequences of videos that may result in novel and entertaining experiences for students at every level, but most important that the content should be significant in real-world situations, an example could be animation that show speaking in different daily situations with useful vocabulary and use of grammar, not just animated isolated content. Presenting images and texts to prompt conversation is useful, but the support a video provides allows learners to imitate pronunciation and interaction while speaking.
- It is highly recommended to promote students' interaction in every class, regardless of the topic, because they need to practice all aspects of the class to overcome their fear of speaking and develop different turn-taking abilities and negotiation skills during conversations. The use of videos of real conversations taken from websites or made by the teacher with technological tools needs to be prioritized. Learners find it entertaining when the tutor demonstrates and presents their creativity, and when the video aligns with their sense of significance in their lives.

- Further research applies to two central problems that were found during the application of the interventions with the students. The first problem to consider is the increase in the number of students participating in the experiment. Having fewer than 30 students in an experimental study may not reflect the real benefits audio-visual aids can have in the development of speaking skills. The second recommendation for further investigation is the use of a control group and an experimental group to provide a wide set of data and greater differences to compare in the analysis and interpretation of the results. It could be more time-consuming, but the topics and content covered may support the use of technology in English classes.

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Annexes

Annex 1: Institutional approval letter

ANEXO 3

CARTA DE COMPROMISO

Ambato, 01 de Septiembre de 2025

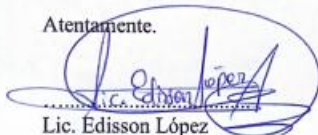
Magister
Ximena Calero
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Lic. Edison López, en mi calidad de Rector de la Unidad Educativa PÍO LÓPEZ, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Audio-Visual Aids and Speaking Skills" propuesto por el estudiante Bryan Josué Pérez Lara, portador de la Cédula de Ciudadanía 1550030538, 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.



Lic. Edison López
Rector de la Unidad Educativa PÍO LÓPEZ



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Annex 2: Rubric and instruments



Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la
Educación



Carrera de Pedagogía de los Idiomas

Name: _____

Date: _____

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a 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 features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		



UNIDAD EDUCATIVA PÍO LÓPEZ
CAMBRIDGE KEY ENGLISH TEST (KET)
PRE-TEST AND POST-TEST



Name:

Date:

Difficulty: A2 Elemental Level

Time: 12 minutes

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, do you work or are you a student?

Do you work? Do you study? Are you a student?

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

A, do you work or are you a student?

Do you work? Do you study? Are you a student?

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2
Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at Task 2a, in front of candidates.

Here are some pictures that show different places to eat.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why? Why not?

What do you think?

Interlocutor

So, A, which of these places to eat do you like best?
And you, B, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer eating with friends or family, B? (Why?)

And what about you, A? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, A? (Why?)

And you, B (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Annex 3: Lesson plans



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



LESSON PLAN 1st BGU “A” and “B”

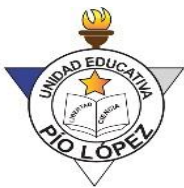
	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026
Lesson Plan # 1			
Date: October 02 nd , 2025	Class: 10 th EGB		
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Pre-test			
Methodology: ----			
Teacher: Bryan Pérez			
General Objective: Students will be able to complete the pre-test.			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Pre-test presentation (5 min)	T. introduces himself and his objective in the classroom. T. introduces the purpose of the test and the basic guidelines to follow.	Ss. receive instructions from the teacher and the guidelines to follow during the test.	-----
Development (35 min)	T. provides the rubric of evaluation to have	Ss. write their names in each rubric of evaluation.	KET pre-test

	every student writing their names. T. divides the class into pairs and separates a table to start the evaluation.	Ss. go the teacher's desk and start the test with the partner assigned	
Pre-test ending (5 min)	T. finishes the tests and makes a reflection on what was done.	Ss. ask question and reflect on the test	----

