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AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

This is a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization.

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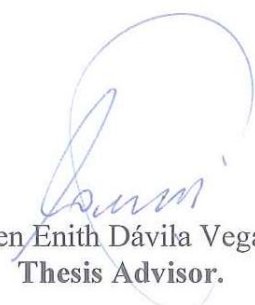
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The present research work entitled " AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015." under the responsibility of the undergraduate student: Santiago Gonzaga Camizan has been thoroughly revised and fully analyze, therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, December, 2015



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THE AUTHOR

DEDICATION

I express my sincere thanks to all the people who made possible the development and the culmination of this research work.

I want to dedicate this thesis and the arduous work it required, firstly to God; after that to my family for their unconditional support, confidence, love, and perseverance for the invaluable lessons they have taught me and for never losing their faith in me.

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SANTIAGO

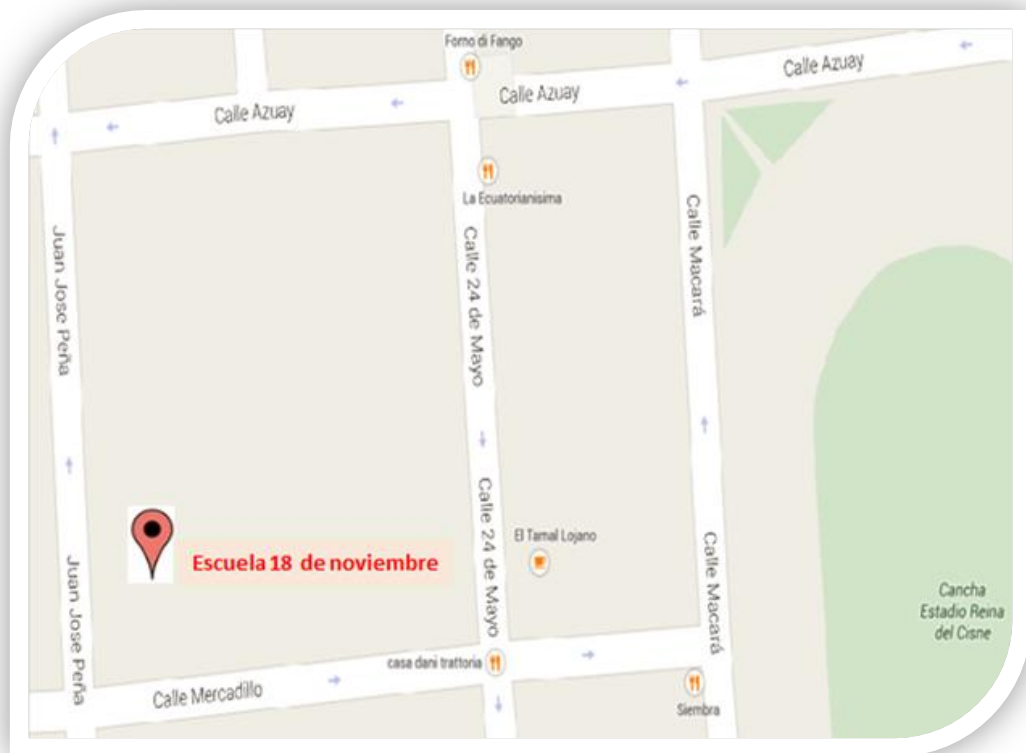
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THESIS OUTLINE

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a. TITLE

AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT “18 DE NOVIEMBRE” SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. RESUMEN

Este trabajo de investigación se llevó a cabo con el propósito de mejorar la destreza de hablar en inglés de los estudiantes de octavo año de la escuela “18 de Noviembre, a través del uso de medios audiovisuales. Los métodos utilizados fueron, el científico, analítico, sintético, estadístico y el descriptivo que contribuyeron en el desarrollo de este trabajo de investigación. Los principales instrumentos aplicados a los treinta y ocho estudiantes fueron pruebas y cuestionarios. La información obtenida se presentó en tablas y figuras. El principal resultado de este trabajo de investigación mostró que los estudiantes mejoraron considerablemente sus habilidades en los aspectos de vocabulario, buen uso de la gramática y fluidez en el habla. Se concluye que la aplicación de los medios audiovisuales fue exitosa ya que, los estudiantes al final de la intervención incrementaron el nivel de participación, desempeño y cooperación dentro de las clases de inglés.

ABSTRACT

This research work has been developed with the purpose of enhance students' speaking skills on eighth year at 18 de Noviembre school through the use of audiovisual aids as a resource. The methods used were: the scientific, analytical, synthetic, statistical and the descriptive which help to analyze and supported the information gathered. The main instruments applied to thirty – eight students were, tests and questionnaires. Furthermore, observation sheets and field diaries were used. The information obtained from the instruments were presented in tables and figures. The main results of the research work were that students showed a considerable improvement in their speaking skills in the aspects of vocabulary, accuracy, task completion, and speaking mechanics. It is concluded that the application of the audiovisual aids was successful, since, students at the end of the intervention increased their level of participation, performance and cooperation in the English classes.

c. INTRODUCTION

Speaking is one of the most important skills in the English language and at the same time the most difficult skill for the students to acquire. There are many students who know English passively, and are not interested in taking the English class seriously. This problem is caused by the unsuitable methods and the resources that are used, which may make the students feel bored and frustrated with the learning process, especially when speak.

Students find it difficult to comprehend and to answer a simple question orally. The speech is made with a lot of pauses which could be due to, difficulties in finding appropriate words and ordering them to create sentences or expressions, and low motivation to participate freely.

Cakir (2006) states that the proper use of audio-visual aids can facilitate the learning process. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become comfortable as well as attentive if appropriate visual aids are used in the class. When the learners see something visual in front of them which piques their interest, they become enthusiastic and motivated to express their opinions. For the reasons mentioned above, the problem is stated in the following major question: How does the use of audiovisual aids as resource motivate students to improve their speaking skill?

The specific objectives that guided this work were, to research useful information about audio-visual aids that enhance students' speaking skills; to diagnose the weaknesses and strengths that eighth year students have in speaking skills through a pre-test; to design an intervention plan with speaking activities using

audiovisual aids in order to enhance student's speaking skills; to apply the audiovisual aids as part of the classroom activities in order to get the improvement of speaking skill; to verify the effectiveness of using Audiovisual aids in the betterment of speaking skills of eighth year Students of basic education, at "18 de Noviembre" school of Loja city, during the academic period 2014-2015.

During the research work different methods were used: the first one was the scientific method which helped the researcher to identify the appropriate audiovisual aids and the activities used in the students of the 8th year of Basic Education classes, the Descriptive method was useful in describing the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of investigation. The analytic method permitted to analyzed and interpret the obtained results through the tests. It also helped to draw conclusions. The statistical method was used to make the quantitative statistical analysis of data obtained from the tests and the qualitative data from the questionnaires. Among the resources used were the tests which permitted to know the object of the investigation in a participative and experiential way and it was applied to 38 students of the eighth year of Basic Education.

The present work includes the following contents:

First, it has the abstract that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through this thesis work. Then, it has the introduction that presents the thesis work in its whole parts and it also describes the main problem that was the motivation to develop this research. Next, the literature review where the main

categories of the two variables mentioned in the theme are synthesized and which served as indicators to improve through an intervention plan the speaking skills.

It also contains the materials and methods used during the research process where the methods, techniques, procedures and instruments were used in the research process, and it also gives a reference about the researched population.

After that, the results are presented in tables and figures to facilitate their interpretation and analysis of the data, describing the results and considering the ones that are the most representative and it also presents the verification of the stated research problem through a descriptive analysis.

The conclusions which have been possible to draw after contrasting the information of the instruments applied to students, establishing the logical relation among them with the specific objectives stated in the project. The recommendations which were done based on the conclusions in order to improve the students' speaking skill and the teachers' performance.

d. LITERATURE REVIEW

Speaking skill

Definition

Speaking is one productive skill in a language teaching. Nunan (2003) defines that speaking consists of producing systematic verbal utterances to convey meaning.

According to Thornbury, (2005) speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, time, pauses, voice quality changes, and pitch variation

Howarth (2001) states that speaking is a two-way process involving a true communication of ideas, information or feelings. On the other hand, Luoma (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open ended, and evolving. Meanwhile, Brown (2001) says that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.

Types of speaking performances

Brown (2001) considered that dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. He lists six possible task categories:

- **Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just

imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

- **Intensive:** This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.
- **Responsive:** Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
- **Transactional (dialogue)** It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.
- **Interpersonal (dialogue)** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

- **Extensive** (monologue) Teacher gives students extended monologues in the form of

The Aspects of Speaking

There are some aspects of speaking ability that the students should consider in speaking according to some experts, as follows:

Pronunciation

Brown, 2001 considered that pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly

Accuracy

Harmer, 2006, says that accuracy involves the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly, grammatically, and phonologically correct.

Fluency

Harmer, 2006, and Brown, 2009, says that fluency considered to be „the ability to keep going when speaking spontaneously“ it is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility. The speaker should utter the words naturally.

Comprehension

According to Syakur (2007:4), in brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language.

Importance of speaking skill

Malik Mazhar 2007, considered this question what is the importance of learning to speak English for non-native learners? Is it not appropriate to train them only in reading and writing? Because every one of them do not get ample chances of meeting native speakers or visiting foreign countries. What is the opinion of ELT experts in this regard?

Guest 2007, reflected that, all skills are equally important more so speaking skill as you have to communicate with people in person at your job and in your normal life. If people are being trained in reading, writing and listening they are being prepared for speaking as well. You cannot speak unless you are exposed to a great amount of language. It is only possible through sheer listening and reading and then writing to some extent. All skills are interconnected.

Josh Lalonde , 2007 said “I would not recommend it, though of course you are free to do whatever you want”. It seems to me that learning to read and write English would be almost as much work as learning how to speak as well, and would be much less useful. If students are looking at this from a purely business point of view, learning with this method would mean that you could not write that you speak English on your resume.

