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ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015

Thesis as a previous requirement to obtain the Bachelor's degree in Sciences of Education English Language Specialization.

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DEDICATION

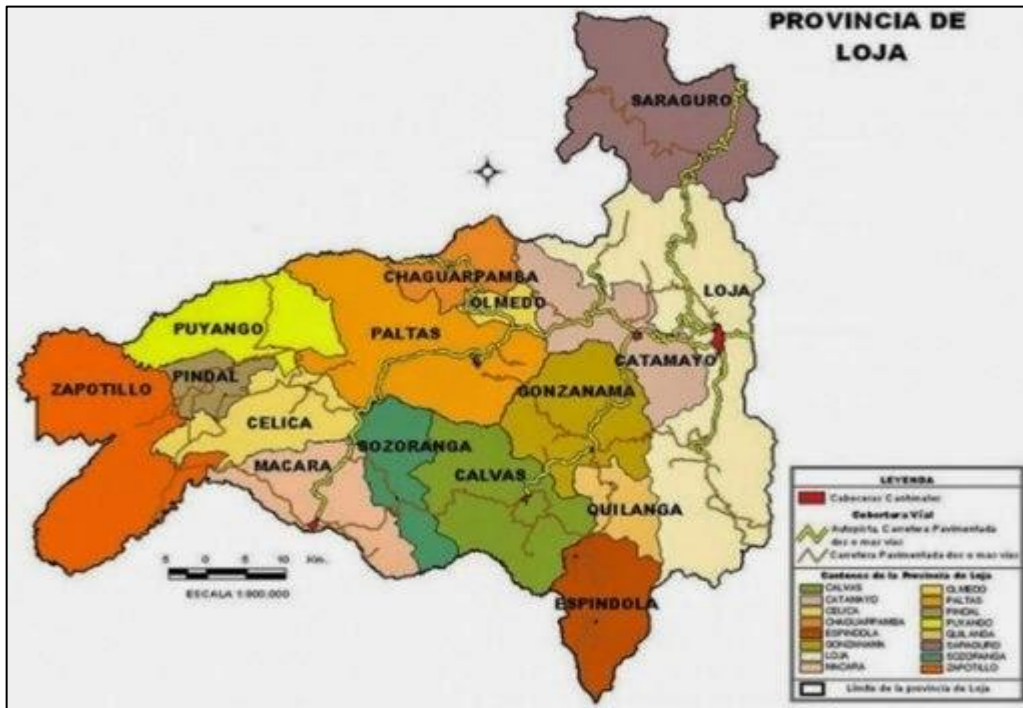
I dedicate this research work to my dear daughters Jennifer and Camila who are my inspiration in my life to my parents for their support and comprehension; to all my family and specially, to my brothers Fernando and Ramiro who have always helped me.

Magaly del Cisne

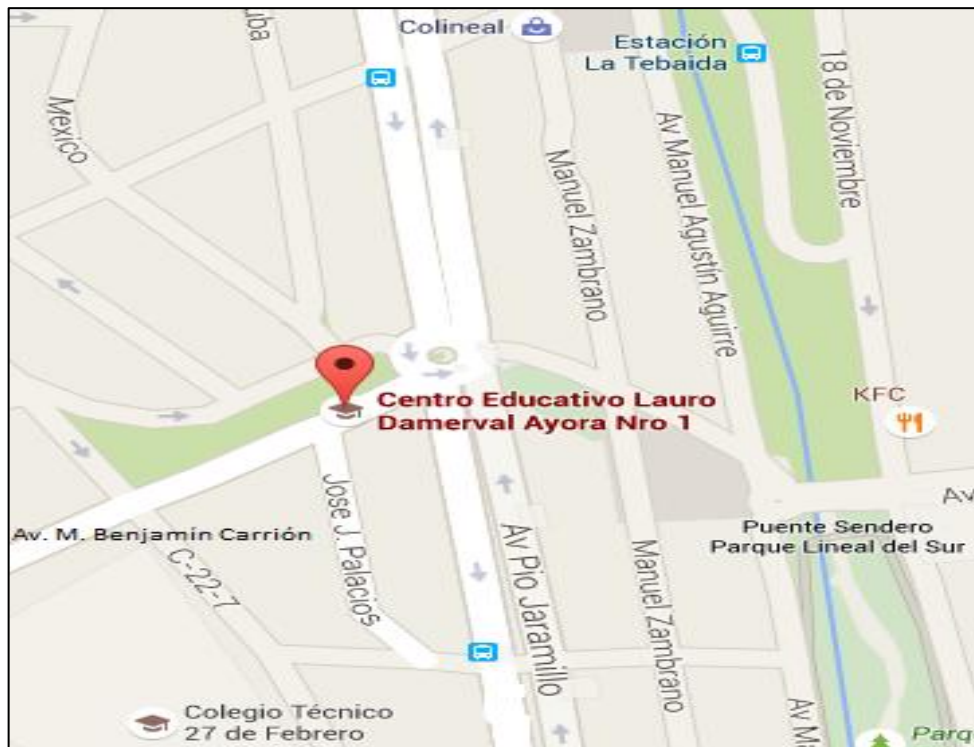
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a. TITLE

THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015

b. RESUMEN

El presente trabajo titulado **“THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015”** fue desarrollado para determinar la influencia de los recursos audio visuales en el desarrollo de la destreza auditiva, con una población de 84 estudiantes y dos profesores del Idioma Inglés. Los métodos aplicados en esta investigación fueron: el científico, analítico-sintético, descriptivo y explicativo. La hipótesis principal sostiene que los recursos audio visuales influyen en el desarrollo de la destreza auditiva. Las hipótesis específicas fueron aceptadas de acuerdo a los resultados obtenidos por medio del análisis lógico y estadístico representado en gráficos y cuadros. Las encuestas aplicadas a los docentes y estudiantes mostraron que utilizan limitados recursos auditivos durante el proceso de enseñanza-aprendizaje causando desmotivación y falta de atención al aprendizaje del Idioma Inglés en los estudiantes de este establecimiento educativo.

ABSTRACT

The present research work entitled: **THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILLS WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015**, was developed to determine the influence that the use of audio visual aids has on the development of the listening skills, with a population of 84 students and two English teachers. The methods applied in this research were: scientific, analytic-synthetic, descriptive and explicative. The main hypothesis stated that Audio-Visual Aids influence on the development of the listening skills. The specific hypotheses were accepted according to the obtained results through logical and statistical analysis represented in graphics and charts. Surveys given to teachers and students showed that the teachers use few audiovisual aids during their teaching-learning process causing demotivation in the English language learning to the students at this educational establishment.

c. INTRODUCTION

Audio-visual aids are considered, nowadays, an important educational support because students receive more information through the senses of sight and sound. For that reason, the uses of audio visual aids resources in education help comprehension and interpretation of ideas. Also, these resources help the process of learning through motivation, stimulation and students' interest about a particular subject to facilitate explanations given by teachers. Students can learn easier through these educational resources.

Almost all teachers nowadays, try to use audio visual resources with the purpose of catching the attention of students in the classroom and reducing the lack of interest in the English language learning process. In this way, they can motivate students to develop the listening skills for their language comprehension. Students also consider audio-visual aids meaningful for their listening learning process.

For that reason, the present research work was entitled: **THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015.**

Within this context, the main objective of the work is to determine the influence of Audio-Visual Aids on the development of listening skills as it was mentioned before.

Two specific objectives that guided this research work were:

1. To identify the audio-visual aids strategies that teachers use in the classroom to cope with Listening Skills.
2. To appraise the audio-visual aids support in the improvement of Listening skills with the students of 8th, 9th and 10th years of Basic Education.

The researcher also stated two hypotheses for this work:

1. Teachers use Audio-Visual Aids strategies in the classroom to improve listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.
2. Audio-visual aids support the improvement of listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

To develop this research work, the following methods were chosen: the main one, **the scientific method**, which helped to obtain the knowledge to clarify the information gathered in the research with the scientific explanation of the variables of the hypothesis and to draw the conclusions and recommendations; **the descriptive method** was used to describe the most important facts in this research work; **the analytic-synthetic method** was used to analyze and contrast the empiric information about the use of audio-visual aids and their influence on the development of listening skills with the students; **descriptive statistics** were used to represent and set the data in charts and graphs, they were understandable for analyzing the data.

To support this information, the researcher carried out a process of collecting and interpreting data with students and teachers at “Lauro Damerval Ayora N°1 Educative Unit” or High school.

This research work is organized into the following sections:

- The summary that describes the relevance of the research and summarizes the main conclusions of this work.
- The introduction which is included to describe the thesis work and the main problem to develop this research.
- Literature review is introduced, with the main variables to support analysis and contrast the obtained results from teachers and students' surveys.
- The materials and methods section detailed the design of the investigation and methods and procedures that helped to carry out this study.
- In the analyzed results section, the result obtained through the surveys, were given to teachers as well to the students.
- The thesis describes the discussion of the most representative results and verification of the stated hypotheses.
- The conclusions, which were established, have contrasted the information of the applied instruments.
- The recommendations which refer to the possible alternatives as a solution to the different problems found in the researched institution.

d. LITERATURE REVIEW

❖ Audio Visual Aids.

Regarding to Ahmad (2013), teachers and students are the two main constituents of the teaching-learning process. Teaching aid refers to the teaching tools used in the process of teaching. Audio-Visual teaching aids can be categorized into three kinds: Audio-aids, Visual aids, and Audio-Visual aids.

Posted by Neelu (2010), audio-visual materials are produced, distributed and used as planned components of educational programs. They help the process of learning through motivation, classification and stimulation. Audio-visual aids are multisensory materials which motivate and stimulate the individual. It makes a dynamic learning experience more concrete, realistic and intelligible. It provides significant gains in thinking and reasoning.

➤ Definitions:

Different classification is given for Audio Visual aids according to the type of projection of various authors. At this respect Neelu (2010), mention various definitions from authors such us:

- 1. According to Kinder S. James:** Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
- 2. According to Burton:** audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

3. According to Good's Dictionary of Education: audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

4. According to Carter Good: audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.

❖ **The Use of Audio-Visual Aids in Teaching**

The use of devices or audio-visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is an incentive introduced into the method of teaching for the purpose of stimulating students and developing understanding through experience.

Good teachers are constantly on the alert for methods and devices that will make learning meaningful. With the wise selection and use of a variety of instructional devices or audio-visual materials, experiences can provide that will develop understanding (Puja, 2014).

In brief, the use of visual and audio-visual devices maybe given as follows:

1. To challenge the attention of the students:

The teacher who uses devices can usually maintain the full attention of the class.

2. To stimulate the imagination and development of the mental images of the students:

Devices stimulate the imagination, of the pupils. Mental imagery can be used as a vehicle of thought and as a means of clarifying ideas.

3. To facilitate the understanding of the students:

Material devices give significance and colour to the idea presented by the teacher. Abstract ideas can be made concrete in the minds of the pupils by the use of devices.

4. To provide incentive for action:

The teacher must select the right kind of device to excite the students to valuable intellectual activity. Asking the students to collect pictures representing water, air, land transportation with stimulates them to action.

5. To develop the ability to listen:

The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the school, to provide training for our pupils to be good listeners. Training in the art of listening is one of the aims of audio-visual education.

❖ Assessing the Role of Audio Visual Aids in Education

According to Mahajan, (2011) Audio-visual aid is the best tool for making teaching effective and the best dissemination of knowledge. Audio-visual material can be included tape recorder, radio, movie, projector method and others. If we use the audio-visual material for elementary education as curriculum, the objectives would be as follows:

- **Increased Instruction-** Here teachers can use the audio visual aids to reinforce their teaching in the context of a lecture or activities based lesson. Thereafter, teachers can demonstrate any motivational movie according the needs of situation and relevant topic.
- **Independent Learning-** In the classroom, films, audio tapes and video tapes can be used by both teachers and students.

- **Self-assessment, Evaluation and Role playing-** At the elementary level, facilitate the use of electronic devices for self- assessment of the students.
- **Enhance capacities for learning-** It is argued that purposefully designed and successful small group learning facilitates learning through the development of audio-visual material that supports and promotes both cognitive and meta-cognitive development.
- **Manner of Using Audio and Visual Aids-** Teachers can use television or the projector method to explain scientific phenomenon. It will take less time in describing the minute details of things comparatively traditional method. Through television children can watch the big image of the object such as solar eclipse, use of water cycle, vermin composting, vermin culture, stories, drama, and composting in elementary education text book etc.
- **Nature of learning-** If teachers use the help of audio visual aids. In class such as a projector, this would definitely stimulate imagination and catch the attention of students. The use of audio visual aids in classroom, will lead towards learning with understanding, learning by watching and learning as fun not as burden. Teachers should know which things of it are relevant and which are irrelevant, specially which audio visual aid may contribute to an understanding of the lesson being taught (Mahajan, 2011).

❖ **Benefit of Audio Visual Aids**

Teacher may demonstrate in many types of slide and movie in the classroom. It will enrich their understanding and vocabulary about the uses of language. Through recording, radio and tape, teacher can tell telecast

many interesting and informative news, history and story. These will build a creative environment in elementary class children. Apart from that “an understanding of the arts-painting, sculpture, the dance, handcrafts-can readily be taught by means of television. And both radio and television are valuable media for teaching musical forms” (Mahajan, 2011).

❖ **What are the main advantages of audio-visual aids?**

- **Best Motivators**

They are the best motivators. Students work with more interest and enthusiasm. They are more attentive (Nupur, 2012).

- **Fundamental to Verbal Instruction**

They transport the same meaning as words. They give clear concepts and thus help to bring accuracy in learning.

- **Clear Images**

Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Clear image takes place when we, touch, handle, experience it (Nupur, 2012).

- **Variety**

The Audio –Visual Aids gives variety & provides different tools which help the teacher.

- **Freedom**

When Audio –Visual Aids are employed, there is a great scope for children to move about talk, laugh & comment upon. Under such atmosphere the students work because they want to work, & not because the teacher wants them to work.

- **Opportunities to Handle and Manipulate**

The use of audio-visual aids provides immense opportunities for the student to see handle and manipulate aids (Nupur, 2012).

- ❖ **The Importance of Audiovisual Aids in the Classroom**

Posted by Sheaha, (2008) audio-visual aids are teaching tools that educators use to complement their academic lessons.

- **Demonstration**

Audiovisual aids allow teachers to demonstrate things to students that, otherwise, may not be clearly carried. However, when you can demonstrate something through sight and sound, students pick up more information through the audiovisual experience (Sheaha, 2008).

- **Specific Learners**

Students have different learning methods. Gardner mentioned by Sheaha, (2008). Who advanced the multiple intelligences theory, which suggests individuals learn things differently -- identified seven learning styles: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical. While some students may learn more effectively through hands-on activities, others may learn through musical or visual responses. As such, classroom audiovisual tools allow musical and visual learners to learn information in a way that stimulates their intelligence style.

- **Diversity**

Audiovisual aids in the classroom add diversity to an instructor's teaching method. Whether you teach a group of preschoolers or college students, incorporating audiovisual aids into your lessons helps you keep students' attention (Sheaha, 2008) .

- **Communication**

By using audiovisual tools in the classroom, teachers show students how to communicate through various media (Sheaha, 2008).

- ❖ **Kinds of audio-visual aids in Teaching**

Mathew & Alidmat conducted a study on the efficacy of audio-visual aids in ELT (English Language Teaching). According to Mathew & Alidmat (2013), “Teaching and learning become monotonous when the language teachers are forced to depend on the text books as the only source of language input”(p.88). In this study, they explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective.

Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time, (Mathew & Alidmat , 2013).

Different visuals bring variation in the classroom as they help to draw the attention of the learners toward the topics. Use of different pictures related to the lesson of the class guide the classes to be animated as well as learners get some summary of the topic. It is always better to have something visuals in front of the learners so that they can understand the point well. As suggested by Gardner’s (1983) multiple intelligence, all the learners do not learn in the same way. Some learn better by watching, some learn better by listening and so on. According to Mathew & Alidmat (2013) affirm, that the use of the visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. It gives the learners extended language exposure to the learners giving them better idea of the language culture

have found that audio-visual materials can make lessons easy to understand.

Images that a learner views on the screen can be easily comprehended and remembered than descriptive reading materials. Learners feel that they can remember the information for longer duration due to the use of audio-visual aids. Therefore, having some visuals in the lesson plan are always helpful for the learners.

There are different types of visual learning aids used in language learning such as:

(A) Audio-Aids: The first category of aids is Audio-Aids. Audio-aids help in developing the listening skills of a pupil. Ahmad (2013) claims audio-aids are those aids which can only be listened. Examples, of such types of aids include, radio, gramophone, tape recorder, audio-tapes, walkman, and headphones etc.

- **Tape Recorder / Cd player.**

A tape recorder / Cd player consists mainly of three parts-the microphone, the amplifier and the receiver. The talks of eminent personalities, educationists, academics and scientists can be recorded and reproduced in the classroom through this teaching aid. The important merit of this audio-teaching aid is that the speech of a person can be recorded at any time and it can be used for a number of times at will, again and again. Although it is a very old device, some teachers still use them, (Ahmad, 2013).

- **Radio**

Radio programmes can be categorized into two types. One type of radio programme is called education radio-broadcasts, which provides

opportunity to the teachers and students to listen to the programme and take notes on them. The teachers should discuss the programme, the main points of the radio lesson, the lecture, the dialogue and the characters, with the students to supplement, evaluate and consolidate their learning (Ahmad, 2013).

The other type of radio programmes are those where a general discussion or information about social issues, health and diseases, culture and life, about the events happening around the world. As a follow-up activity, these programmes also supplement the presentation of a teacher in the classroom, whenever they are considered appropriate for the discourse, (Ahmad, 2013).

(B) Visual-Aids: The second category of aids is Visual-Aids Aids which require the involvement of learners' visual senses. Examples of such types of aids include graphic aids, 3d-aids, display boards, and printed material (Ahmad, 2013).

- **Flash Cards**

The flashcards are an important resource in teaching English to young learners. Flashcards are resources that positively influence children's motivation to learn English and facilitate the teaching-learning process. Educational Materials allow teachers to improve their methodology. Teachers have to be facilitators, guides and models to their students. For this reason, they should use different kinds of resources to achieve successful classes (Sinchi , Jessica & Sinchi , Tania , 2011).

One of these resources is flashcards which are very useful material to teach Basic English vocabulary. This means that the words children are learning will be easily understood and in the same way easily used to communicate. Teaching vocabulary improves students speaking, listening,

reading, and writing skills. This project describes how teachers can use flashcards as part of their methodology to teach children vocabulary.

- **Puppets**

“Whether you purchase or make puppets, they are a great tool for getting the children’s immediate attention. Some examples of ways to use puppets in class: Have the puppet whisper in the teacher’s ear what they want to tell the class and the teacher will convey the message. Have the puppet dialogue with the teacher about the story. Have a puppet be the main character in the story and tell about what happened to them in the story”, (Ahmad, 2013).

- **Story Books**

Story books can be used for so much more than just reading a story. Look for books with large pictures. According to Ahmad (2013) the teacher can tell the story and use the pictures as the visual. Sometimes the story book may not be exactly what the teacher wants to share, but if the pictures are good.

With older children cover the words with some blank paper. That way the children will not be distracted by the words. As the story is being told talk about the picture and point to parts that are relevant to what is being taught. Remember, 65% lesson memory is visual and hearing together.

Audio-Visual Aids: The third category of aids is Audio-Visual aids. In these aids both, the listening (ears) and viewing faculties (eyes) are involved. Such aids include television programmes, video films, motion pictures, synchronised audio-slide projectors, computers and computer-assisted instructions etc. Cartoon films are also a useful medium for developing, and chiselling the skills of the students (Ahmad, 2013).

- **Films**

Films represent an effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning (Ahmad, 2013). Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

- **Television**

Television is a versatile medium of transmitting education through different programmes. It is an exciting means of communication. Useful instructional programmes are being telecasted regularly for the student community on television (Ahmad, 2013). A teacher should utilize the T.V. programmes and make them the basis for discussions on relevant occasions.

- **Video**

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction, learners' comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material (Ahmad, 2013).

- **CDs**

Nowadays, educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject-matter and curriculum, (Ahmad, 2013).

Thus, these aids help the students in multifarious ways, satisfying their needs and avoiding monotony (Ahmad, 2013). The more interested and engaged the students are, the more interactive each learning session will be.

- **Projector**

According to Neelu(2010) a projector is a device designed to take an image from a video source and project it as faithfully as possible onto a screen or other surface. Projectors are used in a variety of different ways; they are enjoyed by home theater enthusiasts due to their ability to project movies and television programs onto a screen much larger than even the biggest TV available, and used in the corporate setting to project information onto screens large enough for rooms filled with people to see.

A projector can be used in the classroom to view educational films, show lesson presentations or even to get students involved with interactive slides. Administrators can use an LCD projector to display a slide show of fun school events and student interaction or as an educational tool at teacher trainings. Many school districts add LCD projectors to their classrooms because of the variety of ways in which they can be used.

- **Cartoons**

The word cartoon has various meanings, based on several very different forms of visual art and illustration. The term has evolved over time.

The original meaning was in fine art, and there cartoon meant a preparatory drawing for a piece of art such as a painting. According to Neelu (2010) a cartoon is humorous caricature which gives a subtle message. In a cartoon the features of objects and people are exaggerated along with generally recognized symbols.

- **Language laboratory**

The *language laboratory* is an audio or audio-visual installation used as an aid in modern language teaching. Leon (1962) states that laboratory can be found, amongst other places, in schools, universities, and academies. Perhaps the first lab was at the University of Grenoble in 1908 (Leon,

1962). In the 1950s up until the 1990s, they were tape-based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations (Roby.W.B, 2004).

❖ **The advantages of using the audio-visual aids in the classroom are the following:**

1. Helps in effective perceptual and conceptual learning.
2. Helpful in capturing and sustaining attention of students.
3. Arouses interest and motivates students to learn.
4. Helpful in new learning.
5. Helps in saving energy and time of both the teachers and students.
6. Provides near realistic experience.

❖ **Listening Skills**

McKay, (1997) states that listening is the ability to accurately receive and interpret messages in the communication process.

Listening is a key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

❖ **Listening attentively is sign of good manners**

Listening to people when they're speaking to you shows them that students respect them. So, how do students learn to become an attentive listener? Start by looking at the behaviors of a poor listener and a good listener (McKay, 1997).

A poor listener:

- Interrupts the speaker
- Thinks only about what he or she is going to say next
- Looks away from the person speaking
- Pays attention to other things going on
- Makes side comments to others

A good listener:

- Focuses on the person talking and allows him or her to finish talking
- Looks at the other person - to indicate readiness to listen, and to observe the person's body language to learn more about how the speaker is feeling
- Gives nonverbal signals to show he or she is listening - a nod, smile, or frown, for example
- Uses verbal signals to show interest in what the speaker is saying or to give feedback, with phrases such as: "Uh huh" or "I didn't know that." (Showing encouragement); "I'm not sure what you mean." (Asking for clarification); "You said that..." or "If I understand you correctly..." (showing an understanding of what the speaker said)
- Tries to use the same energy and emotional level as the speaker, to show an understanding of what the speaker is feeling.

❖ The Importance of Listening, and Ways to Improve Your Own Skills.

The importance of listening extends far beyond academic and professional settings. Understanding how to practice good communication even in your day to day life, among friends, family, and significant others, is important for a number of reasons: fostering good self-esteem, maximizing productivity, improving relationships, and even becoming a better speaker (Paris, 2013).

It's easy to mistake listening as a simple, passive task, but it requires more than just the ability to absorb information from someone else. Listening is a process, and an active one.

❖ **The Five Steps to Better Listening**

The listening process can be broken up into five distinct stages: receiving, understanding, remembering, evaluating, and responding. Paris (2013) This is the model most commonly referred to when analyzing good communication, because it helps isolate the necessary skills required at each individual step in the process.

According to Paris (2013) Also affirms that the most important thing to keep in mind though is that listening *is*, indeed, a process, and one that requires effort. Once you understand how each part makes up the whole, you'll come out a better thinker, listener, speaker, and communicator.

1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or non-verbally, Paris (2013) affirm, that not all communication is done through speech, and not all listening is done with ears.

No matter the student is communicating with another person, the key at this stage is to pay attention. Focus all of your energy on them, by following these three simple tips:

Avoid distractions. Avoid distractions. Students do not try to divide your attention between the speaker and something else for example: students avoid have your cell phone is out or other something. Students would demonstrating a commitment to the act of listening, it will make they be more respected person among your teachers (Paris, 2013).

Don't interrupt the speaker. If student find himself interrupting before the speaker has finished his sentence, the attention could focus to students are communicating to the speaker that your ideas are more important. Besides, it's rude to interrupt, however, practice nonverbal feedback, such as nodding, to demonstrate your attention.

Don't rehearse any response. At this stage, students must listening. Only if students start to plan a speech while the other person is speaking, they are going to miss certain points and not be able to respond to their larger message when it is your turn to talk.

2. Understanding

This is the point in the listening process where students are able to plan your response. Understanding takes place after they received the information from the speaker, and begin to process its meaning, (Paris, 2013).

Students can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, and help you better understand their key points

3. Remembering

What good would it do in a conversation if students forgot everything the speaker had just said? This stage of the listening process might seem very similar to the first two, but it goes beyond merely absorbing and processing information.

Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a

message from your short-term memory, and into your long-term memory (Paris, 2013).

4. Evaluating

It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces.

5. Responding

If students have completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. They will be prepared to address the speaker's most important points, with an awareness of the circumstances and context surrounding their words.

It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process (Paris, 2013).

❖ Listening Helps Learning

Listening is a lot like reading - it provides an opportunity to learn something new and it requires focusing on what's being said. McKay, (1997) states students have to pay attention to the ideas and details that the speaker is talking about. Unlike reading, when you're listening, you have a chance to ask the speaker questions to help you understand or to get more information. Asking questions is an important part of listening. It tells the speaker what students have learned and what else they'd like to know. And by answering your questions, the speaker can help students and others in the audience or class learn more.

❖ **Teaching listening**

Listening is the ability to identify and understands the spoken language. Listening is the communicative skill use in the reception on the information. Regarding to Underwood (1989) listening can be considered from two different perspectives: Listening as comprehension and listening acquisition.

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.

❖ **How to improve English listening comprehension**

Some English learners complaint that it is very difficult to understand the second language, from language native speakers because the sound of language is very different in the class Richards, (2008) said, that the listener must process the language online and there is often not chance to listen to it again.

Why spoken English is difficult to understand a lot of English learners have trouble understanding what native English speakers say?

One reason that real English is difficult to understand is that English in classrooms and textbooks is very different from how people really speak (Knight, 2015). Some of the differences include:

1. People use different words and phrases in spoken English than they do in writing.
 - They use slang.

- They say "um", "hmm", "ah", "uh", etc.
 - They skip the word "that" when using relative clauses.
2. Native English speakers pronounce words differently when they say them together than when you say them one-by-one. This is called "connected speech".

If students only learn English in a classroom, they probably only hear very careful pronunciation. You won't be prepared when someone asks you something that sounds like:

W'joominehand'nmethabagovethare? ("Would you mind handing me that bag over there?")

3. People talk about a lot of different topics. Some topics are very specialized and uncommon. An English class, textbook, or even a website like PhraseMix can't prepare you for all of the possible topics in this world.

The number 1 tip for improving listening

So how can students get better at understanding spoken English?

The best way to improve is to listen to English. There's no way around it; students have to spend hours and hours listening to people speaking English. Listen to things that interest them. If learners don't enjoy something, it's going to be hard for students to continue. Students 'll get bored and stop (Knight, 2015).

Other listening tips

The amount of listening that learners do is the most important thing. But learners can also improve the quality of their listening practice. Here are some things to think about:

- Interactive listening is best. In other words, it's better to talk with someone than just to listen to a recorded TV show, radio program, or podcast. Knight, (2015) When teachers talk to people live, students listen more carefully, and they also think about how learners are going to respond.
- Don't just listen to the same kind of English all the time. Don't just listen to the news, or only watch TV comedies. Learners should expose themselves to a variety of different kinds of situations and topics.
- Try listening
- Prefer English captions to subtitles in learners' native language. When they read subtitles in their language, it keeps their brain locked into "native language mode". English subtitles are good, though. They help learners to match words that learners know with their natural pronunciation.

❖ **Strategies for developing listening skills**

Reviewed by Underwood (1989), Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students to develop a set of listening strategies and match appropriate strategies to each listening situation.

• **Listening Strategies**

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can

be classified by how the listener processes the input. (Underwood M. , 1989).

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that helps the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listen for the main idea
- Predicting
- Drawing inferences
- Summarizing

Top-Down Exercises

1) Goal: **Recognize the Topic**

- Listen to a dialog and decide where the conversation occurred. Circle the correct location among three multiple choice items.
- Listen to a conversation and look at a number of greeting cards that are pictured. Resolve which of the greeting cards was sent. Write the greeting under the appropriate card.
- Listen to a conversation and decide what the people are talking about. Choose the picture that shows the topics,

2 Goal: **Recognize a familiar word and relate It to a category**

Listen to word from a shopping list and match the words to the store that sells it.

3 Goal: **Following directions**

Listen to a description of a route and trace in on a map (Peterson, 1991).

Bottom-up strategies are text based; Learners need a large vocabulary and a good working Knowledge of sentences structure to process text bottom-up. Richards (2008) claims exercises that develop bottom-up processing help the learners to do such things as the following:

- Listening for specific details quotes
- Recognizing cognates
- Recognizing words order patterns

Bottom-up Exercises

1. Goal: Discriminating between Intonation Contours in Sentences

Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1(rising) or column 2(falling), depending on the pattern you hear (Peterson, 1991).

2) Goal: **Selective Details from the Text (word Recognition)**

- Match a word that you hear with its picture.
- Listen to a weather report. Look at a list of words and circle the words that you hear.
- Listen to a sentence that contains clock time. Circle the clock time that you hear, among three choices (5:30, 5:45, 6:15).
- Listen to an advertisement, select out the price of an item, and write the amount on a price tag.
- Listen to a series of recorder telephone messages from an answering machine. Fill in a chart with the following information from each caller: name, number, time, and message.

e. MATERIALS AND METHODS

METHODS

The methods that were used in the research work were:

The **scientific method** was used to follow a strict procedure with a logical and rational order of steps, with the aim to obtain an accurate presentation of it. With this method was it possible to establish the general and specific objectives and states the hypothesis and verification.

Besides, this method was used in the research to discover how audio-visual aids influence the development of listening skills with the students. In addition, this method was used in the theoretical frame, in order to obtain the principles to clarify the relation between the information gathered in the field work with the scientific explanation of the variables of the hypothesis.