	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026
Lesson Plan # 2			
Date: October 03 rd , 2025	Class: 10 th EGB		
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Talking about sports			
Methodology: Communicative Language Teaching			
Teacher: Bryan Pérez			
General Objective: Students will be able to talk about sports.			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Lead-in (5 min)	T. Starts the lesson by asking students what sports they like. T. presents an animated video to introduce vocabulary about sports. T. conducts a chorall drill to develop pronunciation. Audio-visual Aids’ purpose: The video provides graphic and auditive support for the vocabulary and promotes speaking.	Ss. respond the teacher question. Ss. Watch the video presented by the teacher to practice their pronunciation of words related to sports. Ss. Repeat after the teacher stops the video.	Projector Speaker Computer Video: https://www.youtube.com/watch?v=2XLP5DU6NK4

Practice activities (35 min)	Finding the difference (15 min) T. presents digital slides to explain the differences in the use of play, do, and go, followed by repetition of some examples. T. tells students to write sentences about the sports they like. For example, badminton. Group mingle (20 min) T. Makes students get into groups of 4 and start a group mingle. Then he prompts a dialogue with one student. For example: Do you play soccer? Yes, I do/ No, I don't Audio-visual Aids' purpose: The digital slides with audio display a graphic representation of certain words and their usage in a conversation, and the audio enables students to improve their pronunciation and comprehension.	Ss. Repeat the phrases shown. Ss. Write down which sports they like and do not like to play, do, or go. Ss. Divide into groups of 4 and start a group mingle, basing their questions on the example provided by the teacher and the annotations previously made.	Projector Slides https://www.canva.com/design/DAGz1n_MPjI/MgoLpygOkDBn4ABonkZggw/edit?utm_content=DAGz1n_MPjI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Speaker Computer Notebooks
Post-tasks (5 min)	T. Gives 2 minutes to every group to create an oral report of what they wrote down in the previous activity. For example: Pedro and Carol like to play soccer,	Ss. Plan the phrase they are going to say. Ss. Say the phrase aloud	N/A

	but they do not like rugby, Mateo likes to go running, and Maria does not want to go swimming. T. Makes every group say the report aloud, then gives feedback and congratulates their progress.	Ss. Receive feedback and congratulations from the teacher.	
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	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026
Lesson Plan # 3			
Date: October 03 rd , 2025		Class: 10 th EGB	
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Sports Around the world			
Methodology: Communicative Language Teaching			
Teacher: Bryan Pérez			
General Objective: Students will be able to talk about sports around the world			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Lead-in (5 min)	T. Introduces the class, asking about famous sports around the world to activate learners. T. Shows a video about sports played in different countries to increase their vocabulary, and shows a slide with a matching game related to the video showed. Audio-visual Aids’ purpose: The video models pronunciation and provides vocabulary, whereas the slides complement the	Ss. Name famous sports around the world. Ss. Play the matching game.	Projector Videos https://www.youtube.com/watch?v=WIDbVCmgJ1g&list=RDW1DbVCmgJ1g&start_radio=1 Slides https://www.canva.com/design/DAG0ZGx_Ag8/10QnaYbPUC9xL-181e8X1g/edit?utm_content=DAG0ZGx_Ag8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

	activity and permit interaction.		
Practice Activities (35 min)	Completion task (15 min) T. Plays the video again and provides a worksheet where students will decide if they want to, do not want to, or maybe play a sport from the video. T. Makes learners compare their worksheets with the person next to them to start small chats. Conversation (20 min) T. Shows a prompt conversation about national sports to encourage students to talk. Audio-visual Aids' purpose: The video complements the worksheet activity to encourage them to speak with the information provided	Ss. Complete the worksheet based on the video and consider their preferences for the mentioned sports. Ss. Compare their worksheets. Ss. Form pairs and engage in a conversation using the vocabulary they have learned and the prompt conversation to talk about sports in other nations.	Projector Video https://www.youtube.com/watch?v=W1DbVCmgJ1g&list=RDW1DbVCmgJ1g&start_radio=1 Slides for matching game and prompt conversation https://www.canva.com/design/DAG0ZGx_Ag8/10QnaYbPUC9xL-181e8X1g/edit?utm_content=DAG0ZGx_Ag8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Worksheets
Post-task (5 min)	T. Makes students draw something that represents a sport. T. makes learners find someone who has the same drawing and discuss two facts about the sport represented.	Ss. Draw something that represents a sport. Ss. find someone who has the same sport drawn and discuss two facts about it.	Paper Pen/Pencil