Significance of Speaking Skills

In fact, Harmer (2001) recalled the important goal of language study is to improve both the productive and receptive skills. This sense drives us to conceptualize that all language skills are integrative, and one cannot teach or learn a language with a solely skill. Though, speaking is generally the most complex

process and non- evaluated in the educational context, it is considered by many teaching and testing experts to be developed among our learners as advocated by Luoma (2003). According to Burkart (2002), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation. Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when precise understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

What is teaching speaking skills?

Rebecca Hughes (2011) makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between teaching the spoken form of a language and teaching a language through speaking. She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using stable written forms and genres in their lessons

At this point, I would like to argue that both of the above-mentioned concepts are interconnected. This may also be one of the reasons why they are rarely distinguished from each other when educators speak of teaching speaking. To

explain, I have observed that teaching the spoken form of a language is not very useful if it is not practiced through speaking. By analogy, it can be argued that teaching speaking if the data used comes from written genres cannot bring much of a result in terms of progress in spoken fluency either. Therefore teaching the spoken form of a language using samples of spoken texts should be part of teaching speaking.

Characteristics of successful speaking

Brown (2001) says, spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

- Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Principles for teaching speaking

Nunan (2003) proposes at least four principles for teaching speaking. Below are the descriptions:

Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for language teachers to be aware of how much they are talking in class so they do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating

with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Suggestions for Teachers in Teaching Speaking

According to Hayriye Kayi, (2006) there are some suggestions for English language teachers such as:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.

Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

Conversation and Discussion:

The teacher seeks to engage children in talk with other children in a relaxed atmosphere. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally.

Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through

spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.
- Designate one person in the group as the recorder of ideas.
- Accept and record all ideas or suggestions.
- Build on other people's ideas.
- Do not criticize anyone else's ideas.
- Remember that, initially, quantity of ideas is more important than quality.

Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough. Plan to make the brainstorming strategy part of your teaching practices. Model the process for students:

- Begin with a whole-class brainstorming session where each student records his or her own ideas.
- Provide a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.
- When time is called, let each student share his or her list. Second, open up the brainstorming session to everyone.
- The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder.
- You may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem

Show-and-Tell & Sharing:

These are the oldest and most popular oral language activities used in the primary grades. Generally the activity is a brief talk by a student describing a favorite object brought from home. Although it is familiar and widely used, it is not a particularly effective oral language activity. This is because it traditionally involves one child at a time getting up in front of the rest of the class. The rest of the students are expected to listen attentively. To make show-and-tell a truly meaningful activity, divide the students into small groups. Then set aside time a few mornings a week for show-and-tell.

To teach the strategy, bring something from your own home that is meaningful to you. Show it to a small group of children and talk about it. Allow the children to handle the object and to ask you questions about it. In this way, they learn how to conduct the small-group show-and-tell activity in which everyone gets a chance to talk and share about his or her object. Small groups are also less intimidating to young children.

Another way to make this oral language activity truly meaningful is to ask caregivers to help their child prepare for show-and-tell. The topic could be based on an experience or a small item found on a nature hike instead of an expensive toy. As children become more and more familiar with this activity, their presentations improve and their talks are more organized.

Drama and Oral Language Development

Television has made us a nation of spectators. The current craze for video games has intensified this situation. It is more important than ever that we make

opportunities available for children to experience participation in the arts. Drama is truly one of the great oral communication forms.

Drama can take many forms in the classroom, from the simple dress-up play of preschoolers to full-blown theatrical productions with costumes, scenery, and memorized scripts. Whatever the form, the objectives of drama in the classroom remain the same:

- to encourage creative and aesthetic development
- to improve children's abilities to think critically
- to create an environment in which social and cooperative skills flourish
- to improve the general communication skills of students
- to enhance the individual child's knowledge of self

Storytelling:

Storytelling is one of the oldest forms of entertainment. It was the television and radio of long ago. Today the art of storytelling has been revitalized in the United States.

Professional storytellers are appearing at festivals like Weber State's Storytelling Festival in November, in concerts, and in elementary and secondary classrooms to share their art form. Teaching children to tell stories to their classmates is one of the most effective ways to develop speaking skills in young children.

To teach storytelling to children, it is not necessary to be a great storyteller yourself. It is helpful, however, if you can demonstrate to children some of the

characteristics of an effective storyteller. A good storyteller should do the following things:

- Select a story that he or she really enjoys and that is appropriate for the audience.
- Be thoroughly familiar with the story; memorize only key phrases, not the entire story.
- Be imaginative and include gestures and facial expressions to convey meaning
- Speak with expression, feeling, and emotion.
- Look directly at the audience; gaze about so that everyone feels involved in the story.

After you have demonstrated storytelling techniques, divide your class into small groups and have students practice telling stories to one another. Storytelling is an art form that develops through practice. When ready, the children can share their stories with the entire class. Here are some activities to involve students in the art of storytelling

Testing students' speaking using rubrics

Definition of rubric

Asmus (2005) says that rubrics are a guideline for rating students' performance. The guideline of performances specifies what a performance is like at various levels such as, excellent, great, good, regular and poor. The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels.

From explanation above, it can be concluded that rubrics are an explicit set of criteria used for assessing a particular type of work or performance. A rubric usually also includes levels of achievement for each criterion. Levels of achievement are often given by numerical scores or by words like excellent, great, good, regular and poor.

Types of rubrics

Arter (2000) says that there are four types of rubrics in scoring students' performance and the teacher can choose what rubrics they need to score his/her students.

- **Holistic rubrics** provide a single score based on overall impression of a student's performance on a task. This type of rubrics is quick scoring. So, the teacher is able to use this type when he/she wants a quick snapshot of achievement. However, it does not provide detailed information, may be difficult to provide one overall score.
- **Analytic rubrics** provide the teacher to get more detailed feedback to the students' performance. The scoring will be more consistent across students and grades. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance.
- **General rubrics** contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. However, the rubrics cannot provide specific feedback.

- **Task specific rubrics** are unique to a specific task. The advantage of this type is more reliable assessment of performance on the task. Then, the disadvantage of task specific rubrics is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when consistency of scoring is extremely important.

From the development of the research, an analytic rubric will be used to see the strengths and weaknesses of the students' performance in order give more detailed feedback to the students' performance along several class sessions.

Types of speaking test

Nakamura & Valens (2001) suggest three different types of speaking test as a form of assessment:

- **Monologue speaking test** the students are asked to perform some tasks such as; show and give some information by answering questions about any topic chosen by the teacher or by the students. This gives the students a chance to make a mini presentation.
- **Dialogue speaking test** which is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher, and students in that kind of test are required to use conversation skills that they have learned before.
- **Multilogue speaking test** that is also called the discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be of interest for the rest of the classroom

Audiovisual aids

Importance of Audio-Visual Aids in Second Language Teaching

According to Gilakjani (2011), the difficulties faced by EFL learners in classrooms are lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners' first language on English. Most of the EFL teachers are aware that native speakers' accent, rhythm and intonation used in the audio materials pose a difficulty to the undergraduate students. In this context it is important to have an awareness of students' approach towards audio-visual aids and resources. An understanding of students' views on these teaching aids gives scope for necessary modifications in the classroom teaching-learning process for effective audio-visual enrichment.

Since audio-visual resources are designed and introduced to improve the language proficiency of the students, an understanding of how these resources are effective in classroom learning environment would be beneficial while designing and integrating audio-visual resources with EFL textbooks.

The importance of teaching aids in primary schools or high schools is highly significance. The age of primary school children and high school children they can acquire things as it is. The grasping power of those students area extra than high level students.

Used the teaching aids for students of primary school children, they can acquire everything immediately. It teacher used the teachings aids students acquired situation consciously.

Teachings aids have to types, one is audio visual aids, in audio aids teacher can private the gramophone, the tape recorder, the radio in audio visual aids teacher can used the television, computer clip acts or projector machine while using this teaching aids teacher also used the regularly using teaching aids like black boards chock, duster pictures, flash cards flannel cards table charts.

Audio-visual aids are defined as means of learning and communication. All such aids which help the learners learn though ears, eyes or both more easily and effectively are known as audio-visual aids. But this term is no more limited to learning through ears and eyes only; it includes all such media and devices which may help the learners learn thoroughly. The main purpose of using educational media is to make learning interesting and effective and to enhance the retention power of students.

Objectives of Audio Visual Aids

According to Patel (2009), there are some basic objective is to enable the students to acquire the four fundamental language skills thoroughly so that the student

1. Can listen English when spoken
2. Can speak comprehensible English
3. Can read English and understand.
4. Can write English Correctly.

To achieve all these objectives the students should be given to hear a lot of everyday English, incorrect and complete form, pronunciation, intelligible and good pronunciation, correct words and patterns and fluency, correct pronunciation,

drilling of difficult words , use of proper stress and intonation , reading with attention for meaning, reading with speed , reading to find out answer to specific queries and the practice in handwriting i.e. use of correct structure, use of correct spelling , practice with simple, graded and controlled composition, proactive in free composition and use of correct punctuation.

The Advantages of Audio Visual Aids.

Vinayak Patil(2006) stated that the Audio –Visual Aids provides significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development. Here are the most important values of the proper use of Audio Visual Aids according to him.

- **Best Motivator:** They are the best motivator. The student works with interest.
- **Clear Image:** Clear image takes place when we, touch, handle, experience it.
- **Variety:** The Audio –Visual Aids gives variety and 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 and comment upon. Under such atmosphere the students work because they want to work, and not because the teacher wants them to work.
- **Opportunities to handle:** many students always get a chance to handle the aids.