The **descriptive method** was used to describe the most important facts found in the research work through the survey given to the students and teachers. This method also, helped the researcher to know the social situation given in the researched problem.

The **Analytic synthetic method** helped the author to analyze the empirical information from the survey given to teachers and students and to make the interpretation on the data including a critical analysis considering the variables of the hypothesis. This method was used to establish conclusions based on the results.

The **explicative method** was useful to provide an explanation of the logical implications of the variables of every hypothesis. In this way, it was possible to prove or disapprove them through a descriptive deduction

according to the obtained results which were contrasted with the theoretical references.

TECHNIQUES AND INSTRUMENTS

The surveys were made in a direct form to English teachers and students through **surveys** to know their opinion about the use of audio visual aids and their influence on the development of the listening skills. They were given to get empirical information about the researched object. It helped to collect the data from the population that was investigated in order to identify the main problem.

PROCEDURES

The research work was carried out through the following procedures:

Tabulation of information was done in order to facilitate the interpretation and make a contrasting analysis.

Organization of the empirical information was done, considering the specific hypothesis of the research project and the variables of each one. In this way each question was analyzed and interpreted easily.

Graphic representation was represented graphically, so it facilitated the interpretation and consequently the critical analysis of the questions.

Interpretation and Analysis, the empirical information presented in graphs and charts, helped to interpret the obtained percentages in each question, which were analyzed taking into account the categories of the theoretical frame the major tendencies in the results and the variables of the specific hypotheses.

Verification of the hypothesis was demonstrated through a deductive hypothetical process supported in the logical analysis and the results expressed in a descriptive way.

Finally, all the obtained results were taken into account in order to accept or reject the hypotheses.

Conclusions and recommendations were formulated based on the objectives of the research and they served to give recommendations to authorities of the researched institution and also to the teachers and students in order to contribute to the solution of the problem about the use of the audio-visual aids.

POPULATION AND SAMPLE

The whole population of the students and teachers at Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit was taken into account to provide information to this research work.

The total number of the population is distributed and shown in the following chart:

Population of the Research work

Courses	Number of students	Number of teachers
8 th year of Basic Education	27	1
9 th year of Basic Education	28	1
10 th year of Basic Education	29	
TOTAL	84	2

f. RESULTS

To assess the use and importance of audio visual aids for improving the listening skills, to 84 questionnaire test were administrated to 2 teachers and 84 students as well.

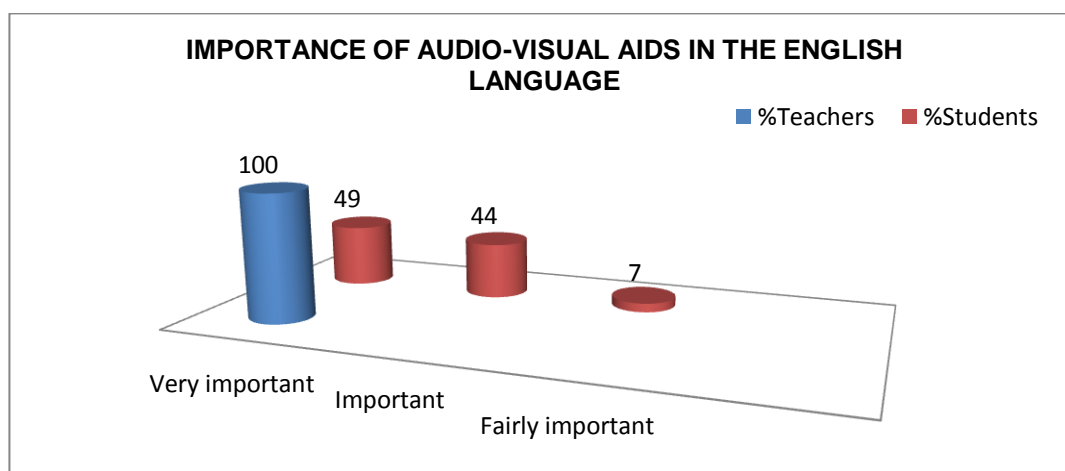
SURVEY GIVEN TO TEACHERS AND STUDENTS

1) How important are Audio-Visual Aids in the English language teaching-learning process?

a) TABLE 1

Importance of Audio-Visual Aids in the English language	Teachers		Students	
	f	%	f	%
Very important	2	100	41	49
Important	–	–	37	44
Fairly important	–	–	6	7
Not important	–	–	–	–

b) FIGURE 1



Source: Teachers and students' survey
 Author: Magaly del Cisne Romero Cuenca

c) Logical Analysis

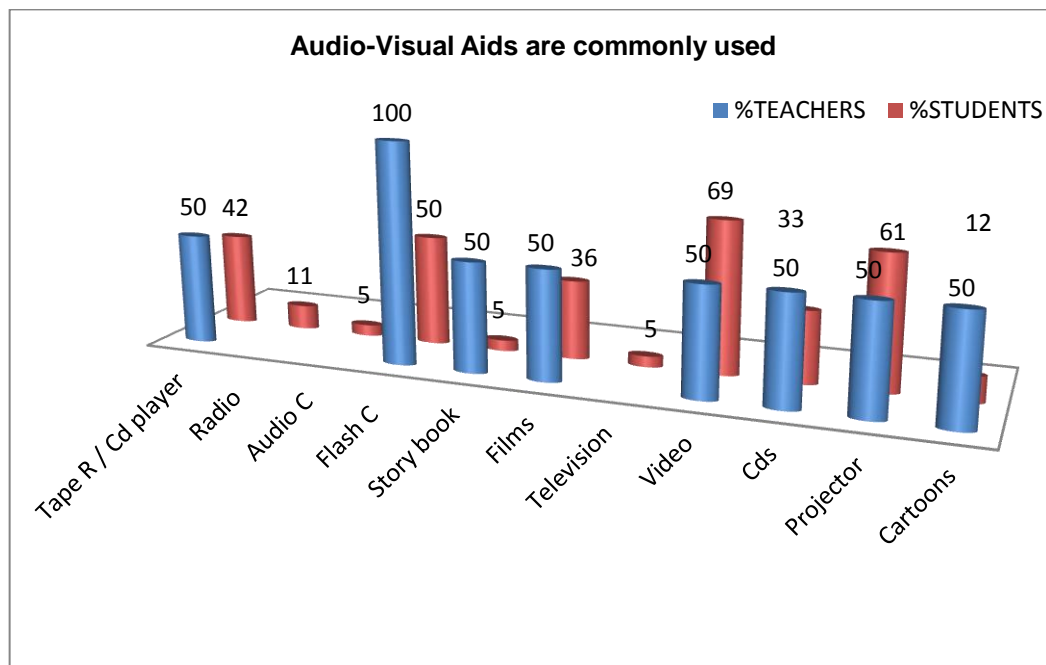
According to the results in question one, they show that all the teachers and almost half of the students confirmed that the use of audio-visual aids are very important in the English language teaching /learning process, since there are different types of learners in the classroom. Some of them learn by hearing, some of them learn better by visual aids and others learn through different tasks. Using audio-visual aids ensure the maximum learning outcomes. Neelu (2010) states, that Audio-visual aids are sensitive tools used in teaching as opportunities for learning. These are strategic educational materials that appeal to the senses of the people and encourage learning facilities for clear understanding. It helps the process of learning that is motivation and stimulation.

2) What of the following Audio-Visual Aids are commonly used in your class in order to develop the Listening skills?

a) TABLE 2

Audio-Visual Aids commonly used	Teachers		Students	
	f	%	f	%
Tape Recorder / Cd players	1	50	35	42
Radio	-	-	9	11
Audio Cassettes	-	-	4	5
Flash Cards	2	100	42	50
Puppets	-	-	-	-
Story books	1	50	4	5
Films	1	50	30	36
Television	-	-	4	5
Video	1	50	58	69
Cds	1	50	28	33
Projectors	1	50	51	61
Cartoons	1	50	10	12

b) FIGURE 2



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c. Logical Analysis

On response to this question, the graphs show that *flash cards* are commonly used by all teachers and, half of students manifest that they are commonly used in the English class as a main resource to develop the listening skill. Flashcards are an important resource in teaching English to young learners. Flashcards are resources that positively influence children's motivation to learn English and facilitate the teaching-learning process, Sinchi , Jessica & Sinchi , Tania (2011).

On the other hand, many students and half of teachers manifest that they commonly use *videos* in the classroom to develop listening skills. According to the information searched, Ahmad (2013) states that video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction, learners' comprehension is generally verified through a questionnaire and

video, it is clearly an instructional medium that generates a much greater amount of interest and enjoyment.

More than the half of students and half of the teachers manifest that they commonly use a *projector* in class. As Neelu (2010) states, a projector can be used in the classroom to view educational films, show lesson presentations or to get students involved with interactive slides. Students will appreciate the use of projectors because they can prepare class subject that they can now create in PowerPoint or other electronic mediums. With the use of projectors, teachers can now use films, slides, and images to teach students about a variety of subjects. Teachers may also find that they spend less time repeating or rewriting information that is now accessible with a simple click.

Half of teachers and some students mention that they commonly use a *tape record/ Cd player* in English class in order to improve the listening skill. Ahmad (2013) claims that the conferences of eminent personalities, educationists, academicians and scientists can be recorded and reproduced in the classroom through this teaching aid. The important merit of this audio-teaching aid is that the speech of a person can be recorded at any time and it can be used for a number of times at will, again and again.

Moreover, half of teachers and some students say that *films* are used in class for improving listening skills in the English language process. In this respect, Ahmad (2013) affirms that films represent an effective instructional device to provide to the students' attention and create interest and motivation among them towards effective learning. Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

Half of teachers and some students consider that commonly *Cds* are used in the class to improve the listening skill. Fontanez (2005) claims, that Educational *Cds* can be prepared on any aspect of the subject-matter and curriculum.

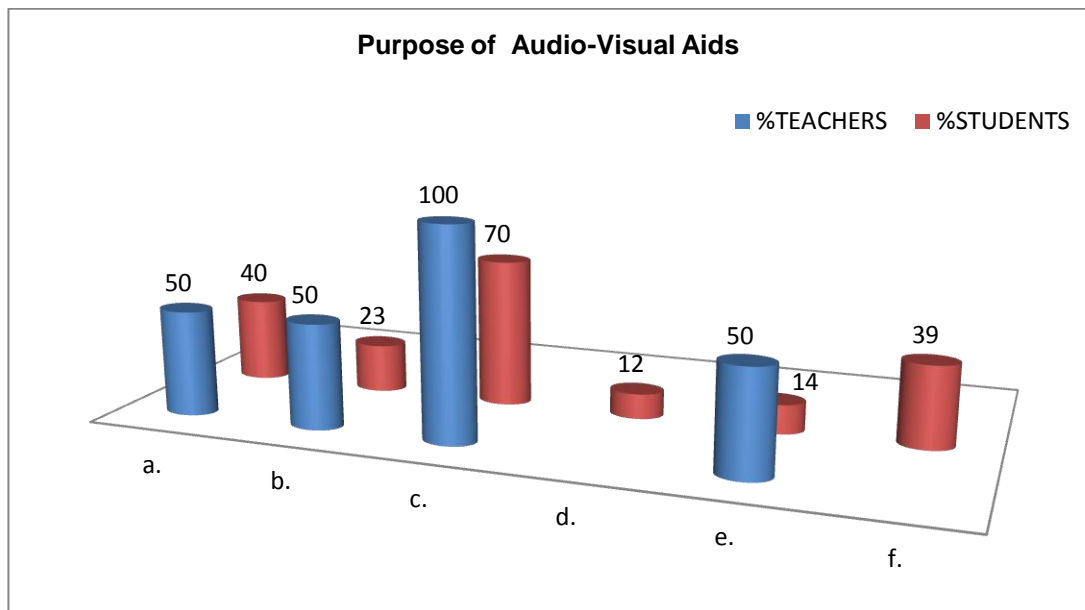
These aids help the students in diverse ways, satisfying their needs and avoiding monotony, Ahmad (2013). He also states that *Cds* make students show more interest and interactive each learning session.

3) What is the purpose of the Audio-Visual Aids use in the listening activities?

a) TABLE 3

Purpose of Audio-Visual Aids	Teachers		Students	
	f	%	f	%
a. To challenge the attention of students	1	50	34	40
b. To stimulate your imagination	1	50	20	23
c. To facilitate the understanding of new words	2	100	59	70
d. To provoke emotion and incite the individual action	–	–	10	12
e. To concrete ideas your minds	1	50	12	14
f. To give correct information about subjects	–	–	33	39

b) FIGURE 3



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c. Logical Analysis

Regarding to facilitate the understanding of new words obtained in the results, it is evident that all teachers and many students manifest that this is the purpose of audio-visual aids use in the listening activities in class. At this respect, Puja (2014) claims that material devices give meaning to new words and color to the idea presented by the teacher. Ideas can be concrete in the minds of the students and the ability to listen can be developed best through the use of audio-visual materials.

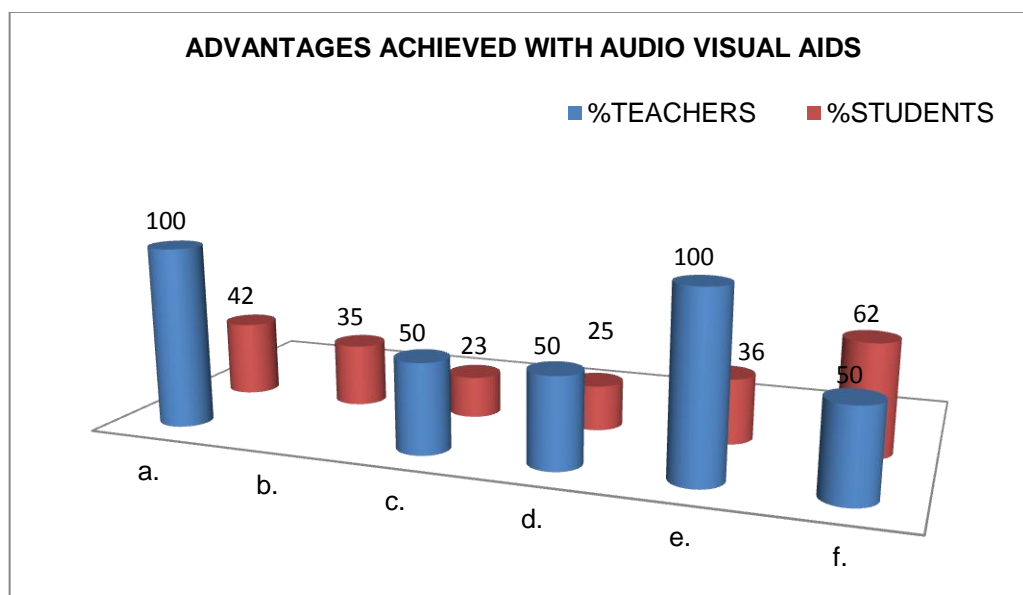
However, half of teachers and some students consider that audio-visual aids' use in the listening skills, challenges the attention of students. Puja (2014) states that the teacher who uses devices can usually maintain the full attention in the class. Likewise good teachers are constantly on the alert for methods and devices that will make the learning meaningful.