Practice Activities Worksheet

Name:

Country	Sport	Yes	No	Maybe

	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026
Lesson Plan # 4			
Date: October 16 th , 2025		Class: 10 th EGB	
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Using Phrasal Verbs in Conversations			
Methodology: Communicative Language Teaching			
Teacher: Bryan Pérez			
General Objective: Students will be able to use phrasal verbs related to physical actions in a conversation.			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Lead-in (5 min)	T. Introduces phrasal verbs by presenting slides with images that represent those actions. T. encourages repetition and pronunciation development. Audio-visual Aids’ purpose: The use of images and the repetition of the word they represent stimulates visual and auditory skills.	Ss. watch the slides presented and repeat the phrasal verbs aloud.	Projector Slides: https://www.canva.com/design/DAG0eMrjwUg/_8Foge9MKtWww_M_i7Z43Q/edit?utm_content=DAG0eMrjwUg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Practice Activities (35 min)	Charades (15 min) T. makes groups of four people and provides paper cards with the phrasal verbs reviewed to play charades. T. Shows starter phrases and a word bank using phrasal verbs to help oral expression. Conversation (20 min) T. Makes learners have a conversation using the starter phrases. Audio-visual Aids' purpose: The use of cards to play engages students in the topic and allows them to practice new content, while visual digital prompting facilitates their creation of oral interactions.	Ss. play charades by putting the card given on their forehead, and the other students mimic the action to help with guessing. Ss. Complete the starter phrases with the teacher. Ss. Have a conversation supporting themselves in the phrases shown.	Projector Cards: https://www.canva.com/design/DAGV6KWfWrM/mXZ95wA-x2a7Ly90YN4LaQ/edit?utm_content=DAGV6KWfWrM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Slides with the starter phrases: https://www.canva.com/design/DAG0eMrjwUg/_8Foge9MKtWww_M_i7Z43Q/edit?utm_content=DAG0eMrjwUg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Post-task (5 min)	T. uses the same groups to create a narration of a series of muted clips of three different sports, using the given vocabulary. T. explain that every narration should be short and use the	Ss. narrate in groups the clips shown using the vocabulary and the phrasal verbs taught.	Projector Clips: 1. https://giphy.com/gifs/gro-up-training-jump-soccer-sports-toulouse-fc-jumping-agitated-tfc-ligue-1-12JhMv0Zqss4bu9Yk

	phrasal verbs learned (video dubbing). Audio-visual Aid's purpose: Muted clips prompt learners to apply their knowledge and creativity in orally expressing what a series of compiled images conveys.		2. https://giphy.com/gifs/paralympics-sport-tokyo-paralympics-2020-Rz2Z5gEMhFnZSblq1y 3. https://giphy.com/gifs/boxing-mike-tyson-6rTQC2UiX9AOI
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	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026	
Lesson Plan # 5				
Date: October 17 th , 2025			Class: 10 th EGB	
Time: 45 min		Number of students: 22		Age: 12-13
Lesson topic: Verbs to communicate past actions				
Methodology: Communicative Language Teaching				
Teacher: Bryan Pérez				
General Objective: Students will be able to produce short conversations using verbs in the past form.				
Stages and time	Teacher’s activities	Students’ activities	Materials and resources	
Lead-in (5 min)	T. Shows two images: <i>I play soccer → I played soccer, and I eat pizza → I ate pizza, to introduce the new tense.</i> T. asks: “<i>What is the difference?</i>” and elicits answers. T. plays a the first two minutes of the video with regular and irregular verbs. T. pauses the video to drill pronunciation. Audio-visual Aid Purpose: Video and images provide visual and auditory support to identify differences between regular and irregular verbs.	Ss. observe the images and share ideas. Ss. watch the video and repeat the verbs aloud.	Projector Computer Speakers Flashcards https://www.canva.com/design/DAG1DMmNRII/0heC1EdcVkzmTZSNL8is3g/edit?utm_content=DAG1DMmNRII&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Video https://youtu.be/WDg85KdxFHU?si=qRd7apTIshUZx5es	