- Helpful in Attracting the Attention : Attention is the true factor in any process of learning and teaching Audio – Video Aids helps the teacher in providing proper environment for capturing as well as sustaining the attention and interest of the students in class room.
- Savings in Energy and Time: Due to effective implementation of "principle of Presentation", a good deal of energy and time of both the teacher and students can be saved.
- Realism: The Audio –Visual Aids gives the real touch to the learning situation.
- Encouragement to healthy class room interaction: Audio-visual aids through variety of stimuli, motivational, provisional of active participation of students, a good experience always encourage healthy class interaction between teacher and the learners.
- Scope of education as a mass scale: The audio-Visual aids like radio, tape, television etc. always plays role in spreading mass education.

Use of audio-visual aids in EFL classroom.

Although, the use of audio-visual aids in language teaching has become a common trend of the ELT practitioner, there is not sufficient study on this issue, especially in the Bangladeshi context. However, any study on this subject can be a good source of secondary data for this study.

Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, “Teaching and learning becomes monotonous when the language teachers are compelled to rely

on the text books as the only source of language input” In their 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.

As a result, the use of audio-visual aids seems to be benefited for both the teachers and the learners. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate which language skills best, how classroom becomes dynamic because of audio-visual aids and so on.

PowerPoint as a visual material

Ozaslan & Maden (2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that power point makes the content more appealing which draw the attention of the students easily.

On the other hand, some people think that power point slides are not always helpful for teaching. It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences. According to Norvig (2003), “power point makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format”. However, Corbeil (2007) in his study found that students like this kind of presentation for their brightness, liveliness, clarity and interactivity.

In the modern teaching system, another essential aid for the teachers is power point slides. This slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations.

Video as audio-visual aids

Ozkan, 2002, says that the use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs. Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. Çakir (2006) reported that use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use.

Cunning, (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos

helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter.

As a conclusion in recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.

Using picture in EFL classroom

Use of picture in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Craig & Amernic, 2006, states that using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension ability. Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks. The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google.

Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lecture.

Usefulness of visual aids in teaching speaking

Speaking is the most important language skill in this era of communicative language teaching and learning. Earlier, language learning meant learning how to read the literature of the language. However, the notion has changed over the years. Nowadays, language learning is based on the need of communication with others. People learn a new language to communicate with others. As a result, the speaking skill is given maximum priority in language learning.

Cakir 2006 states that the proper use of audio-visual aids can facilitate the speaking teachers a lot. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visuals in front of them which match their interest and choice, they become enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated, active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an

overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

e. MATERIALS AND METHODS

Materials

Three kind of resources were used during this research work human, materials and technical. The human resources were the 38 students of the eighth year of Basic Education who take part in this research work, the English teacher who help to control students behavior in the classroom, and the testis' advisor who assisted to give suggestion to develop the intervention plan. The material resources were the paper that permitted to elaborate worksheets, print pictures, and print the thesis project and also the English book that help to guided students with the

contents. It also used the technical materials such as computer and the projector that allowed to present the different activities during the research work.

Design of the research

The present work was based on the Action Research as a constructive enquiry, which was carried out in order to understand, to evaluate and then to change a situation, at the same time the researcher conducts and improves educational practice. This research work also followed the action research process which includes planning, acting, observing and reflecting, proposed by Kemmis and Mc Taggart (2000).

Methods

The subsequent general methods were used doing the research:

The scientific method helped the study of appropriate resources about audiovisual aids to improve students' speaking skills. Also, it assisted in the observations done before and during the intervention.

The Descriptive method was convenient to describe the different stages of the study and the kind of resources used by the researcher. It attended to explain and analyze the object investigation. The tabulation of the data making use of descriptive statistics, with the results obtained in the pre-test and the post-test and pre and post-questionnaire were examined qualitatively and quantitatively. The description of each question was completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received, contrasting them with the information of the theoretical frame of the project.

The analytic method-synthetic method was used to analyze the obtained results through the test and questionnaire and to make the interpretation of the data including logical analysis. It also was used to establish the conclusions based on the results of major tendency. The Graphic Representation of the empiric information was done in tables and graphs that permitted the visualization of the data easily, and the tendency of the indicators in each pre and post intervention.

This method helped to know more about the benefits of creative activities to improve the speaking skills of the children who participated in the project.

The statistical method was used to make the quantitative statistical analysis of data obtained from the tests, and the qualitative data from the questionnaires.

It also helped to tabulate the information in tables and figures and additionally a formula was used $\bar{x} = \frac{\sum x}{n}$ in order to analyze the results of the pre- test and post- test, which helped to find the media.

Techniques and instruments

Tests

A test about four closed questions and two information questions was used as a pre-test and post- test. The pre-test was used to collect students' answers, in order to diagnose the level of students' speaking skills, at the beginning of the intervention plan. The same pre-test was used as a post-test and applied at the end of the intervention plan, to obtaining information about students' progress on speaking skill developed during the intervention. A rubric was used in order to list the criteria or quality level of students' speaking skills. It is a great tool that defines what is expected from students.

Observation sheet

Through the observation sheet the researcher perceived the students' performance during the lesson, through some parameters which includes aspects such as; class activity, three closed questions, and suggestions. It also was used to determine what has happened in class, and then to analyze and reflect upon the findings when the plan ends.

Questionnaire

A questionnaire with four closed and two multiple choice questions was applied to obtain information from students about the development of speaking skill inside the classroom. This instrument was applied at the beginning and at the end of the intervention. The post questionnaire was used to collect students' positive or negative changes of their speaking skills through the use of audiovisual aids during the intervention.

Field Diary

The field diary was used to record what happens in each lesson. It included some items such as; the lesson, the activity, objective, materials, time, procedure, the students' number, three closed questions and comments which helped to write up the findings during the intervention, and significant events during the observation or particular situations that happened.

Population

The students of the eighth year of Basic Education of 18 de Noviembre School, who participated in the development of this action research were 38 students. They are between eleven and thirteen years old. They are 33 girls and 5 boys.

f. RESULTS

This section details how each objective of this action research were reached.

The first objective was accomplished with the search of current theoretical references which were the support to make the intervention plan, to look for the appropriate resources and activities for developing the speaking skills and it also to design the suitable instruments which assist in the development of the intervention.

The second objective was executed with the pre-test results that are shown below in table 1.

The third objective was achieved through the design of the intervention plan which contained speaking activities such as: dialogues, physical descriptions

about people, narrating stories and role plays that focused on the improvement of the speaking skills.

The fourth objective was fulfilled with the application of the technique proposed and the pre and post questionnaire results that are shown from table two to table seven in the next pages.

Finally, the objective five was succeeded with the verification of the effect that the audiovisual aids had on eighth year students' speaking skills through the post test that results are representing in the coming pages in table 8.

Pre Test Results

Objective two of the research work

To diagnose the weaknesses and strengths that eight year students have speaking skill through a pre-test at "18 de Noviembre" school.

a. Table 1

Pre-test Scores of Eighth Year Students in Speaking

Student's code	V	A	T C	S M	Total
	2.5	2.5	2.5	2.5	10
EDN001	1.3	1	1	1	4.3
EDN002	1.6	1.3	1.5	1.1	5.5
EDN003	1	1	1	1	4
EDN004	1.5	1.4	1.5	1.6	6
EDN005	2.5	2.1	2.5	2.1	9.2
EDN006	1.5	1.4	1.3	1	5.2
EDN007	1.8	1.3	1.2	1.1	5.4
EDN008	1	1	0.9	1	3.9
EDN009	1	1	1.3	1	4.3
EDN010	2	2	1.9	1.9	7.8
EDN011	1.5	1.5	1.3	1.3	5.6
EDN012	1.3	1.5	1.08	1.1	4.9
EDN013	1.2	1.2	1.08	1.08	4.5
EDN014	1.1	1.08	1.08	1.08	4.3
EDN015	1.4	1.1	1.2	1.1	4.8

EDN016	1.8	1.7	1.6	1.7	6.8
EDN017	1.5	1.3	1.3	1	5.1
EDN018	1	1	1	1	4
EDN019	2	1.7	1.5	1.5	6.7
EDN020	1.2	1.1	1.1	1	4.4
EDN021	1.5	1.2	1.1	1.1	4.9
EDN022	1.1	1	1	1	4.1
EDN023	1.4	1.2	1.2	1.4	5.2
EDN024	1.5	1.2	1.3	1.4	5.4
EDN025	1.6	1.2	1.4	1.4	5.6
EDN026	1.4	1.1	1.1	1.2	4.8
EDN027	1.5	1	1	1	4.5
EDN028	1.4	1.1	1.1	1.1	4.7
EDN029	1.4	1.4	1.3	1.4	5.5
EDN030	1.4	1.4	1.3	1.4	5.5
EDN031	1.5	1.2	1.2	1.2	5.1
EDN032	1.3	1.1	1.2	1.5	5.1
EDN033	1.4	1.2	1.3	1.2	5.1
EDN034	1.3	1.3	1.4	1.2	5.2
EDN035	1.3	1	1.4	1.1	5.1
EDN036	1.9	2	2.1	2	7
EDN037	1.4	1	1.1	1	4.7
EDN038	2.5	2.5	2	2.5	9.5
MEAN	1.4	1.3	1.3	1.2	5.3

Note. EDN= Escuela 18 de Noviembre, 001= student's code, A= Accuracy, V= Vocabulary, TC= Task Completion, SM= Speaking Mechanics

a) Interpretation and Analysis

Based on the results gathered in table 1 the students showed a fair level (see rubric p. 142) in all the aspects of speaking skill demonstrated through the score mean 5.3 out of 10 which was below the expected level 8/10 (see p. 143). The highest score mean was 1.4/2.5 in vocabulary in fact students used some of the vocabulary learned in the class to express their ideas and the lowest score mean 1.2/2.5 was in speaking mechanics, even though it is a low score mean, students' fluency was fair too, the pauses in sentences were frequent and the conversation was not very fluent. Consequently, it is noticeable that students had limitations in their speaking, due to the lack of practice and use of appropriate material that enable them to speak freely and fluently. Consequently, it is evident that students

regarding problems are about vocabulary, accuracy, task completion and speaking mechanics.