4) What of the following advantages, do you think can be achieved with Audio Visual Aids in the English Language Learning?

a) TABLE 4

Advantages achieved with Audio Visual Aids	Teachers		Students	
	f	%	f	%
a.To motivate you	2	100	35	42
b.To give instructions to you	—	—	29	35
c.To have clear images	1	50	19	23
d.To give you variety of resources	1	50	21	25
e.For you to feel free to express your ideas	2	100	30	36
f. To provide you with more opportunities to handle and manipulate learning elements	1	50	52	62

b) FIGURE 4



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c.)Logical Analysis

The graph shows the main advantages of the use of audio-visual aids by the teachers in class. In response to this question all teachers say that their achievements *motivate the students*; some state that learners are encouraged to work in class Mahajan (2011) claims, that audio-visual aids are the best motivators because students work with more interest and enthusiasm. Students are more attentive because they catch the heart and mind of people.

In regard to "*feeling free to express your ideas*", all teachers and few students say that students feel freer to express themselves when they are using audio-visual aids. On this respect Mahajan (2011) states, that the use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment on any topic. Under such a comfortable atmosphere the students work better because they are willing to work and not because the teacher wants them to work.

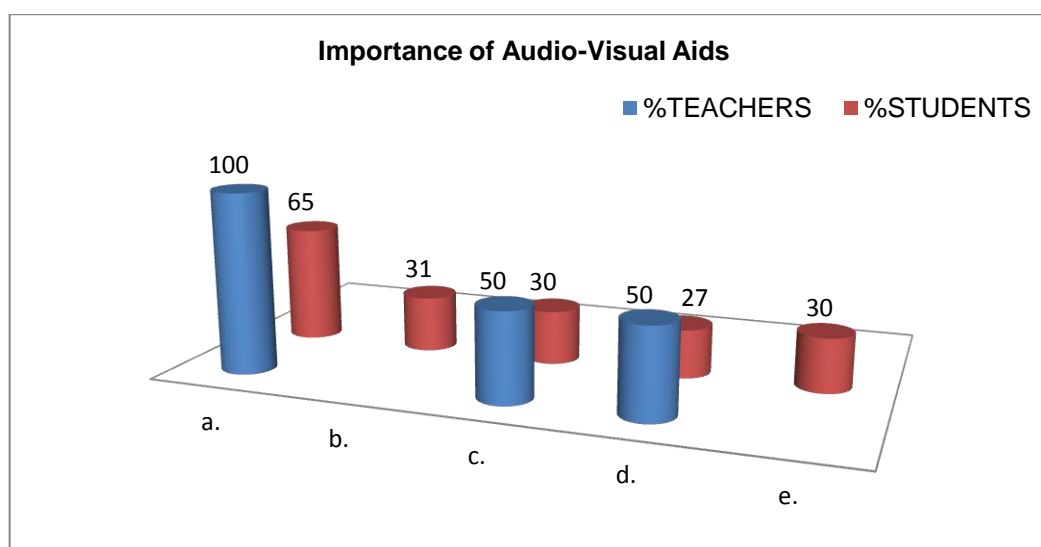
Finally, more than the half of students and half of teachers say that an advantage achieved with audio visual aids is to provide more opportunities to handle and manipulate learning elements in the English language class. As Mahajan,(2011) states, the use of audio-visual aids provides immense opportunities to the students to see handle and manipulate things.

5) What is the importance of Audio-Visual Aids in the classroom in order to progress of the listening skills?

a) TABLE 5

Importance of Audio-Visual Aids	Teachers		Students	
	f	%	f	%
a. Comprehend through sight and sound	2	100	55	65
b. Pick up information	–	–	26	31
c. Learn through audio visual responses	1	50	25	30
d. Incorporate device into your lessons	1	50	23	27
e. Have communication resources	–	–	25	30

b) FIGURE 5



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c.) Logical Analysis.

The final results gathered from the population interviewed; show that all the teachers and more than half of students indicated that “*Comprehend*

through sight and sound” is the most important in order to better listening skills. In this respect, Sheahan (2008) stated, audiovisual aids permit teachers to demonstrate things to students that, otherwise, cannot be clearly conveyed. When teachers give a lecture to students on a new subject the students are limited to verbal descriptions. However, when you can demonstrate something through sight and sound, students pick up more information through the audiovisual experience. For instance, a film on a subject gives students an academic experience they could not obtain from a lecture or a textbook.

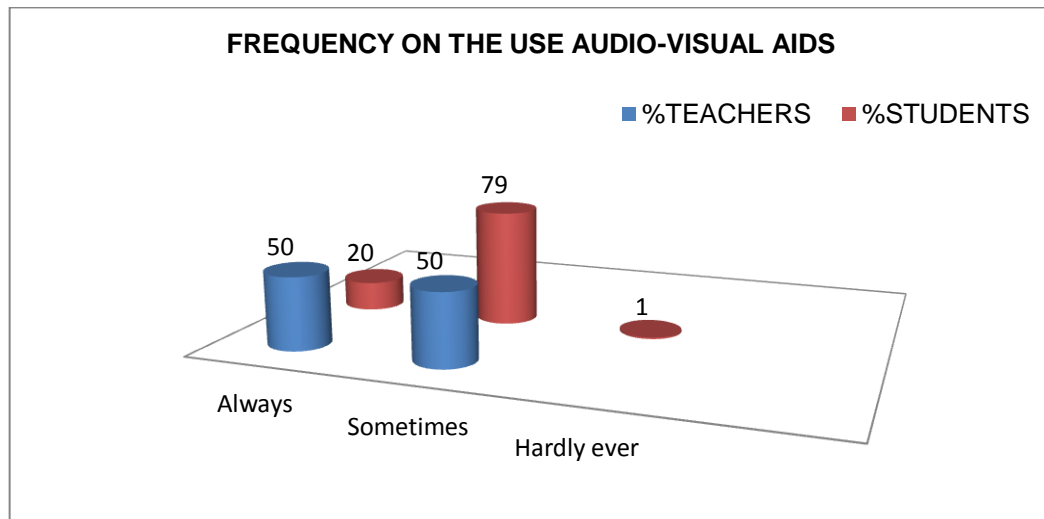
Another important issue about using audio-visual aids is that they help students to *“Learn through audio visual responses”*. At this respect, half of teachers indicated the importance of using audio visual responses during the class period; while some students said that their teachers consider it is important to complement their academic lessons. Regarding this issue, according to Sheaha (2008) students can learn more effectively through visual responses. These, classroom audiovisual tools let students learn information in a way that stimulates their intelligence style; this would consequently give them the opportunity to learn in more productive ways.

6) How often do you use Audio-Visual Aids for improve Listening skills?

a) TABLE 6

Frequency on the use Audio-Visual Aids	Teachers		Students	
	f	%	f	%
Always	1	50	17	20
Sometimes	1	50	66	79
Hardly ever	–	–	1	1
Never	–	–	–	–

b) FIGURE 6



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c.) Logical Analysis

According to the results to this question shown in graph six that refers to the frequency of the use of audio-visual aids to improve Listening skills, through graphs; it is evident that the majority of students said that teachers “*sometimes*” use audio-visual aids to improve listening skills, only half of teachers said that they “*sometimes*” use these aids to increase this skill.

On the other hand half of teachers said that they “*always*” use audio visual aids in the English class; while only few students indicated that it is true. The majority of them agree that the teachers use audio-visual aids.

Puja, (2014) affirms that it is generally accepted that the best learning takes place when the greatest number of senses are stimulated. The use of devices or audio-visual materials will stimulate the greatest number of senses of the students. A device is an incentive introduced to the method of teaching with the purpose of stimulating the students and developing understanding through experiencing.

Puja also considers psychologists have long recognized the importance of concrete illustration in teaching. Visual devices or audio-visual materials are valuable in the learning-teaching process because they stimulate interest and make possible the enrichment of the pupil's experience.

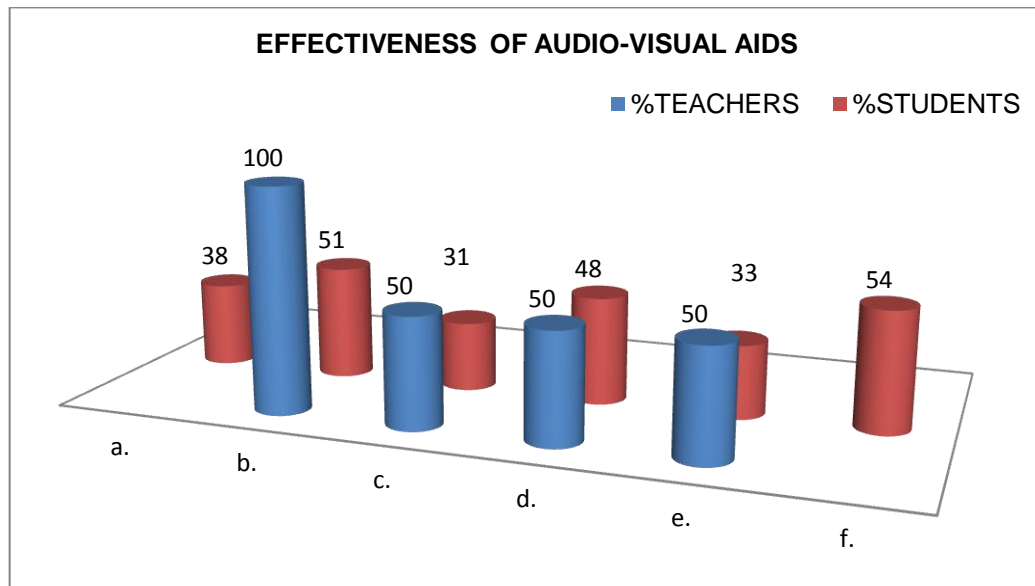
To conclude Ortiz (2002) states that listening is a lot like reading, it provides an opportunity to learn something new and it requires focusing on what's being said. You have to pay attention to the ideas and details of the speaker. When you're listening, you have the opportunity to ask the speaker questions to help you understand or to get more information. Asking questions is an important part of listening. It tells the speaker what you've learned and what else you'd like to know. And by answering your questions, the speaker can help you learn more in class.

7) Check the advantages of Audio-Visual Aids, that you think make the teaching learning process more effective regarding the listening skills.

a) TABLE 7

Effectiveness of Audio-Visual Aids	Teachers		Students	
	f	%	f	%
a. A.V.Aids help you to focus your attention	–	–	32	38
b. A.V.Aids increase your interest and motivation to learn	2	100	43	51
c. A.V.Aids help you to differentiate sounds	1	50	26	31
d. A.V.Aids help you to understand how to practice good communication	1	50	40	48
e. A.V.Aids help you to the combine sounds ,words and grammar	1	50	28	33
f. A.V.Aids help you to understand an important message	–	–	45	54

b) FIGURE 7



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c) Logical Analysis

There are some advantages of audio visual aids that make the teaching learning process more effective regarding to listening skills. According to the results obtained, all teachers considered that audio visual aids *increase students' interest and motivation to learn*; and half of students stated the same. According to Carter Good cited by (Neelu, 2010): Audio visual aids are devices that help to complement the teaching learning process of students; it increases interest and motivation to learn a new language.

Half of educators and some students said that audio visual aids help them to *understand how to practice good communication*. In this respect Paris (2013) states, audio visual aids are educational devices which are used for communication of ideas between persons and groups. For this reason, listening is the most important part of communication, because if students

do not understand the message being expressed, they will also fail in giving a meaningful response. This is the cause of many arguments, mistakes, and complications, at home, school, or work.

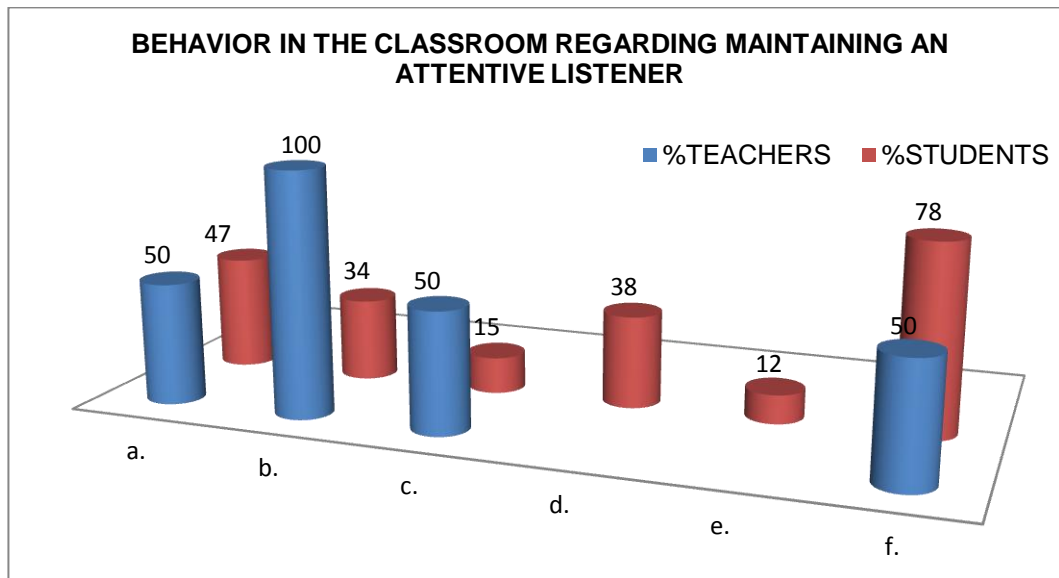
Finally, half of teachers and some students said another advantage is that audio visual aids help students to combine sounds, words and grammar. This makes the teaching learning process more effective in the English language. Benson (2001) states that teachers can use the audio visual aids to reinforce a lesson, to combine sounds, words and grammar in an important subject. This form of teaching can be used by teachers as well as students to develop listening skills.

8) What is your behavior in the classroom regarding maintaining an attentive listener for improving the listening skills?

a) TABLE 8

Behavior in the classroom regarding maintaining an attentive listener	Teachers		Students	
	f	%	f	%
a. Give you a facial expression to show that you are listening	1	50	40	47
b. Show you an understanding of what the speaker said	2	100	29	34
c. Pay attention to other things	1	50	13	15
d. Focus you on the person who is talking	–	–	32	38
e. Interrupt you the speaker	–	–	10	12
f. Ask you when you are not sure something	1	50	66	78

b) FIGURE 8



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c.) Logical Analysis

Looking at the results we can see that all the teachers indicated an appropriate behavior in order to maintain an attentive listener is *“show an understanding of what the speaker said”*. While only some students agree with this affirmation. McKay (1997) states, that this is the point in the listening process when students have received the information from the speaker and they are able to plan their response beginning to process its meaning. This allows students to demonstrate their active engagement with their words, and help to better about key points.

On the other hand the majority of the students affirm that good behavior is that students *“ask when they are not sure something”* In the same way Ortiz, (2012) states, asking questions is an important part of listening. When the speaker has finished its topic, he wants to know what students

have learned and what else they would like to know. And by answering their questions, the speaker can help them and others in class.