Practice Activities (35 min)	Sorting Game (10 min) T. presents slides with verbs (play, walk, visit, watch, eat, go, drink, have). T. models pronunciation. Flashcard Drill (10 min) T. shows picture flashcards (soccer, pizza, TV, school). T. prompts: “Yesterday I...” Pair Interview (15 min) T. writes a model on the board: • A: “What did you do yesterday?” • B: “I (ate pizza / played soccer / went to school).” T. monitors interviews. Audio-visual Aid Purpose: Slides and flashcards help Ss. connect visuals with verb forms and use them in short exchanges.	Ss. classify the verbs into two groups: Regular / Irregular. Ss. repeat the verbs chorally. Ss. respond with the past form: “played soccer,” “ate pizza,” “watched TV,” “went to school.” Ss. walk around and interview 2–3 classmates. Ss. take notes of answers.	Projector Slides https://www.canva.com/design/DAG1DFr4rSw/Oduha8r6BV3nmBKDf-Kaw/edit?utm_content=DAG1DFr4rSw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Flashcards https://www.canva.com/design/DAG1DEtviTA/2hj3HUj4hSbkXQnH6zcTKA/edit?utm_content=DAG1DEtviTA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Notebooks Board Markers
Post-task (5 min)	T. asks volunteers to report: “Maria played soccer. Pedro ate pizza. Lucia went to school.”	Ss. share reports of classmates’ activities. Ss. receive feedback.	----

	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026	
Lesson Plan # 6				
Date: October 17 th , 2025			Class: 10 th EGB	
Time: 45 min		Number of students: 22		Age: 12-13
Lesson topic: Introduction to simple past conversations				
Methodology: Communicative Language Teaching				
Teacher: Bryan Pérez				
General Objective: Students will be able to construct simple past sentences to talk about yesterday’s activities.				
Stages and time	Teacher’s activities	Students’ activities	Materials and resources	
Lead-in (7 min)	T. Starts the class asking: “What did you do yesterday?” (shows pictures of daily activities). T. Plays the first minute of a video showing daily actions in the past (e.g., “Yesterday I played football. Yesterday I watched TV.”). T. Provides a worksheet to complete the gaps using the verbs from the video and plays the video again Audio-visual Aid Purpose: Pictures and videos support understanding and clarify the context of the past tense.	Ss. answer the teacher’s question with one-word responses (pizza, TV, soccer, etc.). Ss. watch the video and repeat the sentences aloud.	Projector Computer Speakers Flashcards https://www.canva.com/design/DAG1DDCpXFg/H3vV6Uk_z3SPIOacAVO1sA/edit?utm_content=DAG1DDCpXFg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Video https://youtu.be/WPPRYPKt6G0?si=PCkXIbI3RmWEnf0	

	help them produce sentences in context.	Ss. record 2–3 classmates' answers in notebooks.	
Post-task (5 min)	T. asks volunteers to report classmates' answers: "Maria watched TV yesterday. Pedro ate pizza yesterday." T. gives feedback and congratulates Ss. on their effort.	Ss. report activities of classmates. Ss. receive feedback and praise.	----