Based on what has been said before Brown, 2009 stated that are four aspects in the speaking performance: vocabulary, accuracy, task completion and speaking mechanics and in order to the learners get a good development of speaking skills these aspects should go together since all of them are very important.

Comparison of the Pre- and Post-Questionnaire Results

Objective four of the research work

To apply the audiovisual aids as part of the classroom activities in order to get the improvement of speaking skill with 8th students year of basic education at “18 de Noviembre” school.

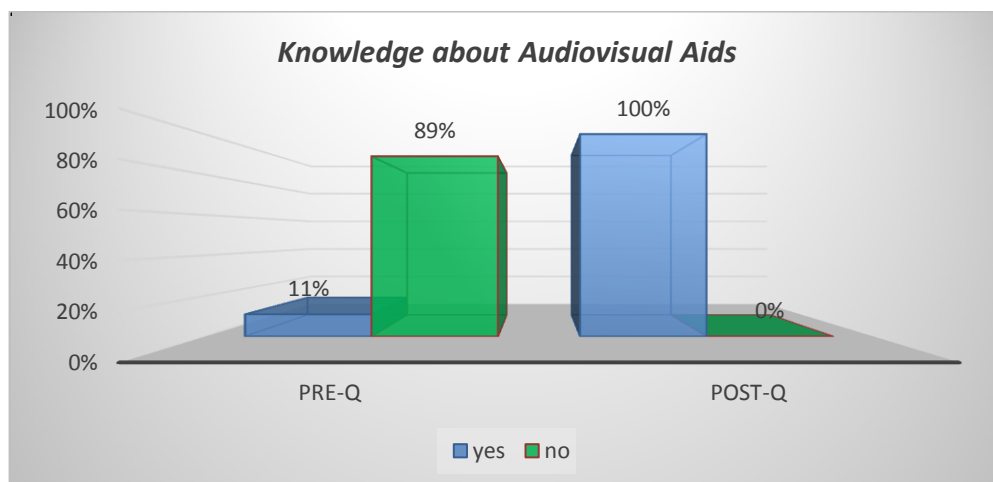
Question 1: Do you know what audiovisual aids are?

a) Table 2

Knowledge about audiovisual aids

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	4	11	38	100
No	34	89	0	0
Total	38	100	38	100

a) Figure 2



a) Interpretation and analysis

The results displayed in table 2 show that most of students that correspond to the 89% do not have knowledge about audiovisual aids while a few students that correspond to 11% affirmed they know what audiovisual aids are. This data demonstrated that students were not exposed to practice the language through this kind of resources, before the intervention plan, but this opinion changed after applying the intervention, because audiovisual aids motivated students to speak in English classes. Agreeing with Vinayak Gopal Patil (2006) stated that the Audio – Visual Aids provide significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development

Question 2: Have you ever work with audiovisual aids?

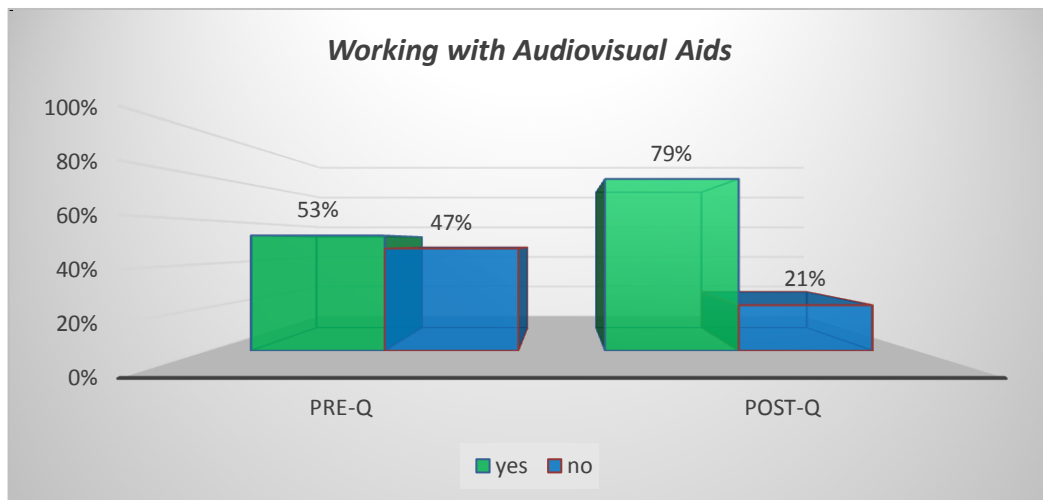
a) Table 3

Working with Audiovisual Aids

	Pre-Questionnaire		post-Questionnaire	
	f	%	f	%
Yes	20	53%	30	79%

No	18	47%	8	21%
Total	38	100%	38	100%

b) Figure 3



c) Interpretation and analysis

In this question the data stated that more than half of students (53%), answered that they work with audiovisual aids, it indicates that the teacher sometimes has been working with audiovisual aids, although this was not a custom in English classes. But after using audiovisual resources many of the students (74%) considered that this resources were used frequently in english classes due to students can be more engaged and motivated in class bringing significant changes in the learning process. As Mayer (2001) says audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention to the lesson.

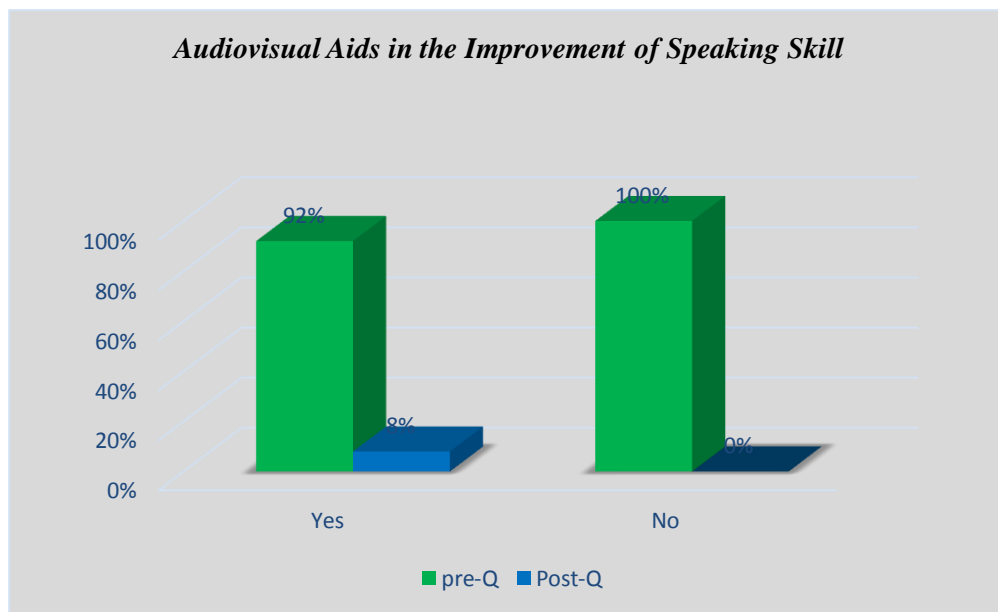
Question 3: Do you think that the usage of audiovisual aids help to improve the speaking skills?

a) Table 4

Audiovisual Aids in the Improvement of Speaking Skill

	Pre-Questionnaire		post-Questionnaire	
	f	%	f	%
Yes	35	92	38	100
No	3	8	0	0
Total	38	100%	38	100%

b) Figure 4



c) Logical analysis

In this question almost all students (**92%**) expressed that through the use of audiovisual aids to improve the speaking skills before the application of the intervention plan. It indicates that students had a good attitude in front of using audiovisual aids even they did not have been using this kind of resources. In addition, after the application of the intervention plan, all the students stated that

the use of audiovisual aids in teaching speaking can be helpful in the development of their speaking skills. As Subathra, (2012) said that through the use of audiovisual aids the class becomes interesting to the learners and they are motivated and highly engaged in the class activities.

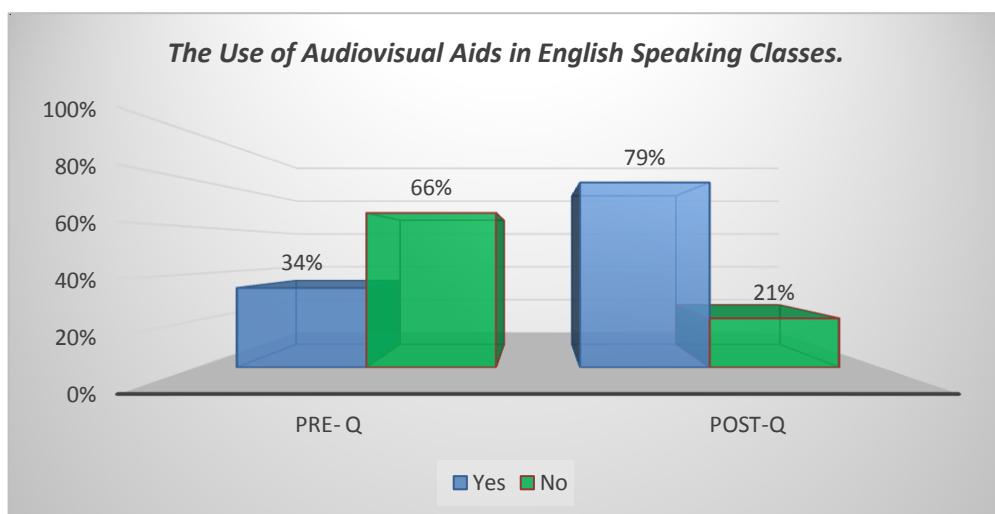
Question 4: Does the English Teacher use audiovisual aids to work with the speaking skill in the English classes?

a) Table 5

The Use of Audiovisual Aids in English Speaking Classes.