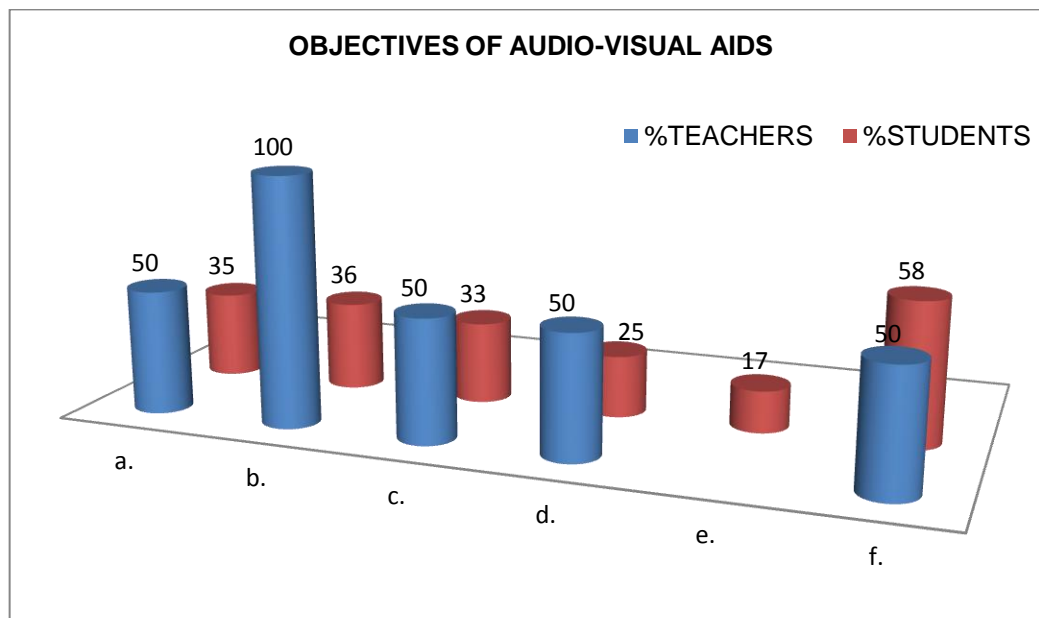
Finally, half of teachers and some students show that good behavior in the classroom is to *“give a facial expression to show that they are listening”*. Ortiz, (2002) states students do not just listen with their ears but also with their eyes movements, gesture and facial expression can all be important when watching and picking up the additional information being transmitted by the teacher or any other resource.

9) What are the objectives of Audio-Visual Aids for making a teaching effective in the improvement of the listening skills?

a) TABLE 9

Objectives of Audio-Visual Aids	Teachers		Students	
	f	%	f	%
a. To reinforce the teaching in the context of a lecture or audio activities	1	50	29	35
b. To be used by both teachers and students to give relevance to this skill development	2	100	30	36
c. To facilitate the use of electronic materials for the self-assessment of the students	1	50	28	33
d. To enable the students to process the sensory information and to learn strategies for an autonomous learning	1	50	21	25
e. To explain scientific phenomena	–	–	14	17
f. To stimulate imagination and become more attentive	1	50	49	58

b) FIGURE 9



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c. Logical Analysis

This question shows that all teachers and some students consider that the objectives of audio-visual aids for getting an effective teaching and listening skills recommend that they can be used by both *teachers and students* because they give relevance to these skills development. According to Benson (2001) films, audio tapes and video tapes can be used in the classroom for students as well as for teachers.

However, students have a different point of view; more than half of them said that the objective of audio-visual aids is to *stimulate imagination and become more attentive in class*. While half the teachers said that the main of audio –visual aids is the same. According to Benson (2001) audio visual aids serve as an effective method in English knowledge even in overcrowded classrooms. Without this technical device, the teacher cannot

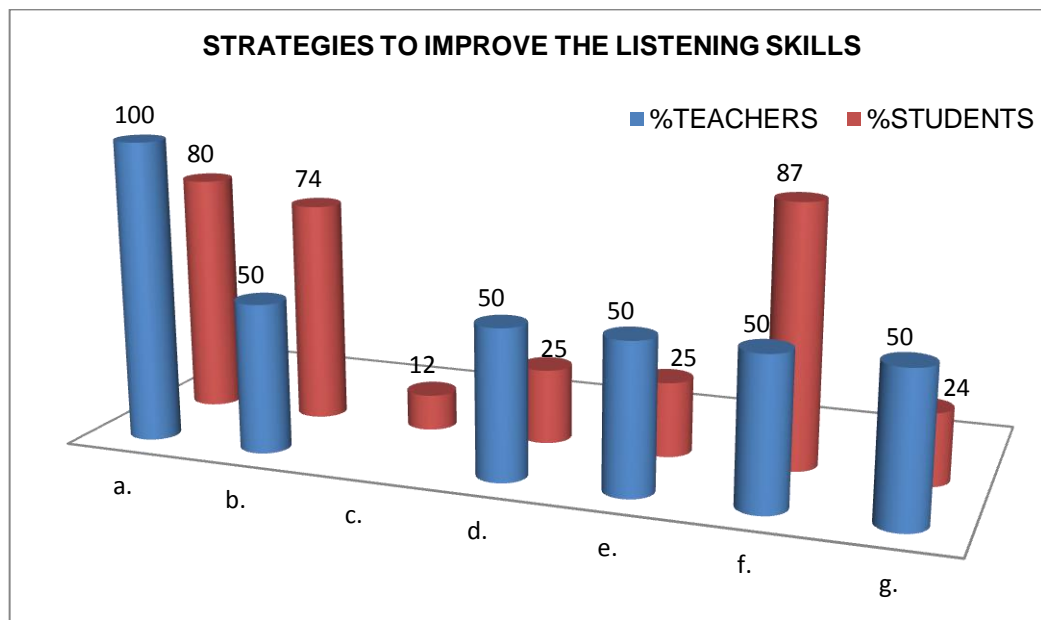
hold the class properly. If teachers use the help of audio visuals in class such as projector, which would definitely stimulates imagination and catches the attention of students. Also, Benson (2001) said that the use of audio visual aids in classroom, will “lead towards learning with understanding, learning by watching and learning as fun not as burden”.

10) Which of the following strategies, do you use in the classroom to improve the listening skills?

a) TABLE10

Strategies to improve the listening skills	Teachers		Students	
	f	%	f	%
a. Listen for the main idea	2	100	67	80
b. Recognize word-order	1	50	62	74
c. Come to a conclusion the topic	–	–	10	12
d. Summarize texts about a topic	1	50	21	25
e. Listen for a specific information	1	50	21	25
f. Recognize words that are similar English and Spanish	1	50	73	87
g. Listen and predict what will come next	1	50	20	24

b) GRAPH 10



Source: Teachers and students' survey
Author: Magaly del Cisne Romero Cuenca

c. Logical Analysis

As it can be noticed, all teachers and the majority of students agree that by *"listening for the main idea"* is the most significant strategy for improving the listening skills.

Moreover most of students and half of teachers stated that the strategies: *recognizes words order and recognize words similar English and Spanish are used in the classroom* to improve the listening in English language which is supported by Underwood (1989) who states, that listening strategies are techniques or activities that contribute directly to the comprehension and memory of listening input. They provide the auditory input that serves as the basis for language acquisition and permits learners to interact in spoken communication. Also, (Richards, 2008) says that learners need a large vocabulary and a good working Knowledge of sentences structure to process text bottom-up.

g. DISCUSSION

Hypothesis one

a) Statement

After discussing and analyzing the information gotten from teachers and students at the researched Educational Institution, the researcher presents the questions which helped to prove each one of the hypotheses stated in the thesis.

Teachers use audio-visual aids strategies in the classroom to improve the listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

b) Demonstration

To start with, it is necessary to remember that the first hypothesis has two variables, the independent one is the use of audio-visual aids; and, the dependent variable refers to listening skills.

According to the information gathered from teachers and students' surveys in question *one* related to know the importance of audio-visual aids in the English language, it was determined that the 100% of teachers and 49% students think that these are very important. Furthermore 44% of students think that audio visual aids are just important in the English language learner process. But they are less important for students in the English language teaching-learning.

Question *two* allows the researcher to know about the common use of audio-visual aids in the English class; indicated that 100 % of teachers and 50% of students manifest that *Flash Cards are commonly used* to develop the listening skills; 69%students and 50% of teachers say that they use *video* in class for improving the listening skill in the English language teaching process because it helps to create more interest in learners' comprehension;61%students mention that their English teachers commonly use a *projector* in class in order to improve the listening skill while 50% of teachers manifest the same, they use films, slides and pictures to teach English listening to students; 50% of teachers and 42% students comment that they use tape recording /Cd player for listening the dialogues of people who can be reproduced at any time in the class; 50% of students say that their teachers use *films in the class to get* the students' attention; and 50% of teachers state that teachers use Cds in the classroom to improve the listening skills. It is notable that teachers commonly use flash cards and others in order to clarify vocabulary and concepts that are not easily understood by students during the English class in the foreign language.

Question *three*, refers to the purpose of the audio-visual aids used in the listening activities, 100% of teachers and 70% of students consider that the purpose is to *facilitate the understanding of new words* in the listening activities. The graph also shows that the 50 % of teachers and 40% students affirm that the purpose of the audio-visual aids' use is to challenge the attention of students in listening activities. According to these results, it can be said that teacher and students share the same purposes indicated before in listening activities but it is suggesting that other purposes of the audio visual aids are not being used by teachers as well as for students in listening activities.

The obtained results in question *four* mentions the achieved advantages in the English language learning due to the use of audio visual aids, they reveal

that 100% of teachers and 42% students are aware that motivation is an advantage to achieve with the use of audio visual aids in the English language learning. On the furthermore 100% of teachers think that other advantages is to *feel free to express their ideas* students are able to express their ideas but only 36% students think the same; however 62% of students and 50% of teachers say that audio visual aids have shown that those students have more opportunities to handle these aids. These results demonstrate that all teachers agree that audio visual aids mentioned and students feel free to express their aids but less than 42% of students agree with this affirmation.

Concerning to question *five* which is about the importance of audio visual aids in the classroom in order to improve listening skills, the charts reflect that 100% of teachers and 65% of students say that the importance of audio visual aids is to *comprehended through sight and sound*. It is notable to state that to progress the listening skill in the classroom is through the sense of hearing or sense of sighting.

c) Decision

Based on the obtained results in the given survey to the teachers and students, the researcher **accepts** this first hypothesis, which states that teachers use audio-visual aids strategies in the classroom to cope with the listening skill with the students. Besides, they confirm that using audio visual aids help students to stimulate their learning and are more participative in the acquisition of English language with students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

HYPOTESIS TWO

a) Statement

Audio-Visual Aids support the improvement of the listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

b) Demonstration

This hypothesis has two variables, the independent variable is the audio visual aids; and the dependent variable refers to the support improvement of the listening skills.

Regarding the frequency about the use of audio visual aids for improving the listening skill that refers to question six; 79% of students and 50% teachers affirm that sometimes audio visual aids are used in class. The 50% of teachers say that they *always* use audio visual aids in English class. Furthermore 50% of teachers think that they always use audio visual aids in the teaching learning process for improving listening skill. But 20% students use with less frequency.

Question *seven* mentions the advantages of audio visual aids which make the teaching learning- process more effective regarding the listening skills. The results are the following 100% of teachers and 51% of students considered that audio visual aids increase interest and motivation to learn, 50% of teachers and 48% of students expressed that audio visual aids help to understand how to practice good communication; 50% of teachers said that another advantage is that audio visual aids help students to combine sounds, words and grammar.

It is noticeable that teachers think that these advantages of audio visual aids help students make the teaching learning process more effective in class about improving the listening skills because they increase students' interest and motivation for learning.

Regarding the information gotten in question *eight* referring to the behavior in classroom to maintain an attentive listener "*showing understanding of what the speaker said*" reveals that 100% of teachers agree in this statement and 66% students do not agree with them; this students' asseveration can be due to their lack of the information from teachers; 78% of students affirm that good behavior is when students "*ask when you are not sure about something*", while 47% students consider that good behavior in the classroom is to "*give a facial expression to show that they are listening*". It can be noticed that when students do not understand something from the speaker, they ask questions to teachers to feel sure.

The results obtained in question *nine* mentions the objectives of audio-visual aids for making a teaching effective in the improvement of the listening skill, 100% of teachers affirm and 36%of students refer that it should be used by both, teachers and students. However, 58% of students and 50% of teachers confirmed that the objectives of audio-visual aids are to "*stimulate imagination and become more attentive*" for the improvement of the listening skills. These results demonstrate that teachers as well students think that the objectives of audio visual aids are favorable for achieving an effective teaching in the progress of this skill development.

Finally, regarding the strategies which are in the classroom to improve the listening skills, the gotten results in question *ten* are: 100% of students and 80% of teachers affirm that the most significative strategy for improving the listening skill is "*listen to the main idea about a topic*". On the other hand students' results are different from teachers, 87% of

students and 50% of teachers think that other strategies for improving the listening skill is to *“recognize words that are similar to English and Spanish and recognizing the word order in a sentence”* which are used in the classroom to improve the listening skill.

These are appropriate strategies used by teachers in the classroom which can contribute to the learning process of listening skills in a better way. It is noted that students also chose the same listening activities to improve their listening skills.

a) Decision

According to the information gathered through the surveys and the analysis of the previous questions, the researcher **accepts** the second hypothesis since all the teachers and students agree that audio visual aids support the improvement of listening skills because these tools increase the interests to learn and achieve a significant teaching in the progress of listening skill. However, students affirm that their teachers sometimes use audio-visual aids to improve the listening skill. they confirm that audio-visual aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

h. CONCLUSIONS

The following conclusions are raised based on the survey research data based on audio visual aids in the development of the listening skill among students of 8th, 9th and 10th years of basic education at “Lauro Damerval Ayora N°1 Educative Unit of Loja” .

- The use of audio-visual aids are very important as educational material strategy, they support the vocabulary and clarify topics of the English Language. Audio visual aids help to students to stimulate their senses and encourage students into a meaningful learning. However teachers who are interested in improving the listening skills do not frequently use audio-visual aids.
- Teachers from the researched institution commonly develop the listening skills by using audio-visual such as: flash cards, videos, slide projects, tape recorder/Cd players and films. However all teachers do not use them which can contribute to learning a second language.
- English teachers and students consider that the advantages that can be achieved with audio–visual aids in the English language learning are; to motivate, to express students’ ideas and to provide them with more opportunities to handle and manipulate learning elements. Besides, teachers as well students do not have the appropriate knowledge that can help them to achieve more advantages with these resources in the English language.
- Unappropriate classroom management regarding to maintain an attentive listener for improving the listener skills unmotivate students when learning the English Language; this is because the students do not have received enough information from teachers and do not apply

devices in class to clarify the information about a topic. For this reason, students do not focus on the person who is talking and they are not able to understand the message.

i. RECOMMENDATIONS

- Teachers should provide additional motivation to the students by giving them interesting listening material, in class and outside class time. Moreover, they should apply appropriate listening strategies and techniques to increase the learners' aptitude to acquire the English language.
- English language facilitators should increase the use of audio-visual aids with their students by applying the following listening techniques: attentive listening for specific details, they will allow learners to get more confidence and ability to listen English audio containing clearer descriptions and relaying on creative ideas.
- Ongoing training programs for teachers in the use of audio-visual aids attentive listening and listen for the main idea and current teaching methods and strategies will provide students with additional potential to gain English language listening proficiency.
- The authorities of the researched high school should offer workshops and additional training for teachers in order to handle an effective methodology, strategies and techniques for teaching the linguistic skills specifically listening and the use of audio-visual aids.

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ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

**THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON
THE DEVELOPMENT OF THE LISTENING SKILL WITH THE
STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION,
MORNING SESSION AT LAURO DAMERVAL AYORA N°1
EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-
2015**

Thesis project required for
obtaining the Bachelor's degree in
Science Education, English
Language Specialization.