	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026	
Lesson Plan #7				
Date: October 23 th , 2025			Class: 10 th EGB	
Time: 45 min		Number of students: 22		Age: 12-13
Lesson topic: Storytelling using simple past tense				
Methodology: Communicative Language Teaching				
Teacher: Bryan Pérez				
General Objective: Students will be able to describe past events in short oral narratives using the simple past tense.				
Stages and time	Teacher’s activities	Students’ activities	Materials and resources	
Lead-in (5 min)	T. plays a kahoot game about past simple and sports to reinforce the content reviewed T. shows three clips on the board (e.g., a boy at the beach, a family at a park, a student doing homework) and their possible descriptions. T. asks: “What happened yesterday?” and models: “Yesterday, I went to the beach.” Audio-visual Aid Purpose: The video and images introduce the lesson context and provide a model of	Ss. observe the pictures and guess what people did. S Ss. repeat sentences after the teacher.	Projector Computer Speakers Kahoot game https://create.kahoot.it/share/class/fl519078-fdde-40eb-bfb8-db4cd938b17f Clips https://www.canva.com/design/DAG2To3yd4I/uFQ6kzzG-3qMDeXoxqBk1w/edit?utm_content=DAG2To3yd4I&utm_campaign=designshare&utm_	

	storytelling using the simple past.		medium=link2&utm_source=sharebutton
Practice Activities (35 min)	Story Sequencing (10 min) T. presents a short story on slides with mixed pictures (e.g., “I woke up,” “I had breakfast,” “I played soccer,” “I watched TV”). T. reads the story aloud and models pronunciation. Guided Writing (10 min) T. writes on the board: • Yesterday I... • Then I... • After that, I... • Finally, I... T. asks Ss. to complete these sentence starters in their notebooks with their own ideas. T. monitors and helps with vocabulary. Pair Storytelling (15 min) T. models a dialogue with a student: • A: “What did you do yesterday?” • B: “I woke up late, had breakfast, and	Ss. listen and then put the story pictures in the correct order. Ss. complete sentence starters in their notebooks with their own ideas. Ss. share their short stories in pairs, using their written notes as support.	Projector Slides https://www.canva.com/design/DAG2Wo34ilA/PHjiuOrHFH6KgsAqkEW7fg/edit?utm_content=DAG2Wo34ilA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Notebooks Markers

	played with my friends.” T. walks around and listens to each pair, providing feedback and support. Audio-visual Aid Purpose: Slides and images help Ss. organize ideas visually, while storytelling promotes fluency and contextual use of the simple past.		
Post-task (5 min)	T. asks volunteers to tell their stories to the class. T. provides feedback on pronunciation and verb use. T. congratulates Ss. on their progress.	Ss. share short stories about their day or weekend. Ss. receive feedback and praise.	----

	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026	
Lesson Plan #8				
Date: October 24 th , 2025			Class: 10 th EGB	
Time: 45 min	Number of students: 22		Age: 12-13	
Lesson topic: Talking about friends and home (KET Speaking Practice – Part 1)				
Methodology: Communicative Language Teaching				
Teacher: Bryan Pérez				
General Objective: Students will be able to respond to personal questions about friends and home using simple sentences in the present and past tense.				
Stages and time	Teacher’s activities	Students’ activities	Materials and resources	
Lead-in (8 min)	T. explains that they will be prepared for a Cambridge speaking test. T. asks: “Who are your friends?” “Where do you live?” “Who do you live with?” T. plays a short video where two teenagers introduce themselves and talk about their home and friends. T. pauses to highlight key phrases from the video Audio-visual Aid Purpose: Pictures and video provide realistic	Ss. watch the video and repeat key sentences. Ss. answer teacher questions in short phrases.	Projector Computer Speakers Video https://youtu.be/KZn42zsbPN0?si=8arRDaSqEHdvAhEw	