	Pre- questionnaire		Post-questionnaire	
	f	%	f	%
Yes	13	34	30	79
No	25	66	8	21
Total	38	100	38	100

b. Figure 5



c. Interpretation and analysis

In table 5 the results showed more than half students (66 %), answered that the teacher did not use audiovisual aids for developing speaking skills. This indicates that the teacher did not use any material in order to improve speaking skills among the students. On the other hand, after the intervention plan students changed their perception on the use of audiovisual aids, due to they were used in every single class, which was a key to develop all the aspects in speaking skills in a successful way. As (Cakir 2006), states that the proper use of audio-visual aids can facilitate teaching speaking. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visuals in front of them which match their interest and choice, they become enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier to talk in the class.

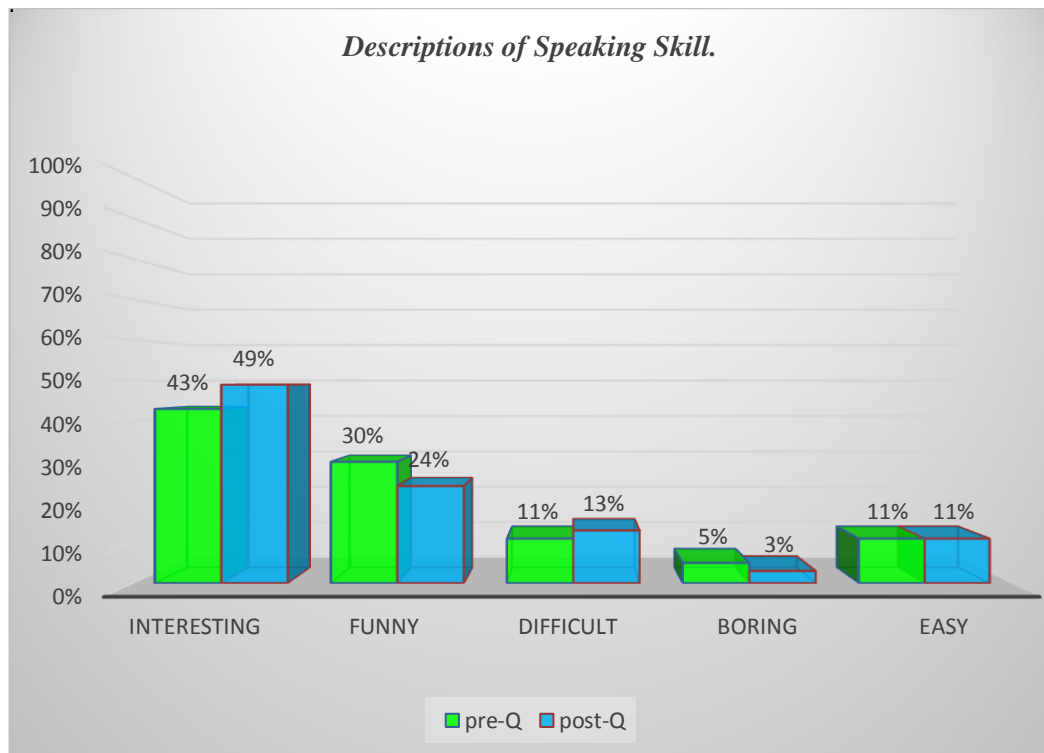
Question 5: In the English classes the speaking activities are?

a) Table 6

Activities for speaking English

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Interesting	16	11	18	49
Funny	11	5	9	11
Difficult	4	11	5	24
Boring	2	30	1	13
Easy	4	43	4	3
Total	38	100	38	100

b) Figure 6



c) Interpretation and analysis

Based on the results showed above, the majority of students considered that English speaking classes were interesting and funny, while some students said that English speaking classes were difficult, boring and easy before the intervention plan was carried out. It demonstrated that students were not totally motivated and the teacher did not get students attention in their classes. Additionally, in the post questionnaire, the students' opinion changed due to all the English classes were more interesting than funny with all the activities that were performed through it. This means that during the intervention plan, which was developed with the use of audiovisual aids showed that students enjoyed every single speaking activity and they were motivated to speak in english classes. Agreeing with Brown, (2001) who says, spoken language is easy to

perform but in some cases it can be difficult, so in order to carry out successful speaking it is necessary to use some speaking activities and these should have some characteristics where learners talk a lot, motivation should be high, and the language should be in an acceptable level.

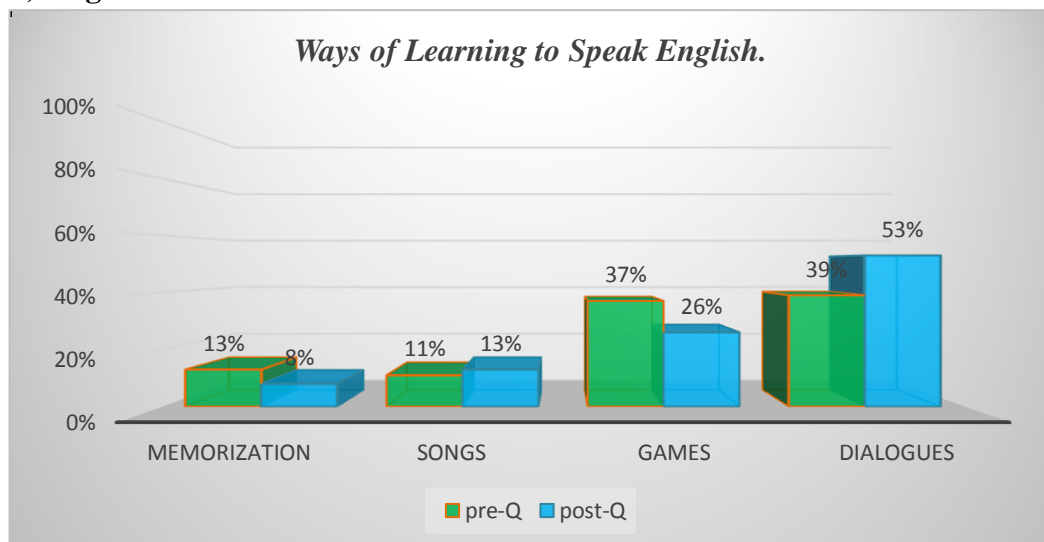
Question 6: In which way do you learn to speak English?

a) Table 7

Ways of learning to speak english.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Memorization	5	13	3	8
Songs	4	11	5	13
Games	14	37	10	26
Dialogues	15	39	20	53
Total	38	100	38	100

b) Figure 7



c) Interpretation and analysis

As it observed in the table 7, before the intervention plan many students answered that they develop their speaking skills through the use of games and dialogues, but the patterns for performing conversations were based on the book which was monotonous, so students did not enjoy and only memorize the common dialogues to be performed in class. While after using the audiovisual aid resources students increased their speaking skills by performing dialogues, personalizing information, describing people, asking and answering questions. As Brown (2001) considers that dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks.

Post –test results.

Objective five of the research work

To verify the effectiveness of using audiovisual aids in the improvement of speaking skills of eighth year students of basic education, at “18 de Noviembre” school Loja city, during the academic period 2014-2015.

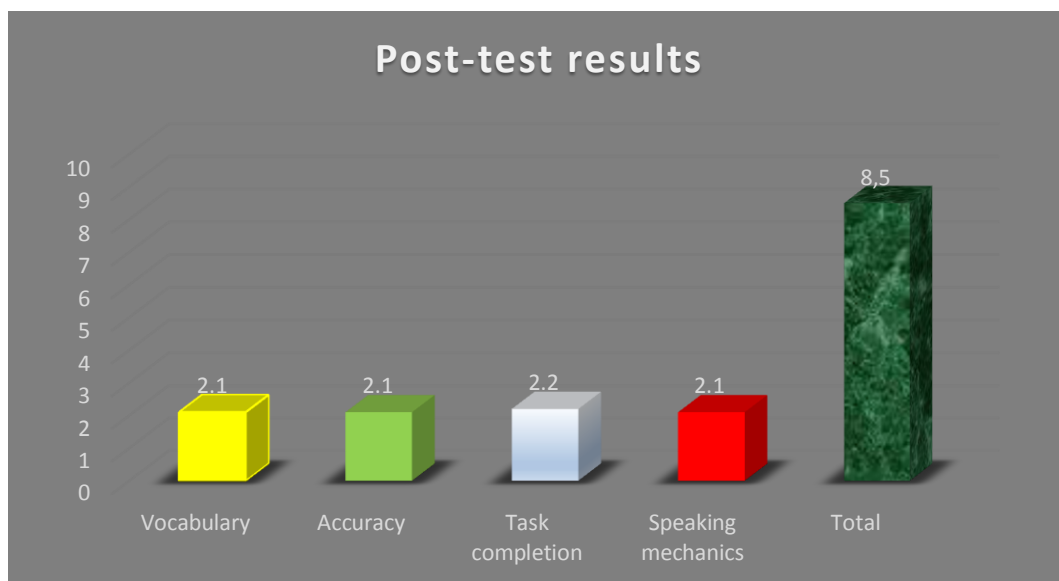
a. Table 8

Post -test scores of 8th year students in speaking.