AUTHORESS:

Magaly Del Cisne Romero Cuenca

**LOJA – ECUADOR
2014**

a. THEME

THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015

b. PROBLEM

- **BACKGROUND**

The Educative Unit Lauro Damerval Ayora N°1 was created in October of 1940 as a one- teacher school, during the mayoralty of Mr. Alfredo Rodriguez. Due to its high educational quality, the institution grew in student population and consequently, it became a regular educational Institution. Mrs. Gloria Torres Ochoa, one of the teachers, started an important campaign to build this school infrastructure in 1964.

In June 1967, by agreement N°.1430, the Ministry of Education officially registered the school under the name of Lauro Damerval Ayora, Public School in La Tebaida neighborhood being its director Lic. Franco Eladio Loaiza. On November 17th, 1980 the government through the DINACE, provided the institution with another building. On January 17th, 1984 a kindergarten was annexed to the school.

Today, the institution is directed by Mg. Rolando Salazar Cueva who with work and responsibility; has made feasible the progressive growth and academic improvement of the institution. It has 44 teachers of a high professional and moral capacity, with hundreds of parents, willing permanently to fulfill their role as guides in the formation of their represented, and the students who each day are willing to be the architects of their own training and learning.

The educational offer begins from the level of early childhood education (age 3 to 4 years olds), the primary section is constituted of 1st through 10th year, of Basic Education (age 5 to 14 years old). In the school year 2013-2014, it was implemented the first year of unified high school. Also, it was implemented basic areas with subjects such as: computer, Foreign

Language (English), Aesthetic Culture (Practical Activities, Musical Education), Laboratory, Physical Education.

MISSION

The Center of Basic Education "Lauro Damerval Ayora" No.1 provides humanistic-intellectual training, with scientific and technological bases, social relevance and values; giving freedom to act, think and participate democratically and critically. Education is aimed to the children and youth in general, to prepare them to become members of the society.

VISION

Lauro Damerval Ayora N°1 Educative Unit is a Public institution that has as its goal to practice values with responsibility and respect, with high levels of quality, relevance and engagement. This institution has prestige due to its highly qualified teachers, in response to social demands, generating and applying scientific and technological knowledge, in order to train competent children and young people to work efficiently.

• CURRENT SITUATION OF THE PROJECT OBJECT

Nowadays, the use of Audio-Visual Aids is important for the development of the listening skills. For this reason, teachers should incorporate in the teaching English Language in order to offer students more and better opportunities to learn and specially to be motivated .The teachers should keep updated in this important data and use of strategies for the appropriate application in the learning process.

However, teachers should consider necessary to apply the Audio Visual Aids with students. That is to say, teachers can reinforce their teaching in

the context of a lecture or activities based on a lesson. It will enrich their understanding and vocabulary of the language through, radio, TV, CDs, Projectors, Tape recorders, Flash Cards etc. these will build a creative environment in the classroom. Likewise, the ability to listening can be developed better with Audio-visual Aids. This is especially when students see and hear together to understand an important message. Also, it provides a good listening opportunity to learn something new.

On the other hand, the learning of the English language is important in education. However, for some students this language learning is a bad experience for the way it is taught.

If some teachers change their attitude towards the Teaching Learning Process, students would become be beneficed. So, teachers need to find ways to motivate students to learn through Audio-Visual aids for a participative dynamic Lesson class where they could improve their listening skills.

- **RESEARCH PROBLEM**

How do Audio-Visual Aids influence the development of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?

- **DELIMITATION OF THE RESEARCH**

The researcher chose Lauro Damerval Ayora N°1 Educative Unit to diagnose the situational reality regarding the use of Audio-Visual Aids and its influence on the development of the listening skills with the students of 8th, 9th and 10th years and establish its influence on the development of the listening skill.

❖ **Temporal**

This research project will be carried out during the academic period 2014- 2015.

❖ **Spatial**

It will be developed at “Lauro Damerval Ayora” which is located in Tebaida Baja, Av Benjamin Carrion and Pablo Palacios Street.

❖ **Observation units**

This research work will be developed in:

- Lauro Damerval Ayora Educative Unit
- Two English Language Teachers at Lauro Damerval Ayora Educative Unit
- Eighty- four students of 8th, 9th and 10th years of Basic Education morning session at Lauro Damerval Ayora N°1 Educative Unit.

• **SUBPROBLEMS**

What are the Audio-Visual Aids strategies that teachers use in the classroom to cope with the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?

Do the Audio-Visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?

c. JUSTIFICATION

The English language is acknowledged around the world as an important tool in education, because it facilitates the acquisition of the science and technology. Having the command of English, it becomes easy to obtain information about the social, economic, political, and cultural development of any country. Therefore, educational systems around the world are emphasizing English teachers formation with the most advanced technology and methodologies looking for effective results.

The researcher as an undergraduate of the English Career of the National University of Loja, would like to contribute to the improvement of me reality at Lauro Damerval Ayora N°1 Educative Unit, for that reason it was considered to develop this research work. The use of Audio-Visual Aids and its influence on the development of the listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja City, academic period 2014-2015.

This research work will show the most important aspects in the use of Audio-Visual Aids and how these types of support determines the effectiveness on the development of the Listening Skill with the students. The researcher will considers the use of Audio Visual Aids permits changes in the English Teaching- Learning Process.

The educational systems in Ecuador are very strong. Students who fall under the group of five to fourteen, are supposed to attend the school every day at any cost to some extent the public education in Ecuador is free. However, according to the Ministry of Education in Ecuador, only

10 % of the rural population attends the school level education. On the other hand, about 76 % of the total number of children in Ecuador completes their study up to grade six.

The Ministry of Education aims to providing Ecuador's students with both the foreign language Knowledge and the skills needed to succeed in today's globalized world as English is the international language that will allow them to access knowledge and information and that will become an instrument of personal and professional empowerment to build a more prosperous equitable society.

As a Future Teacher and as a part of the Society the researcher will have assumed a social role, which consists in contributing to the educational students growth using the English Language. For this reason, the researcher will consider that it is important to refer to the several problems related to the use of Audio Visual Aids on the development of the listening skill whit the students that nowadays the English Language faces.

Besides, the researcher as a future English Teacher considers that it is important to count with update information and Knowledge about the use of Audio Visual Aids to determine the influence of the listening skill in the English Language Teaching Learning Process.

d. OBJECTIVES

➤ GENERAL

To determine the influence of the Audio-Visual Aids on the development of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

➤ SPECIFICS

To identify the Audio-Visual Aids strategies that teachers use in the classroom to cope with the Listening Skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

To appraise the Audio-Visual Aids support in the improvement of the Listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

e. THEORETICAL FRAMEWORK

❖ Audio Visual Aids.

Posted by (Neelu, 2010) Audio-visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio-visual material and teaching learning process.

Audio-visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio-visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio-visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

➤ **Definitions:**

Various classifications are given for Audio Visual aids according the type of projection by various authors.

<http://avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html>

1. According to Kinder S. James: Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

2. According to Burton: audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

3. According to Carter.v.Good: audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.

4. According to good's dictionary of education: audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

5. According to Edger Dale: audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

6. According to McKean and Roberts: audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.

7. According to KP. Neeraja: an audio visual aid is an instructional device in which the message can be heard as well as seen.

➤ **Purposes:**

- To supplement and enrich teachers own teaching to make teaching-learning more concrete.
- To serve an instructional role in itself.
- To create interest among the group.
- To make teaching as an effective process.

➤ **Advantages:**

1. A.V. Aids helps in effective perceptual and conceptual learning.
2. A.V. Aids helpful in capturing and sustaining attention of students.
3. A.V. Aids arouses interest and motivates students to learn.
4. A.V. Aids is helpful in new learning.
5. A.V. Aids helps in saving energy and time of both the teachers and students.
6. A.V. Aids provides near realistic experience. must be seen
7. A.V. Aids can meet individual demands.
8. A.V. Aids is useful in for education of masses.

❖ **Audio-Visual Aids in Teaching**

Regarding to (AHMAD, 2013)Teacher and student are the two main constituents of the teaching-learning process. Teaching aid refers to the teaching tools used in the process of teaching. Audio-Visual teaching aids can be categorised into three kinds Audio-aids, Visual aids, and Audio-Visual aids.

(A) Audio-Aids: The first category of aids is Audio-Aids. Audio-aids help in developing the listening skill of an educand. Audio-aids are those aids which can be only listened. Examples, of such types of aids include, radio, gramophone, tape recorder, audio-tapes, walkman, and headphones etc.

▪ **Tape Recorder**

A tape recorder consists mainly of three parts-the microphone, the amplifier and the receiver. The talks of eminent personalities, educationists, academicians and scientists can be recorded and reproduced in the classroom through this teaching aid. The important merit of this audio-teaching aid is that the speech of a person can be recorded at any time and it can be used for a number of times at will, again and again.

- **Radio**

Radio programmes can be categorised into two types. One type of radio programme is called education radio- broadcasts, which provides opportunity to the teachers and students to listen to the programme and take notes on them. The teachers should discuss the programme, the main points of the radio lesson, the lecture, the dialogue and the characters, etc., with the students to supplement, evaluate and consolidate their learning.

The other type of radio programmes are those where a general discussion or information on social issues, health and diseases, culture and life, about the events happening around the world etc. are broadcasted. As a follow-up activity, these programmes also supplement the presentation of a teacher in the classroom, whenever they are deemed fit for the discourse.

- **Audio-Cassettes**

Audio-cassettes can be used for recitations of nursery rhymes, poems and stories, etc.

(B) Visual-Aids: The second category of aids is Visual-Aids Aids which require the involvement of learners' visual senses are called visual aids. Examples, of such types of aids include viz. graphic aids, 3d-aids, display boards, and print material etc.

- **Flash Cards**

Posted by (Fontanez) Large picture cards can be made from clip art, color pages, magazines. Enlarge and color the pictures and mount them on a piece of construction paper. If the lesson is on the Tabernacle, there are many items that will be new to the children and so visuals will be very important. Putting a cheat sheets on the back of the picture allows a

teacher to see the notes on what the picture is about as the children look at the picture.

- **Puzzle Boards**

Create a grid of 12 squares (3 across & 4 down). Each square is 8" X 8". On the computer, take a color page and blow it up to be 24" across and 32" high. Divide this large picture into (12) 8" squares. Print each square and cut out. As the story of the picture is being told, attach one square at a time to the grid until all pieces are up and the story picture is complete.

- **Crafts**

Using a craft as part of the lesson time allows the children to see what they will be making and how it relates to the story.

- **Puppets**

Whether you purchase or make puppets, they are a great tool for getting the children's immediate attention. Some examples of ways to use puppets in class: Have the puppet whisper in the teacher's ear what they want to tell the class and the teacher will convey the message. Have the puppet dialogue with the teacher about the story. Have a puppet be the main character in the story and tell about what happened to them in the story.

- **Story Books**

Story books can be used for so much more than just reading a story. Look for books with large pictures, if possible. Reading the story is not always necessary. The teacher can tell the story and use the pictures as the visual. Sometimes the story book may not be exactly what the teacher wants to share, but if the pictures are good, use them as your visual and tell the story or read directly from the Bible.

With older children cover the words with some blank paper. That way the children will not be distracted by the words. As the story is being told talk about the picture and point to parts that are relevant to what is being taught. Remember, 65% lesson memory is visual and hearing together.

- **Maps**

Maps can be expensive to purchase, but here is an idea to make maps. Use an overhead projector with a map copied on a transparency. Put up a piece of large paper on the wall and with the transparency shining on the paper, trace the map. If it is a map being used for several weeks, color the map very quickly with chalk. Even a very simple hand drawn map will work to show the children where things were taking place. Consider the journeys that Paul made during his missions trips. It is amazing how far he went with no planes, trains, or automobiles.

- **Flip Charts**

Flip charts can easily be made with sheets of paper stapled together at the top. Using a black marker, draw simple images to illustrate the lesson. Even those who do not feel artistic can use this visual to draw simple stick figures, animals, maps, diagrams, charts, etc. After a point is drawn and discussed, flip the sheet of paper to a clean sheet. If reviewing a point, simply flip back to the picture being discussed.

(C) Audio-Visual Aids: The third category of aids is Audio-Visual aids. In these aids both the listening (ears) and viewing faculties (eyes) are involved. Such aids include television programmes, video films, motion pictures, synchronised audio-slide projectors, computers and computer-assisted instructions etc. Cartoon films are also a useful medium for developing, and chiselling the skills of the students.

- **Films**

Films represent an effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning. Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

- **Television**

Television is a versatile medium of transmitting education through different programmes. It is an exciting means of communication. Useful instructional programmes are being telecasted regularly for the student community on television. A teacher should utilize the T.V. programmes and make them the basis for discussions on relevant occasions.

- **Video**

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction, learners' comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material.

- **Cds**

Nowadays, educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject-matter and curriculum.

Thus, these aids help the students in multifarious ways, satisfying their needs and avoiding monotony. The more interested and engaged the students are, the more interactive each learning session will be.

▪ **Slide Projector**

According by (Neelu, 2010) A slide is a small piece of transparent material on which a single pictorial image or scene or graphic image has been photographed or reproduced otherwise.

Slides can be made from photographs and pictures by teachers and pupils taking photographs and snapshots when they go on fieldtrips for historical, geographical, literacy or scientific excursions. The arrangement of slides in proper sequence, according to the topic discussed, is an important aspect of teaching with them.

▪ **Cartoons**

The word cartoon has various meanings, based on several very different forms of visual art and illustration. The term has evolved over time. The original meaning was in fine art, and there cartoon meant a preparatory drawing for a piece of art such as a painting. A cartoon is humorous caricature which gives a subtle message. In a cartoon the features of objects and people are exaggerated along with generally recognized symbols.

❖ **The Use of Audio-Visual Aids in Teaching**

Posted by (Puja, 2014) It is generally accepted that the best learning takes place when the greatest number of senses are stimulated. The use of devices or audio-visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is any means, other than the subject-matter to the learner.

A device is an incentive introduced into the method of teaching for the purpose of stimulating the pupil and developing understanding through experiencing. The basis for all learning is experience, and usually the most

effective type of learning is gained by concrete, direct, first-hand experience.

Teachers are often unable to give pupils first-hand experiences and resort to the written and oral use of words. The experienced teacher, however, realizes that the use of words alone cannot and will not, provide vivid learning experience.

Good teachers are constantly on the alert for methods and devices that will make learning meaningful. With the wise selection and use of a variety of instructional devices or audio-visual materials, experiences can be provided that will develop understanding.

In directing the learning of the pupils through normal activities, the teacher will find that visual or audio-visual materials are used very extensively. Since the seventeenth century, when Comenius produced the *Orbis Pictus*, the extent to which teachers have been turning to visual materials as instructional aids has been increasing.

The Army contrived devices that served well to awaken interest. Our society today is blessed with modern trends of communication. Never before have teachers possessed materials which will allow their pupils or students so completely to relive the past, visit foreign lands, hear speeches of the world's great men and women, or view planets of outer space.

These modern media are among the tools the modern teachers utilize in promoting growth and development of the pupils. The number of devices that may be employed in teaching any subject will depend upon the nature of the subject-matter and the resourcefulness of the teacher.

Psychologists have long recognized the importance of concrete illustration in teaching. Devices whether visual or audio-visual materials, are valuable in the learning-teaching process because they stimulate interest and make possible the enrichment of the pupil's experience.