	input for A2 speaking practice.		
Practice Activities (32 min)	Questions Warm-up (10 min) T. presents sample questions on the board to answer them with the class: • Where do you live? • Who do you live with? • What do you do with your friends? Pair Interview Practice (10 min) T. models a dialogue with a volunteer using test-like questions: • A: “Do you live with your family?” • B: “Yes, I live with my parents and my sister.” T. walks around and provides feedback on pronunciation. Speaking Circle (12 min) T. forms a circle with Ss to start short chat using the questions presented before. T. monitors fluency and encourages full-sentence answers. Audio-visual Aid Purpose: Modeled speech supported by	Ss. repeat chorally. Ss. work in pairs and practice similar dialogues. Ss. ask and answer a personal question from the KET Part 1 list (e.g., “Where do	Projector Questions https://www.canva.com/design/DAG2XxwNJFY/-f9FH9M0YCV3iCttg_AIlg/edit?utm_content=DAG2XxwNJFY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Board Markers

	slides help Ss. recall vocabulary and structure, and also helps learners to save value time.	you live?” “Who is your best friend?”).	
Post-task (5 min)	T. asks two volunteers to role-play the Part 1 test. T. gives oral feedback on accuracy and pronunciation.	Ss. perform short interviews. Ss. receive feedback and praise.	----

	UNIDAD EDUCATIVA “PIO LÓPEZ”	AÑO LECTIVO 2025-2026	
Lesson Plan #9			
Date: October 24 th , 2025		Class: 10 th EGB	
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Describing pictures and preferences through pair conversations (KET Speaking Practice – Part 2)			
Methodology: Communicative Language Teaching			
Teacher: Bryan Pérez			
General Objective: Students will be able to discuss familiar topics and express preferences using short sentences.			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Lead-in (8 min)	T. explains that they will practice describing pictures and giving opinions. T. shows a slide with four pictures of people eating (at home, in a restaurant, at the park, on the beach). T. asks: “Do you like eating in these places? Why or why not?” Audio-visual Aid Purpose: Pictures support vocabulary and speaking confidence for the KET Part 2 format.	Ss. observe the pictures and share opinions. Ss. watch the video and repeat some expressions.	Projector Computer Speakers Slides https://www.canva.com/design/DAG2YJyGgKU/Owvh8fDHDXdX5QjCT_ZinQ/edit?utm_content=DAG2YJyGgKU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Post-task (5 min)	T. selects two pairs to perform their dialogue in front of the class. T. gives feedback based on pronunciation and fluency.	Ss. perform their role-plays and listen to feedback.	----
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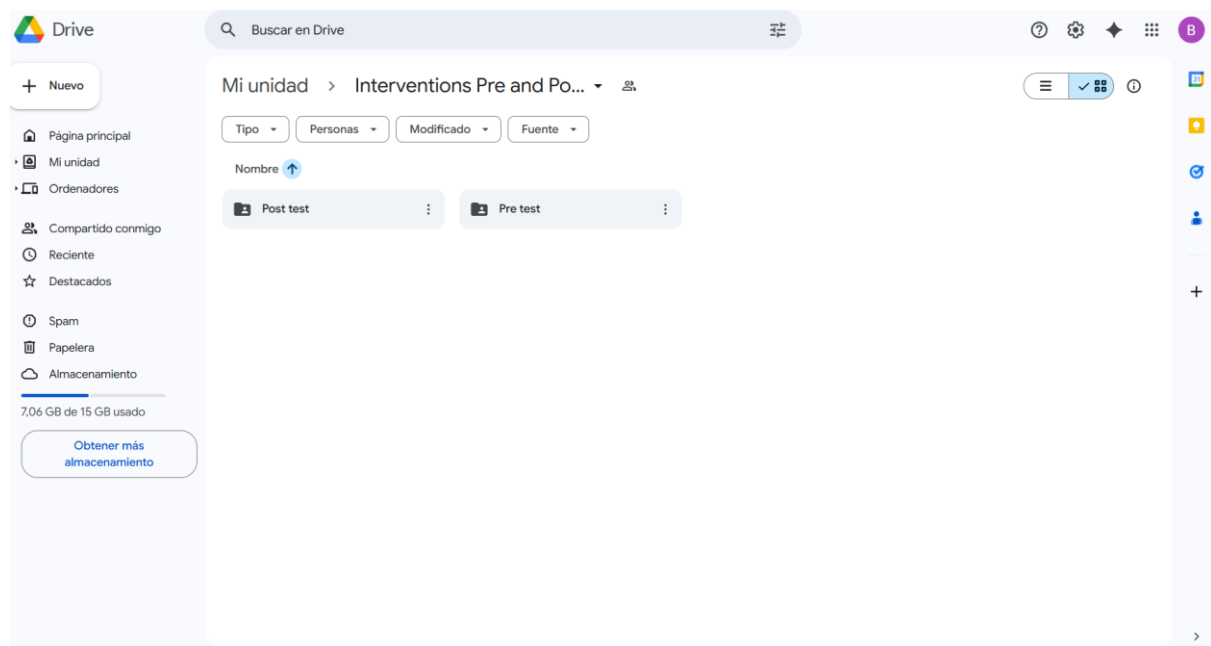
	UNIDAD EDUCATIVA “PIO LÓPEZ”		AÑO LECTIVO 2025-2026
Lesson Plan # 10			
Date: October 30 th , 2025	Class: 10 th EGB		
Time: 45 min	Number of students: 22	Age: 12-13	
Lesson topic: Post-test			
Methodology: ----			
Teacher: Bryan Pérez			
General Objective: Students will be able to complete the post-test.			
Stages and time	Teacher’s activities	Students’ activities	Materials and resources
Post-test presentation (5 min)	T. introduces himself and his objective in the classroom. T. introduces the purpose of the test and the basic guidelines to follow.	Ss. receive instructions from the teacher and the guidelines to follow during the test.	-----
Development (35 min)	T. provides the rubric of evaluation to have every student writing their names. T. divides the class into pairs and separates a table to start the evaluation.	Ss. write their names in each rubric of evaluation. Ss. go the teacher’s desk and start the test with the partner assigned.	KET post-test