Note. EDN= Escuela 18 de Noviembre, 001= student's code, A= Accuracy, V= Vocabulary, TC= Task Completion, SM= Speaking Mechanics

b. Figure 8

Students' code	V 2,5	A 2,5	T C 2,5	S M 2,5	Total 10
EDN001	1,9	2	2	1,9	7,8
EDN002	2,2	2,2	2,2	2,1	8,7
EDN003	2	2	2	2	8
EDN004	2	2	2	2	8
EDN005	2,5	2,5	2,5	2,5	10
EDN006	2	2	2	2	8
EDN007	2	2	2	2	8
EDN008	2	2	2	2	8
EDN009	1,9	1,9	2	1,9	7,7
EDN010	1,8	1,7	1,8	1,7	7
EDN011	2,5	2,5	2,4	2,4	9,8
EDN012	2,5	2,5	2,5	2,5	10
EDN013	2,4	2,2	2,3	2,2	9,1
EDN014	2,4	2	2,1	2	8,5
EDN015	2,1	2	2	2,1	8,2
EDN016	2,3	2,2	2,2	2,2	8,9
EDN017	2,5	2,5	2,5	2,5	10
EDN018	2	2	2	2	8
EDN019	2	2,1	2	2	8,1
EDN020	2,1	2	2,1	2	8,2
EDN021	2,3	2,1	2	2	8,4
EDN022	2	2	2	2	8
EDN023	1,6	1,5	1,6	1,6	6,3
EDN024	2,1	2	2	2	8,1
EDN025	2,4	2,3	2,3	2,2	9,2
EDN026	2,5	2,5	2,4	2,4	9,8
EDN027	2,3	2,1	2,1	2	8,5
EDN028	2,4	2,1	2,1	2,1	8,7
EDN029	2,1	2	2	2	8,1
EDN030	2,5	2,5	2,5	2,5	10
EDN031	2,1	2,1	2,1	2,1	8,4
EDN032	1,7	1,7	1,7	1,7	6,8
EDN033	2	1,9	1,9	1,9	7,7
EDN034	2,2	2	2,2	2	8,4
EDN035	2	2	2	2	8
EDN036	2,5	2,5	2,5	2,5	10
EDN037	2,2	2,2	2,2	2,2	8,8
EDN038	2,5	2,5	2,5	2,5	10
Mean	2,1	2,1	2,2	2,1	8,5



c. Interpretation and analysis

Table 8 shows a significant improvement in students' speaking skills. It means that all the aspects taken into account were improved. The students after the intervention plan increased their speaking skills demonstrated through the score mean 8.5 which is above the expected level 8/10 (see pg. 143). Consequently the highest score mean was (2.2/2.5) which means they are in a good level, in accuracy since students had an adequate use of grammar, the meaning was mostly clear and they had few errors during the performance. Even the lowest score was (2.1/2.5) in the other 3 aspects: vocabulary, task completion and speaking mechanics the students level was the same as the highest score, since students expressed their ideas clearly, they answered all the questions mostly full sentences, and finally their fluency was smooth, the performance of the different speaking activities were fluent and easygoing.

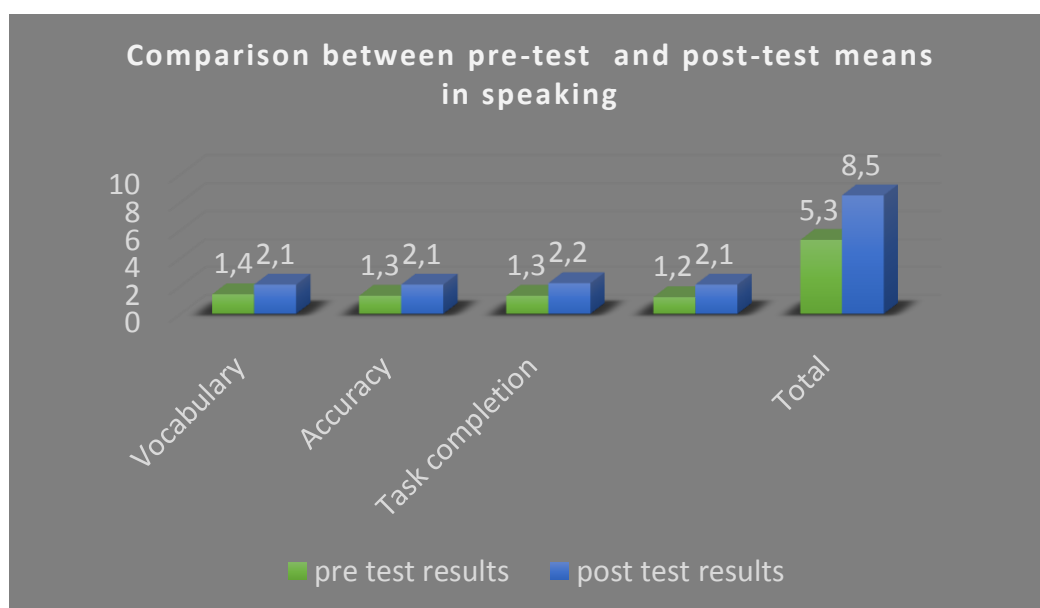
This demonstrates that the development of speaking activities in the classroom using audiovisual aid resources contributed to the improvement of students speaking skills. As Vinayak Patil(2006) stated that the Audio –Visual Aids provides significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development.

Comparison between pre-test and post-test means in speaking

a) Table 9

Parameters	Pre-test means	Post- test mean
Vocabulary	1,4	2,1
Accuracy	1,3	2,1
Task completion	1,3	2,2
Speaking mechanics	1,2	2,1
Total	5,3	8,5

b) Figure 9



c) Interpretation and analysis

As it is illustrated in the table 9, the score mean had a significant change from the pre to the post test that goes from 5.3/10 to 8.5/10 which means that students improved their level from fair to good, overpassing the expected level. Consequently, all the categories such as: vocabulary, accuracy, task completion and speaking mechanics, took into account in the test were successful accomplished in every student's performance. Therefore audiovisual aid resources had a positive impact in the improvement and the development of the speaking skills.

g. DISCUSSION

Centered on the outcomes of this research which was audiovisual aids as a resource to enhance speaking skills among 8th year students of Basic Education at 18 de Noviembre school of Loja city during the academic period 2014 – 2015, the results obtained indicated that using audiovisual aids as a resource had a significant impact in enhancing students speaking skills. This impact is showed in the pre- and post- test and pre and post-questionnaires results. The findings were totally relevant students obtain a good performance in speaking at the end of the intervention plan.

The results obtained in the pre and post-questionnaires, the notes from the researcher's diary and observation sheet, also showed the positive impact of audiovisual aid resources. The results were stated from the literature review since, according to Ratih Sari (2010) audio-visual aids are resources that motivate and get students' interest in English speaking classes.

The intervention based on audiovisual aids reached important changes on students. These changes can be seen in the significant increment of the students mean from the pre-test that was 5, 3 and in the post test that was 8, 5, which overpassed the expected level.

The pre-test results showed that most of the students had problems in the main aspects of speaking such as vocabulary, accuracy, task completion and speaking mechanics which did not allow them to speak with the appropriate vocabulary, complete sentences, without hesitation, and use the correct grammar structures.

However, in the post test results after the intervention the findings indicated that students got a good improvement in all the aspects mentioned before which is demonstrated with the final means, and the relevant correlation between the pre and post test showed statistically. Moreover, these findings were consistent with Ratih a Sari (2010) who says that one way to improve the students speaking ability is by using Audio Visual aids.

At the beginning of the intervention the progress was slow, which was understandable since they were not exposed to the use of this kind of resources. So step by step they started to produce speech gently, using single words, and short phrases until they felt confident to perform short descriptions about the topics mastered. During the intervention plan the students' attitude in front of the use of audiovisual aids as resource to improve speaking skills increased little by little, there were also considerable complications that students had in speaking skills. At the end of the intervention they were able to work in pairs or in groups. They loved to practice speaking through dialogues, exchanging ideas or describing people. They enjoyed practicing with the use of audiovisual aids.

Additionally, this research had some strengths and limitations during the intervention plan that improved and affected the performance of the audiovisual aids. Some strengths in the implementation were that students participated most of the time and were not afraid to speak, and they were very accessible to all the instructions. Similarly, the time used for each lesson was enough for accomplishing students' participation. Also the number of students was suitable for the development of each activity, because they practiced their speaking as

much as they could. On the other hand, there was a limitation to be considered, it was that students did not like to work in pairs or groups constantly for the reason that they did not use to work with all their classmates, they just desired to work between close friends.

Moreover, it is vital to note the enhancement in speaking skills that students had during the application of audiovisual aids as a resource. It means that this resource contributed to get students attention and developed a good improvement in speaking. Additionally, students' participation, cooperation and fluency incremented significantly in speaking.

h. CONCLUSIONS

- Most of students had difficulty in the four aspects assessed: vocabulary, accuracy, task completion and speaking mechanics. This was because of the lack of communicative and interactive opportunities students had to practice English, and the absence of using audiovisual aid resources that facilitate students speaking in front of the class, between them, and into and outside the classroom.
- The use of audiovisual aids as a resource promoted speaking in the classroom and decreased the students' difficulties. Students increased their speaking fluency without hesitating and used grammar structures correctly. Also, they overcame pronunciation and oral vocabulary mistakes.
- The findings of the research revealed that the application of the audiovisual aids as a resource was successful, since students at the end of the intervention plan were more participative and cooperative in the development of every speaking activity showing a positive attitude.

i. RECOMMENDATIONS

- At the moment of planning, teachers should organize activities based on the students' weaknesses that limit students' speaking skills in the English language learning, these activities should include: funny dialogues or conversations, and role-plays, in order to get students interest to practice speaking skills. Teachers also should consider the suitable processes and resources to develop each skill of the English language learning.
- Teachers should use resources such as audiovisual aids in the classroom in order to create a good learning environment raise students' interest for participating in speaking activities most of the time and select audiovisual resources according to the students' needs and interests. This way teachers should solve the problems of the lack of attention in class and motivate students to speak the English language in and out of the classroom.
- Teachers should use audiovisual aids to improve speaking skills that help students not only to increase their academic score but also to increment their motivation, and enthusiasm in learning English. Moreover, students feel confident and capable to speak in classes and improve in this way their speaking skills.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT “18 DE NOVIEMBRE” SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

Thesis project as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR

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LOJA – ECUADOR

2015

1859

a. THEME

AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT “18 DE NOVIEMBRE” SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. PROBLEM STATEMENT

Background

The research problem will be carried out at “18 de Noviembre” school. This School was created in January 1904, by Dr. Lautaro Vicente Loaiza, who was worried about women education in Loja. For this reason he founded an educational institute with the initial name of “Sociedad Religiosa Industrial de Señoritas”.