It is generally admitted by educators that some people are able to comprehend abstractly, while others are more dependent upon concrete materials as aids to thought. It has been generally recognized that the more brilliant the individual is, the greater is his power for abstract thought; the lower the mentality, the greater is the dependence upon visual imagery as a medium of thought.

Recent studies show that the average and dull pupils need the use of material devices more than the bright pupils. The modern pupil is literally surrounded with endless profusion of aids to his learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Television also offers great possibilities for use in the classroom. This situation grows out of the demands of an enriched and diversified curriculum and of the urge to vitalize instruction by providing a broader background of experience for the pupils and means of adjusting learning to the differences in interest and aptitudes of children.

In brief, the use of visual and audio-visual devices maybe given as follows:

1. To challenge the attention of the pupils:

The teacher who uses devices can usually maintain the full attention of the class. This is generally true in the lower grades. Devices should never be

used by the teacher as mere attractions. Exposure to visual or audio-visual material and nothing more is not educative.

2. To stimulate the imagination and develop the mental imagery of the pupils:

Devices stimulate the imagination, of the pupils. Mental imagery can be used as a vehicle of thought and as a means of clarifying ideas.

3. To facilitate the understanding of the pupils:

The most widely accepted use of devices, whether visual or audio-visual, is its use in aiding understanding. Learning can be speed up by using models, movies, filmstrips, and pictorial material to supplement textbooks. Material devices give significance and colour to the idea presented by the teacher. Abstract ideas can be made concrete in the minds of the pupils by the use of devices. Diagrams and graphs, for example, are very useful in developing understanding in social studies and in mathematics. The graph is a good device in representing mathematical facts.

4. To provide incentive for action:

The use of devices, such as pictures and objects, arouses emotion and incites the individual to action. The teacher must select the right kind of device to excite the pupils to worthwhile intellectual activity. Asking the pupils to collect pictures representing water, air, land transportation with stimulates them to action.

5. To develop the ability to listen:

The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the school, to provide training for our pupils to be good listeners. Training in the art of listening is one of the aims of audio-visual education.

❖ **Assess the Role of Audio Visual Aids in Education**

Reviewed by (Benson, 2001) Audio-visual aid is the best tool for making teaching effective and the best dissemination of knowledge. Audio-visual material can be included tape recorder, radio, movie, projector method etc. If we use the audio-visual material for elementary education as curriculum, the objectives would be followings:

- **Increased Instruction-** This is one of the important objectives of using audio-visual material, using the application of slides and films in the classroom. Here teachers can use the audio visual aids to reinforce their teaching in the context of a lecture or activities based lesson. Thereafter, teachers can demonstrate any motivational movie according the needs of situation and relevant topic.
- **Independent Learning-** In the classroom, films, audio tapes and video tapes can be used instead of personal student teacher contacts. This forms of instruction can be used in continuing government schools where the teachers are not available adequate. Typically, informative and motivational films on selected topics and video tapes transmitted via various TV networks are typical of these types of material.
- **Self-assessment, Evaluation and Role playing-** At the elementary school, the introduction of video tape recording equipment which does not require elaborates production facilitates stimulating the use of television for the self-assessment of children. Tape recorders can be replayed for the purpose of self-analysis by the children or peers analysis with their classmates.

Therefore, “small group is an integral part of the Problem Based Learning approach, used consciously and conscientiously to achieve the learning outcomes”. (Benson, 2001).

- **Enhance capacities for learning-** It is argued that purposefully designed and successful small group learning facilitates learning through the development of audio-visual material that supports and promotes both cognitive and meta-cognitive development. Teachers may show some movie, cartoon and slow-motion animation for the use of teaching. Having finished, teacher can instruct children to sit in small group and tell what they saw. The 'structures' in small group can be applied as problem based learning, along with the tutorial process and the use of scenarios, help the students to learn how to learn in groups and learn how to anticipate, prevent, cope and deal with the difficulties that they will experience working in this way.

- **Manner of Using Audio and Visual Aids-** Learning of children can be influenced effectively by the audio-visual aid. Teachers can use television or projector method to explain the scientific phenomenon. It will take less time in describing the minute details of the things comparatively traditional method. Through television children can watch the big image of the object such as solar eclipse, use of water cycle, vermin composting, vermin culture, stories, drama, and composting in elementary education text book etc.

Audio visual will very useful and meaningful for those students belonging to literature background. All the genre of literature (novel, drama, tragedy, comedy etc.) can be shown easily through this device. Students will learn to understand it very soon without reading. Reading may seem little boredom but audio visual aid will maintain and hold the interest of students. The impact of television would be hundred times more than book.

- **Nature of learning-** Audio visual aid will serve effective method in disseminative knowledge even in overcrowded classroom. Without this

technical device, poorly teacher prepared cannot hold the class properly. If teachers use the help of audio visual in class such as projector, which would definitely stimulate imagination and catch the attention of students. Teachers often give instruction heavily loaded abstract verbalisms which seem meaningless sometime. So in case, teaching should be in simple and lucid manner. Hence, use of audio visual aid in classroom, will lead towards learning with understanding, learning by watching and learning as fun not as burden. Teachers should know which things of it are relevant and which are irrelevant, specially which how audio visual aid may contribute to an understanding of the lesson being taught.

❖ **Benefit of Audio Visual Aids**

Regard to (Murray, 2011) Teacher may demonstrate in many types of slide and movie in the classroom. It will enrich their understanding and vocabulary about the uses of language. Through recording, radio and tape, teacher can tell telecast many interesting and informative news, history and story. These will build a creative environment in elementary class children. Apart from that “an understanding of the arts-painting, sculpture, the dance, handcrafts-can readily be taught by means of television. And both radio and television are valuable media for teaching musical forms”. (R. Murray Thomas, chapt. 4 p. 116)

Audio is a very effective medium of communication, which catch the heart and mind of people. Specially, it is useful for blind children, who can identify and recognise the various things surrounding them by listening different calls of animals, or sounds like rainfall etc.

❖ What are the main advantages of audio-visual aids?

- **Best Motivators**

They are the best motivators. Students work with more interest and enthusiasm. They are more attentive.

- **Fundamental to Verbal Instructions**

They help to reduce verbalism which is a major weakness of our schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.

- **Clear Images**

Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

- **Vicarious Experience**

Everyone agrees to the fact that the first-hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils and so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon. For example all the students in India cannot possibly be shown Taj Mahal etc. In all such cases audio-visual aids provide us the best substitutes.

- **Variety**

Audio-Visual aids provide variety and provide different tools in the hands of the teacher.

- **Freedom**

The use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

- **Opportunities to Handle and Manipulate**

The use of audio-visual aids provides immense opportunities to the pupils to see handle and manipulate things.

- ❖ **The Importance of Audiovisual Aids in the Classroom**

Posted by (Sheahan) Audio-visual aids are teaching tools that educators use to complement their academic lessons. Examples of audiovisual aids include videos, music clips, flip charts, slideshow presentations and overhead transparencies. Audiovisual aids should not be used as the only teaching method, but should be incorporated periodically throughout lessons to provide extra information for students.

- **Demonstration**

Audiovisual aids allow teachers to demonstrate things to students that, otherwise, may not be clearly conveyed. When you lecture to students on a new subject -- like ringtail lemurs' mating habits -- you are limited to verbal descriptions. However, when you can demonstrate something through sight and sound, students pick up more information through the audiovisual experience. For instance, a film clip on ringtail lemurs' mating habits gives students an academic experience they could not obtain from a lecture or a textbook.

- **Specific Learners**

Students have different learning methods. Howard Gardner of Harvard University who advanced the multiple intelligences theory, which suggests

individuals learn things differently -- identified seven learning styles: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical. While some students may learn more effectively through hands-on activities, others may learn through musical or visual responses. As such, classroom audiovisual tools allow musical and visual learners to learn information in a way that stimulates their intelligence style.

- **Diversity**

Audiovisual aids in the classroom add diversity to an instructor's teaching method. Whether you teach a group of preschoolers or college students, incorporating audiovisual aids into your lessons helps you keep students' attention. On the contrary, too much of one type of teaching method -- whether it's lecturing or discussion -- can grow dull and cause students to lose interest in the material. Retention of information typically is greater when audiovisual aids complement or present information, according to the Occupational Safety and Health Administration.

- **Communication**

By using audiovisual tools in the classroom, teachers show students how to communicate through various media. Students are introduced to the concept of conveying information creatively -- which comes in handy when they must give presentations in class or later in their careers. Exposure to audiovisual aids in school teaches kids how to communicate through sight and sound, and to tie the things they see and hear together to understand an important message.

- ❖ **Listening Skill**

According by (McKay, 1997) Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks

down and the sender of the message can easily become frustrated or irritated.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success.

❖ **Good listening skills also have benefits in our personal lives, including:**

A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, listening brings it down.

❖ **Listening is Not the Same as Hearing**

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

❖ **The 10 Principles of Listening**

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages.

For example, if someone tells you that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict, they maybe don't mean what they say.

1. Stop Talking

“If we were supposed to talk more than we listen, we would have two tongues and one ear.” Mark Twain.

Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. Prepare Yourself to Listen

Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. Put the Speaker at Ease

Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

4. Remove Distractions

Focus on what is being said: do not doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. Empathise

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. Avoid Personal Prejudice

Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

8. Listen to the Tone

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

9. Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

❖ Build Better Listening Skills

Regarding to (Ortiz, 2002)Listening is an important skill to cultivate. It helps you learn, develop friendships, and show your good manners by being attentive and sharing the talking time. But not everyone agrees on what good listening behavior is.

As you read the following ideas for building better listening skills, think about how you teach good listening practices in your classroom. If you teach in a multicultural classroom, you probably teach some of these ideas with sensitivity because for some of your students, some of these

practices are actually considered bad listening practices. In fact, bad manners.

❖ **Listening Helps You Learn**

Listening is a lot like reading - it provides an opportunity to learn something new and it requires focusing on what's being said. You have to pay attention to the ideas and details that the speaker is talking about. Unlike reading, when you're listening, you have a chance to ask the speaker questions to help you understand or to get more information. Asking questions is an important part of listening. It tells the speaker what you've learned and what else you'd like to know. And by answering your questions, the speaker can help you and others in the audience or class learn more.

❖ **Listening Helps Build Friendships**

Listening is a good way to build a friendship. Good listeners know that others like to be heard, that they enjoy sharing stories about themselves, and they like the sense of connectedness when they share information, confidences, and jokes with another person.

❖ **Listening Attentively Is Sign of Good Manners**

Listening to people when they're speaking to you shows them that you respect them. So, how do you learn to become an attentive listener? Start by looking at the behaviors of a poor listener and a good listener.

A poor listener:

- Interrupts the speaker
- Thinks only about what he or she is going to say next
- Looks away from the person speaking
- Pays attention to other things going on
- Makes side comments to others

A good listener:

- Focuses on the person talking and allows him or her to finish talking
- Looks at the other person - to indicate readiness to listen, and to observe the person's body language to learn more about how the speaker is feeling
- Gives nonverbal signals to show he or she is listening - a nod, smile, or frown, for example
- Uses verbal signals to show interest in what the speaker is saying or to give feedback, with phrases such as
 - "Uh huh" or "I didn't know that." (showing encouragement)
 - "I'm not sure what you mean." (asking for clarification)
 - "You said that..." or "If I understand you correctly..." (showing an understanding of what the speaker said)
- Tries to use the same energy and emotional level as the speaker, to show an understanding of what the speaker is feeling

❖ Effective Listening Skills

Effective listening skills are important - whether you're in a classroom with thirty people or in a conversation with one. As with any skill, listening takes practice, so keep these four things in mind as you listen to someone:

1. Look the speaker in the eye
2. Encourage the speaker with smiles, nods, and "uh-huhs"
3. Pay attention to the facial expressions and body language as well as the words
4. Remain interested in understanding the speaker.

❖ The Importance of Listening, and Ways to Improve Your Own Skills.

Reviewed by (C.Paris, 2013) The importance of listening extends far beyond academic and professional settings. Understanding how to

practice good communication even in your day to day life, among friends, family, and significant others, is important for a number of reasons: fostering good self-esteem, maximizing productivity, improving relationships, and even becoming a better speaker.

It's easy to mistake listening as a simple, passive task, but it requires more than just the ability to absorb information from someone else. Listening is a process, and an active one.

In this guide, we'll go over the stages that compose the listening process, and the importance each one plays in your ability to communicate effectively with others.

❖ **The Five Steps to Better Listening**

The listening process can be broken up into five distinct stages: receiving, understanding, remembering, evaluating, and responding. This is the model most commonly referred to when analyzing good communication, because it helps isolate the necessary skills required at each individual step in the process.

The most important thing to keep in mind though is that listening *is*, indeed, a process, and one that requires effort. Once you understand how each part makes up the whole, you'll come out a better thinker, listener, speaker, and communicator.

1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or non-verbally. Not all communication is done through speech, and not all listening is done with ears.

No matter how you're communicating with another person, the key at this stage is to pay attention. Focus all of your energy on them, by following these three simple tips:

Avoid distractions. This is obvious. Don't have your cellphone out, or your iPod in, or the television on. Don't try to divide your attention between the speaker and something else. You might think you're good at multi-tasking, and perhaps you are, but demonstrating a commitment to the act of listening will make you a more respected person among your peers.

Don't interrupt the speaker. You might want to make an assumption about what the speaker is saying, or what they're about to say – don't. It's rude, and you may find your assumption was wrong, which is beneficial to no one. You can, however, practice nonverbal feedback cue, such as nodding, to demonstrate your attention.

Don't rehearse your response. Not yet. At this stage, your job is only to listen. If you start to plan a speech while the other person is speaking, you're going to miss certain points and not be able to respond to their larger message when it's your turn to talk.

2. Understanding

This is the point in the listening process where you're able to plan your response. Understanding takes place after you've received the information from the speaker, and begin to process its meaning.

You can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, and help you better understand their key points.

3. Remembering

What good would it do in a conversation if you forgot everything the speaker had just said? This stage of the listening process might seem very similar to the first two, but it goes beyond merely absorbing and processing information.

Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a message from your short-term memory, and into your long-term memory.

There are numerous methods for doing this:

Identify the fundamental points. By converting a collection of small details into a central theme, you're able to create something potentially complicated into an easy-to-grasp general concept. The details will remain in your short-term memory, but isolating the main ideas will help you understand them better, and remember them longer.

Make the message familiar. Relate that main idea to something you already know. This should be easy to do – there aren't many new ideas out there, and chances are the discussion you're having will trigger old memories and past experiences. Use those to help you retain incoming information.

4. Evaluating

It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces.

- What is fact, and what is opinion?

- Was the speaker demonstrating any particular prejudice with their message?
- What portions of the message, if any, were exaggerated?
- What parts of their message were interpreted, and which parts were unbiased?
- What was the speaker's intent with their message?

After interpreting the speaker's message, through a combination of understanding, retention, and evaluation, you're ready to form a response.

5. Responding

If you've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. You'll be prepared to address the speaker's most important points, with an awareness of the circumstances and context surrounding their words.

It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.

- **Don't complete the speaker's sentences.** This is a presumptuous and rude way to segue into your own response. It impedes on the receiving process, and will make the original speaker want to listen to you less.
- **Address the speaker's points.** It will make it easier for the speaker to transition into a listener when they know exactly what part of their message you're addressing.

While each stage seems like a lengthy process, this all happens in a very short amount of time, and should feel natural during a conversation. All

you're doing by practicing these tips is making yourself more conscious of the way you communicate, and the bad habits you should avoid in the listening process.