Post-test ending (5 min)	T. finishes the tests and makes a reflection on what was done.	Ss. ask question and reflect on the test	----
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Annex 4: Voice recordings

Link:

<https://drive.google.com/drive/folders/1EnTtRHXh8t5FkT0UhjiT798Fnaxf4AFh?usp=sharing>



Annex 5: Compilatio report



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Textos sospechosos

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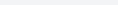
Textos potencialmente generados por la IA

Nombre del documento: Perez Bryan_Thesis.pdf ID del documento: 3bce0aed41d73792508a17bbfc44664afac8c6f1 Tamaño del documento original: 424 kB Autor: Bryan Josué Pérez Lara	Depositante: Bryan Josué Pérez Lara Fecha de depósito: 26/11/2025 Tipo de carga: url_submission fecha de fin de análisis: 26/11/2025	Número de palabras: 14.826 Número de caracteres: 98.622
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Ubicación de las similitudes en el documento:



Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Lazo Gabriel.Tesis.pdf Tesis #00f6b6  Viene de de mi biblioteca	< 1%		 Palabras idénticas: < 1% (105 palabras)

Fuentes con similitudes fortuitas

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2	 Vlogs and Listening Skills Plg 3.pdf Vlogs and Listening Skills Plg 3 #313256  Viene de de mi grupo	< 1%		 Palabras idénticas: < 1% (10 palabras)
3	 repositorio.uta.edu.ec https://repositorio.uta.edu.ec/bitstream/123456789/38996/1/TRABAO FINAL-signed-signed.pdf	< 1%		 Palabras idénticas: < 1% (10 palabras)