Listening is the most important part of communication, because if you fail to understand the message being expressed to you, you will also fail in providing a substantial and meaningful response. This is the root cause of many arguments, misunderstandings, and complications, whether at home, school, or work.

Being able to take control of the listening process will turn you into a better communicator, overall. For further improvement, try out this [course on how conversations work](#), and the key strategies involved in making them more effective.

❖ Teaching Listening

• Strategies for Developing Listening Skills

Reviewed by (Underwood, 1989) Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

• Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

- **Listening for Meaning**

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

HYPOTHESES

➤ GENERAL

The influence of Audio-Visual Aids on the development of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

➤ SPECIFIC

- Teachers use Audio-Visual Aids strategies in the classroom to cope with the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.
- Audio-Visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

f. METHODOLOGY

➤ Design of the Research

The present research work will be developed in a descriptive way, where it will be applied surveys in order to get the information about the researched object. Likewise, it will help the researcher to develop a critical analysis of the results and finally, propose conclusions and recommendations.

➤ Methods Techniques and Instruments

➤ METHODS

The methods that will be used in the research work are following:

The scientific method will facilitate to discover, demonstrate and verify the researched object. This method will also lead to the researcher to both explain the researched object and draw conclusions and recommendations to the problem. Besides, it will help check the hypotheses since it will be needed to discover the truth How do Audio-Visual Aids influence the development of the listening skills with the students. It will be used also to deduce the conclusions based on the theoretical frame.

The descriptive method will help to obtain the information, describe the results in the applied instruments, and organize the information according to the hypotheses and the indicators that will be found out for each of the variables.

It will permit to demonstrate the importance in the use of Audio-Visual Aids of the research and describe the problematic found in this educative unit the description of the variables, the independent as well as the dependent and it will help to describe coherence in all the research work presenting the results and supporting the conclusions. This method will help me to observe how the teachers use the Audio-Visual Aids to improve the listening skills.

Analytic synthetic method will serve to analyze the empirical information from the survey applied to teachers and students and derive the conclusions according to the results.

The explicative method will also be used in the explanation of the logical implications of the variables of every hypothesis. In this way, it will be possible to prove or disapprove them through a descriptive according to the obtained results contrasted with the theoretical referents.

Finally, the researcher will use the **descriptive statistical method** which will serve to represent data in tables, squares and graphics (columns, circles) the results to achieve a better comprehension of the information.

➤ **Techniques and Instruments**

The researcher will apply the surveys to teachers and students to obtain information. It will be applied to get information about the use of audio visual aids and its influence on the development of the listening skills, It will be applied a questionnaire; this will contain different types of close questions about the topic that will be researched.

➤ **Procedures**

The research will include the following procedures:

➤ **Tabulacion**

The researcher will use the descriptive method for the close questionnaire to achieve the tabulation of the information obtained in the field, and obtain criteria from explanation of every question.

It will contrast the information of the teachers and students, from which the researcher will obtain the appropriate information.

➤ **Organization**

The researcher will organize the information, classifying the questions that will serve to prove every hypothesis and the variables that will help to prove them. Also, it will be performed with the interpretation and analysis.

➤ **Graphic Representation**

The data will be represented graphically to facilitate their interpretation and consequently, the critical analysis of the questions. It will use diagrams to interpret the information.

➤ **Interpretation and Analysis**

When the researcher presents the information in graphs, it will be interpreted and analyzed according to the obtained percentages. The researcher will account the categories of the theoretical frame and find the results and variables.

➤ **Verification**

It will be demonstrated through a deductive hypothetical process supported in the logical analysis and the results expressed in a descriptive way.

Finally, all the results obtained will be taken into account in order to accept or reject the hypotheses.

➤ **Conclusions and Recommendations**

They will serve to present the results of research conducted among teachers and students at Lauro Damerval Ayora N°1 Educative Unit.

Also, they will serve to give recommendations to authorities of the researched institution, as teachers and students in order to contribute with the solution of the problem.

➤ **Population**

COURSES	PARALLEL			POPULATION
	A	A	A	
8 th year of Basic Education	27			27
9 th year of Basic Education		28		28
10 th year of Basic Education			29	29
TOTAL				84
Teachers' population				2

g. TIMELINE

Consistence Matrix Logical																																				
	June 2014				July 2014				Nov /Dec 2014				Jan / Febru 2015				March /April 2015				May 2015				June/July 2015				Septe/ Oct 2015				Nove/Decem 2015			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Phase I: Thesis Development																																				
Appointment of the Project professor			x																																	
Project approval					x																															
Appointment of the thesis director										x																										
Application of the instruments											x	x																								
Thesis Development														x	x	x																				
Tabulation																	x																			
Elaboration of the tables and graphs																		x	x																	
a. Theme																																				
b. Introduction																																				
c. Summary																																				
d. Review of the Literature																																				
e. Materials and methods																																				
f. Results																																				
g. Discussion																																				
h. Conclusions																																				
j. Bibliography																																				
K. Annexes																																				
Phase II Revision and Approval																																				
Thesis Revisions																																				
Thesis Presentation																																				
Thesis Approval																																				
Phase III: Phase of Incorporation																																				
Submission of the folders																																				
Private qualification																																				
Corrections																																				
Public Sustentation and Incorporation																																				

h. BUDGET AND FINANCING

❖ Resources

Human

- Researcher: Magaly Romero
- Two teachers
- The eighty four students of 8th, 9th and 10th years of Basic Education, morning session, at Lauro Damerval Ayora N°1, Educative Unit.

➤ Material

- ❖ Office material
- ❖ Books
- ❖ Copies
- ❖ Papers
- ❖ Folders

➤ Technical

- ❖ Printer
- ❖ Computer
- ❖ Internet

➤ **BUDGET**

Item	Cost
➤ Internet	\$200,00
➤ Office material	\$150,00
➤ Printing of the first draft	\$50,00
➤ Printing of the second draft	\$50,00
➤ Printing of my final research work	\$150,00
➤ Transportation	\$100,00
TOTAL	\$700,00

➤ **FINANCING**

The amount derived from this work will be assumed by the researcher.

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ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER
SURVEY FOR TEACHERS

In order to develop this research work, it is being collected information that will be used to verify or reject the proposed hypotheses. For the mentioned reasons, you are kindly asked to answer the questions below.

HYPOTHESIS 1

Teachers use Audio-Visual Aids strategies in the classroom to cope with the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

1) How important are Audio-Visual Aids in the English language teaching-learning process?

- Very important ()
- Important ()
- Fairly important ()
- Not important ()

2) What of the following Audio-Visual Aids are commonly used in your class in order to develop the Listening skills?

- | | | | |
|-----------------|-----|------------|-----|
| Tape Recorder | () | Films | () |
| Radio | () | Television | () |
| Audio Cassettes | () | Video | () |
| Flash Cards | () | Cds | () |

Puppets	()	Slide Projector	()
Story books	()	Cartoons	()

3) What is the purpose of the Audio-Visual Aids use in the listening activities?

- **To challenge the attention of students** ()
- **To stimulate students imagination** ()
- **To facilitate the understanding of new words** ()
- **To provoke emotion and incite the individual action** ()
- **To concrete ideas in the minds of students** ()
- **To give correct information about subjects** ()

4) What of the following advantages, do you think can be achieved with Audio Visual Aids in the English Language Learning?

- **To be motivated** ()
- **To understand instructions** ()
- **To have clear images** ()
- **To have variety of resources** ()
- **To feel free to express ideas** ()
- **To have more opportunities to handle and manipulate** ()

5) What is the importance of Audio-Visual Aids in the classroom in order to progress of the listening skills?

- **Demonstrate somewhat through sight and sound** ()
- **Pick up information** ()
- **Learn through audio visual responses** ()
- **Incorporate device into your lessons** ()
- **Show students how to communicate** ()

HYPOTHESIS 2

Audio-Visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

6) How often do you use Audio-Visual Aids for improve Listening skills?

- Always ()**
- Sometimes ()**
- Hardly ever ()**
- Never ()**

7) Check the advantages of Audio-Visual Aids, that you think make the teaching learning process more effective regarding the listening skills?

- A.V.Aids help to capturing students attention ()**
- A.V.Aids Produce interest and motive students to learn ()**
- A.V.Aids help to differentiate sounds ()**
- A.V.Aids help to understanding how to practice good communication()**
- A.V.Aids help to the combination sounds ,words and grammar ()**
- A.V.Aids help to understand an important message ()**

8) What is your behavior in the classroom regarding maintaining an attentive listener for improving the listening skills?

- **Giving nonverbal signals to show he/ she is listening**
()
- **Showing an understanding of what the speaker said**
()
- **Paying attention to other things**
()
- **Focusing on the person who is talking**
()
- **Interrupts the speaker**
()
- **Asking for clarification**
()

9) What are the objectives of Audio-Visual Aids for making a teaching effective in the improvement of the listening skills?

- **To reinforce the teaching in the context of a lecture or activities**
()
- **To be used by both teachers and students to give relevance to this skill development**
()
- **To facilitate the use of electronic devices for the self-assess of the students**
()
- **To support and promote cognitive and metacognitive development**
()

- **To explain scientific phenomena**
()
- **To stimulate imagination and catch attention of students**
()

10) Which of the following strategies, do you use in the classroom to improve the listening skills?

- a) Listen you the main idea ()
- b) Recognize you word-order ()
- c) Come you to a conclusion the topic ()
- d) Summarize you about the topic ()
- e) Listen for a specific information ()
- f) Recognize similar words ()
- g) Listen you and predict what will come next ()



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

SURVEY FOR STUDENTS

In order to develop this research work, it is being collected information that will be used to verify or reject the proposed hypotheses. For the mentioned reasons, you are kindly asked to answer the questions below.

HYPOTHESIS 1

Teachers use Audio-Visual Aids strategies in the classroom to cope with the listening skills with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

1. How important are Audio-Visual Aids in the English language teaching-learning process?

- Very important ()
- Important ()
- Fairly important ()
- Not important ()

2. What of the following Audio-Visual Aids are commonly used in your class in order to develop the Listening skills?

- | | | | |
|-----------------|-----|-----------------|-----|
| Tape Recorder | () | Films | () |
| Radio | () | Television | () |
| Audio Cassettes | () | Video | () |
| Flash Cards | () | Cds | () |
| Puppets | () | Slide Projector | () |
| Story books | () | Cartoons | () |

3. What is the purpose of the Audio-Visual Aids use in the listening activities?

- **To challenge the attention of students** ()
- **To stimulate your imagination** ()
- **To facilitate the understanding of new words** ()
- **To provoke emotion and incite the individual action** ()
- **To concrete ideas your minds** ()
- **To give correct information about subjects** ()

4. What of the following advantages, do you think can be achieved with Audio Visual Aids in the English Language Learning?

- **To motivate you** ()
- **To give instructions to you** ()
- **For you to have clear images** ()
- **To give you variety of resources** ()
- **For you to feel free to express your ideas** ()
- **To provide you with more opportunities to handle and manipulate learning elements** ()

5. What is the importance of Audio-Visual Aids in the classroom in order to progress of the listening skills?

- **comprehend through sight and sound** ()
- **Pick up information** ()
- **Learn through audio visual responses** ()
- **Incorporate device into your lessons** ()
- **Have communication resources** ()

HYPOTHESIS 2

Audio-Visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.

6. How often do you use Audio-Visual Aids for improve Listening skills?

- **Always** ()
- **Sometimes** ()
- **Hardly ever** ()
- **Never** ()

7. Check the advantages of Audio-Visual Aids, that you think make the teaching learning process more effective regarding the listening skills?

- **A.V.Aids help you to focus your attention** ()
- **A.V.Aids increase your interest and motivation to learn** ()
- **A.V.Aids help you to differentiate sounds** ()
- **A.V.Aids help you to understand how to practice good communication**()
- **A.V.Aids help you to the combine sounds ,words and grammar** ()
- **A.V.Aids help you to understand an important message** ()

8. What is your behavior in the classroom regarding maintaining an attentive listener for improving the listening skills?

- **Give you a facial expression to show that you are listening** ()
- **Show you an understanding of what the speaker said** ()
- **Pay attention to other things** ()
- **Focus you on the person who is talking** ()
- **Interrupt you the speaker** ()
- **Ask you when you are not sure something** ()

9. What are the objectives of Audio-Visual Aids for making a teaching effective with regards to of the listening skills?

- **To reinforce the teaching in the context of a lecture or audio activities** ()
- **To be used by both teachers and students to give relevance to this skill development** ()
- **To facilitate the use of electronic materials for the self-assessment of the students** ()
- **To enable the students to process the sensory information and to learn strategies for an autonomous learning** ()
- **To explain scientific phenomena** ()
- **To stimulate imagination and become more attentive** ()

10. Which of the following strategies do you use in the classroom to improve the listening skills?

- a) **Listen for you the main idea** ()
- b) **Recognize word-order** ()
- c) **Come to a conclusion the topic** ()
- d) **Summarize texts about a topic** ()
- e) **Listen for a specific information** ()
- f) **Recognize words that are similar English and Spanish** ()
- g) **Listen and predict what will come next** ()

THEME: THE USE OF AUDIO-VISUAL AIDS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE LISTENING SKILL WITH THE STUDENTS OF 8th, 9th AND 10th YEARS OF BASIC EDUCATION, MORNING SESSION AT LAURO DAMERVAL AYORA N°1 EDUCATIVE UNIT OF LOJA CITY, ACADEMIC PERIOD 2014-2015.

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>GENERAL</p> <p>How do the Audio-Visual Aids influence the development of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?</p>	<p>GENERAL</p> <p>To determine the influence of the Audio-Visual Aids on the development of the Listening Skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015</p>	<p>GENERAL</p> <p>The influence of Audio-Visual Aids on the development of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015</p>	<p>V1. INDEPENDENT</p> <p>THE USE OF AUDIO-VISUAL AIDS</p>	<ul style="list-style-type: none"> • AUDIO VISUAL AIDS. • Audio-Visual Aids in Teaching. • The Use of Audio-Visual Aids in Teaching • The use of Audio-Visual Aids in teaching • Assess the role of Audio-visual aids in education • What are the main advantages of audio-visual aids? • The Importance of

SUBPROBLEMS	SPECIFIC	SPECIFIC		
<p>What are the Audio-Visual Aids strategies that teachers use in the classroom to cope with the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?</p>	<p>To identify the Audio-Visual Aids strategies that teachers use in the classroom to cope with the Listening Skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015</p>	<p>Teachers use Audio-Visual Aids strategies in the classroom to cope with the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015</p>	<p>V2. DEPENDENT</p> <p>THE DEVELOPMENT OF THE LISTENING SKILL</p>	<p>audio visual aids in the classroom</p> <ul style="list-style-type: none"> • Listening skill • Good listening skills also have benefits in our personal lives • Listening is not the same as Hearing • The 10 Principles of Listening • Build better listening skill • Listening help you learn • Listening helps build friendships

<p>Do the Audio-visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015?</p>	<p>To appraise the Audio-Visual Aids support the improvement of the listening skill with the students 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.</p>	<p>Audio-Visual Aids support the improvement of the listening skill with the students of 8th, 9th and 10th years of Basic Education, morning session at Lauro Damerval Ayora N°1 Educative Unit of Loja city, academic period 2014-2015.</p>		<ul style="list-style-type: none"> • Listening attentively is sign of Good Manners • The importance of listening, and ways to improve your own skills • The five steps to better listening • Strategies for developing listening skills • Listening strategies
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