In 1909, it was renamed as “Protectorado Artístico Industrial”, being its first Principal, the professor Mercedes Hidalgo de Guerrero. In 1924 with the initiative of the professor Virginia Duarte de Guerrero, school principal and with the support of Dr. Clodoveo Jaramillo Alvarado, principal of education of that time, the educative institution got the name of “Escuela Superior 18 DE NOVIEMBRE”

Initially, the school was located in “San Sebastian” surroundings, then and for some years was working in the center of Loja city, on Bolívar Street, in front of San Francisco Park, in an old house of three floors (1950-1960)

Since 2014 the building of the school is located on Mercadillo and Juan José Peña Streets. This school has the privilege of maintaining a good reputation in the Loja society, this is because it has a select group of outstanding teachers, with extensive experience and pedagogical preparation. Its current staff is comprised of the director, Dr. Grimaneza Ordoñez Godoy, and 23 female teachers and two male

teachers. All they work very well together in the first “Fiscal school of Girls of Loja 18 de Noviembre.

In 2013 by decree of the Ministry of education the “Fiscal school 18 de Noviembre” became a school of basic education. Since December of the same year and up to today the “18 Noviembre Basic Education School” is directed by Dra. María Jiménez Eufracia who strives each day for the future of the students. It has two sections: the morning and the afternoon. In the morning this school has 25 classrooms and 1 computer lab, the teaching staff is comprised of 30 teachers with approximately 732 students. In the afternoon section there are 8 parallels, 8 teachers and approximately 180 students

THE MISSION of 18 de Noviembre school change and social transformation: no more abused, insulted children and they deserves respect.

VISSION is to educate children, cultivating the soul, thought and to teach values.

Description of the current situation of the research problem.

The research will be focused on audiovisual aids as a resource to enhance speaking skill?

Speaking is an important language skill that must be mastered in learning a language. By mastering speaking, the learner can use the target language to communicate to other people. But in fact, speaking is becoming one of the language skills that is difficult to be mastered by learners.

According to some researching projects done by students of National University of Loja, 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. Also it's not very common to see that teachers use audiovisual aids in teach speaking.

In the institution where the research is going to be carried out, was observed that speaking skill is developed through repetition, it is not a skill in which teachers focus on to enhance this ability furthermore the use of resources as: audiovisual aids are not use frequently.

Also it was identified that there are several difficulties that learners face in the area of speaking, due to the strategies and resources that the teacher use are not appropriate to help students to speak and communicate fluently. Moreover the students get afraid when they have to speak in front of the class, and as consequence makes it difficult to understand what they are trying to convey. Finally it was observed that learners tend to omit words when they are asked to read aloud long statements.

As students have not been encouraged for developing speaking skill, this research project will be addressed on audiovisual aids to improve their communication. These resources will contribute to overcome students' limitations, since audiovisual aids have an important role to play in the modern classroom.

One way to improve the students speaking ability is by using Audio Visual aids. Audio Visual System is a packet of teaching media which consists of some compact disk, multimedia, websites, slide shows, computer-based training courses and language laboratories that can be shown to the student through television or computer in one teaching session.

Research problem

How do Audiovisual aids as a resource to enhance speaking skill among 8th year students of basic education, at “18 de noviembre” school of loja city, during the academic period 2014 – 2015.

Delimitation of the research

- **Temporal:** This research work will be developed during the academic period 2014 – 2015.

Spatial: It will be carried out at “18 de Noviembre school”

- **Observation units:** Teacher and students of 8th year of Basic Education.

Sub problems

- What kind of theory regarding audiovisual aids are the most appropriate to enhance students’ speaking skills?
- What are the difficulties that impede to develop speaking skill among students of 8th year of basic education at “18 de Noviembre” school.
- Which audiovisual aids are presented to enhance speaking skill
- How do the use of audiovisual aids as a resource in the development of the teaching – learning process resolve the limitations of students’ speaking skill?
- How did audiovisual aids resource contribute to the improvement of speaking skill with the students of 8th year?

c. JUSTIFICATION

Nowadays, audiovisual aids have a great importance in human activity and have a potential role to play in the field of education and training. They help teachers and students to get their classes interactive, motivational and communicative in the teaching learning process.

The researcher has chosen audiovisual aids as a resource to enhance speaking skill among 8th year students of basic education, at “18 de Noviembre” school of Loja city, during the academic period 2014-2015, due to audiovisual aids are an attractive resource for learners and draw the attention of students easily. When students see this kind of resources they become enthusiastic to express their opinions.

This research work is considered important because it offers selected videos, power point presentations and pictures, to achieve a significant improvement in the students’ speaking skill; likewise it will provide pronunciation exercises by drilling practice.

This project will be helpful for the researcher to unwind in a better way in the education field and have more confidence in his life as an English teacher. The principal issue of this thesis project is it will be useful for students to get improvement in their speaking skill.

Finally, this project will be carried out, because it is a requirement of the Universidad Nacional de Loja, in order to get the bachelor’s degree in Sciences of Education, English language Specialization.

d. OBJECTIVES

General

- To enhance students' speaking through the use of audiovisual aids as resource among 8th year students of Basic Education at "18 de Noviembre" school of Loja city, during the academic period 2014-2015

Specific

- To research the adequate and useful information about audio-visual aids that enhance students' speaking skill in English language among 8th year students of basic education, at "18 de Noviembre" school of loja city, during the academic period 2014 – 2015.
- To diagnose the weaknesses and strengths that eighth year students have in speaking skills through a pre-test at "18 de Noviembre" school.
- To design an intervention plan with speaking activities using audiovisual aids in order to enhance student's speaking skills.
- To apply the audiovisual aids as part of the classroom activities in order to get the improvement of speaking skills of eighth year students of basic education at "18 de Noviembre" school.
- To Verify the effectiveness of using Audiovisual aids in the improvement of speaking skills of eighth year Students of basic education at "18 de Noviembre" school of Loja city, during the academic period 2014-2015.

e. THEORETICAL FRAME

Speaking

Definition of Speaking

In most cases, people who learn English usually want to be able to communicate in that language. One of the language skills they want to acquire is speaking. Hadfield (1999) stated that “speaking is a kind of bridge for learners between the classroom and the world outside.” Widdowson (1996) defines speaking into two definitions. The first is that speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of the grammatical system of language or both. And the second is that speaking is active or productive and makes use of aural medium. From the definitions above, it can be concluded that speaking is a process in which the speakers expresses their idea to the listeners. When the speakers speak, they produce utterances with specific pronunciation of individual sounds.

The Aspects of Speaking

There are some aspects of speaking ability that the students should consider in speaking according to some experts, as follows:

Pronunciation

Includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly. (Harris, 1969 in Khalidah, et, al, n.d, p.2; Brown, 2001 in Mega, 2009, p. 14)2.

Accuracy

Involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly, grammatically, and phonologically correct. (Harmer, 2001 in Erik, 2006, p.10; Brown, 2001 in Mega, 2009, p. 14)3.

Fluency:

Considered to be „the ability to keep going when speaking spontaneously“ it is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility. The speaker should utter the words naturally. (Harris, 1969 in Khalidah, et, al, n.d, p.2; Brown, 2001 in Mega, 2009, p.14; Harmer, 2001 in Erik, 2006, p.10)

Comprehension

In brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language. (Harris, 1969 in Khalidah, et, al, n.d, p.2)

Reducing speaking fears

Provide opportunities to practice speaking before increasingly larger groups.

Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one

other student and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation.

Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems.

Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. Practicing oral presentation in these ways can lessen students' anxieties while, at the same time, helping them to learn the subject matter of the lesson.

Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation. (Hunsaker, R.A. 1990.)

What should teacher know when planning speaking activities?

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or Getting It or low structure (for example role plays, simulations) for Using It.

Questions to consider in relation to speaking include the following:

- Is it necessary to review the language to be used in a task?
- Will the learners work in pairs or small groups?

- How will learners be monitored as they complete task?
- How will teachers provide feedback to students?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the 3 areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

- **Mechanics:** This area involves the different pieces that make up speaking including pronunciation, vocab, grammar and word order.
- **Functions:** This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.
- **Social/Cultural rules and norms:** This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register. **Taken from <http://www.nclrc.org/essentials/speaking/spindex.htm>**

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

- **Structured output** focuses on using a correct form, usually something comfort with certain forms/structures
- **Communicative output** focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

‘Taken from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>

How are some tips for promoting speaking in the SL classroom?

When assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students’ anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

- Create authentic practice activities that as similar to real-life as possible
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons
- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate
- Don’t focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety
- Be aware of Higgs, what students at different levels can focus on
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with

- Develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.
- Make it fun!

Developing Speaking Skills

Speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher. (Notes from Integrating the Language Arts, 3rd Ed. 2004 Yellen, Blake, & DeVries Holcomb Hathaway Publishers, Scottsdale, AZ)

Creating a Positive Environment for Speaking Skills

The key to encouraging speaking skills in the classroom is creating the proper environment. Children should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- to speak clearly with proper pronunciation in order to communicate with others
- to speak expressively with feeling and emotion and avoid the monotone
- to speak effectively in different situations: with individuals, small groups, and the whole class

- to utilize speaking in all the communication arts and content areas to further learning
- To achieve these goals, the teacher organized her instructional program around two criteria: a positive, receptive teacher attitude and a physical environment conducive to language use.

Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

Conversation and Discussion:

The teacher seeks to engage children in talk with other children in a relaxed atmosphere. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally.

Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through

spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.
- Designate one person in the group as the recorder of ideas.
- Accept and record all ideas or suggestions.
- Build on other people's ideas.
- Do not criticize anyone else's ideas.
- Remember that, initially, quantity of ideas is more important than quality.

Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough. Plan to make the brainstorming strategy part of your teaching practices. Model the process for students:

- Begin with a whole-class brainstorming session where each student records his or her own ideas.
- Provide a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.
- When time is called, let each student share his or her list. Second, open up the brainstorming session to everyone.
- The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder.
- You may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem

Show-and-Tell & Sharing:

These are the oldest and most popular oral language activities used in the primary grades. Generally the activity is a brief talk by a student describing a favorite object brought from home. Although it is familiar and widely used, it is not a particularly effective oral language activity. This is because it traditionally involves one child at a time getting up in front of the rest of the class. The rest of the students are expected to listen attentively. To make show-and-tell a truly meaningful activity, divide the students into small groups. Then set aside time a few mornings a week for show-and-tell.

To teach the strategy, bring something from your own home that is meaningful to you. Show it to a small group of children and talk about it. Allow the children to handle the object and to ask you questions about it. In this way, they learn how to conduct the small-group show-and-tell activity in which everyone gets a chance to talk and share about his or her object. Small groups are also less intimidating to young children.

Another way to make this oral language activity truly meaningful is to ask caregivers to help their child prepare for show-and-tell. The topic could be based on an experience or a small item found on a nature hike instead of an expensive toy. As children become more and more familiar with this activity, their presentations improve and their talks are more organized.

Drama and Oral Language Development

Television has made us a nation of spectators. The current craze for video games has intensified this situation. It is more important than ever that we make opportunities available for children to experience participation in the arts. Drama is truly one of the great oral communication forms.

Drama can take many forms in the classroom, from the simple dress-up play of preschoolers to full-blown theatrical productions with costumes, scenery, and memorized scripts. Whatever the form, the objectives of drama in the classroom remain the same:

- to encourage creative and aesthetic development
- to improve children's abilities to think critically
- to create an environment in which social and cooperative skills flourish
- to improve the general communication skills of students
- to enhance the individual child's knowledge of self

Storytelling:

Storytelling is one of the oldest forms of entertainment. It was the television and radio of long ago. Today the art of storytelling has been revitalized in the United States.

Professional storytellers are appearing at festivals (like Weber State's Storytelling Festival in November!), in concerts, and in elementary and secondary classrooms to share their art form. Teaching children to tell stories to their classmates is one of the most effective ways to develop speaking skills in young children.

To teach storytelling to children, it is not necessary to be a great storyteller yourself. It is helpful, however, if you can demonstrate to children some of the characteristics of an effective storyteller. A good storyteller should do the following things:

- Select a story that he or she really enjoys and that is appropriate for the audience.
- Be thoroughly familiar with the story; memorize only key phrases, not the entire story.
- Be imaginative and include gestures and facial expressions to convey meaning
- Speak with expression, feeling, and emotion.
- Look directly at the audience; gaze about so that everyone feels involved in the story.

After you have demonstrated storytelling techniques, divide your class into small groups and have students practice telling stories to one another. Storytelling is an art form that develops through practice. When ready, the children can share their stories with the entire class. Here are some activities to involve students in the art of storytelling

Puppetry and Storytelling:

Like storytelling, puppets and masks have traditionally been associated with oral dramatic presentations. Like so many oral activities, creating the proper environment is the essential ingredient to a successful puppetry experience. Begin by creating a simple puppet stage in one corner of your classroom. This could be as easy as draping an ordinary table with an old tablecloth or with colored

butcher-block paper. You could also cut out the bottom of a large cardboard box, cover the box with colored paper, and make a simple cloth curtain to hang over the front. Once your puppet stage is in order, the students will naturally gravitate toward it.

The next step is to gather some simple materials for creating easy-to-make puppets. Literally any scrap material can be used in the construction of puppets. Here are several kinds of puppets that students can make:

- Sock puppets: Have each child bring an old sock from home.

Demonstrate that by placing your hand inside the sock—your fingers in the toe, your thumb in the heel—you can make the puppet come alive simply by opening and closing your hand. Next add cloth, felt, buttons, beads, yarn, and so on to make the eyes, mouth, nose, and ears. Additional material can be added to extend over the puppeteer's arm.

Finger puppets: The simplest way to make a finger puppet is with an old glove. On each finger, draw, color, or paint facial features of different characters. You can add bits of yarn, sequins, or buttons. Each finger should contain a face with a different expression or look. In this way, you have large groups of tiny character puppets that can talk back and forth.

Paper-bag puppets: Paper-bag puppets are easy and inexpensive. Depending on the size of the paper bag used, you can create all types of puppets. Large bags (never plastic!) can be placed over children's heads and worn as full masks. Holes for eyes, nose, and mouth can be cut and the bags decorated with crayons or other materials. Smaller paper bags lend themselves as hand puppets.

Stick-and-ball puppets: With a wooden dowel, tongue depressor, or bent coat hanger plus a plastic foam ball or old tennis ball, you can teach children to construct a stick-and-ball puppet. First cover the ball with felt or cloth and draw in the facial features. Then decorate with string, small buttons, and so on. Next insert the stick to support the head. (With a tennis ball, you have to cut a small hole to insert the stick.) Finally, cover the stick with a loose cloth, decorated to form a distinctive costume for your puppet. Insert your hand beneath the cloth and grasp the stick. Your puppet is ready.

Shadow puppets: To create a shadow puppet, you will use stiff cardboard or oak tag. Cut your puppet shape from the flat pattern in profile because only this outline is seen by the audience. Intricate facial features are not necessary; the unique characteristics of the puppet come from the cut outline. Next, attach the cutout to a stick to be held by the student puppeteer. The unique effect created by the shadow puppet depends on the special stage that you create by stretching a sheet of translucent cloth tightly in a frame. Stand behind the frame and place a bright light behind the puppet and the screen. The audience sees a dark silhouette or shadow against the light screen.

The Importance of Speaking Skills

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to

reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

Speaking ability has been the topic of many language learning researches in recent years. Learning to speak a foreign language requires more than knowing its syntactic and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication.

Speaking enables students expressed thoughts, ideas, and feeling engaged in talk or conversation. Then the students needed to be active to practice, exchange ideas, feeling for speaking. For this purpose, motivation itself is needed that they are eager to speak with their friends in English. The motivation itself appeared by a certain way or technique. Due to a new learning technique, they felt challenging to take apart in speaking. As the result, they encouraged themselves to speak

Why is speaking important?

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Teaching speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpretational exchange, in which many factors interact.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others,

much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Significance of Speaking Skills

Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified by many researchers as productive and active skills (Richards et al. (2002: 293). In fact, Harmer (2001: 154) recalled the important goal of language study is to improve both the productive and receptive skills. This sense drives us to conceptualize that all language skills are integrative, and one can't teach or learn a language with a solely skill. Though, speaking is generally the most complex process and non-evaluated in the educational context, it is considered by many teaching and testing experts to be developed among our learners as advocated by Luoma (2003). According to Burkart (1998), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation. Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when precise understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act

What is 'teaching speaking skills'?

Rebecca Hughes 2011 makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between „teaching

the spoken form of a language“ and „teaching a language through speaking“. She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using „stable written forms and genres“ in their lessons

At this point, I would like to argue that both of the above-mentioned concepts are interconnected. This may also be one of the reasons why they are rarely distinguished from each other when educators speak of teaching speaking. To explain, I have observed that teaching the spoken form of a language is not very useful if it is not practised through speaking. By analogy, it can be argued that teaching speaking if the data used comes from written genres cannot bring much of a result in terms of progress in spoken fluency either. Therefore teaching the spoken form of a language using samples of spoken texts should be part of teaching speaking.

What exactly is it then that the terms speaking skills and speaking skills teaching refer to?

The definitions of both these terms are closely knit together with the definition of speaking.

Speaking has often been narrowly defined. When speaking skills are discussed, this often happens in a context of public speaking. Speaking, however, is much more than that. Broader views focus either on communication realized to achieve specific purposes, e.g. to inform, to ask for explanations, etc., or they describe

speaking in terms of its basic competences used in daily communication such as booking a room, giving directions, etc.

What these approaches have in common is that they view communication and speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals. Chaney's definition describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney Kayi 2006).

Consistent with this view, is Nunan's description of what teaching speaking involves. According to him, to teach speaking means to teach language learners to:

Produce the English speech sounds and sound patterns Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan 2003)

Therefore, whenever the terms speaking skills and teaching speaking skills are mentioned in this thesis, they refer to all the above-listed aspects. It needs to be pointed out, however, that the scope of this paper does not allow a special focus

on teaching phonetics and phonology. Since this topic can easily be singled out and treated in a separate paper, the first two above-mentioned points will be excluded from further discussion. Nevertheless, it is clear that teaching speaking skills involves teaching these features as well.

Evaluate Speaking

Create a Rubric

Most teachers will be familiar with the concept of grading with a rubric, a table with different criteria and a grading scale. If you have never created a rubric before, it's really quite easy. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations." The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student, determine at which level he or she is performing. Take the average level among the criteria and you have an objective grade with suggestions for areas in which your student can improve.

Pronunciation

Pronunciation is a basic quality of language learning. Though most second language learners will never have the pronunciation of a native speaker, poor

pronunciation can obscure communication and prevent an ESL student from making his meaning known. When evaluating the pronunciation of your students, listen for clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places. Also listen for intonation. Are students using the correct inflection for the types of sentences they are saying? Do they know that the inflection of a question is different from that of a statement? Listen for these pronunciation skills and determine into which level your student falls

Vocabulary

After noting your students' pronunciation levels, move to vocabulary. Vocabulary comprehension and vocabulary production are always two separate banks of words in the mind of a speaker, native as well as second language. You should encourage your students to have a large production vocabulary and an even larger recognition vocabulary. For this reason it is helpful to evaluate your students on the level of vocabulary they are able to produce. Are they using the specific vocabulary you have instructed them in this semester? Are they using vocabulary appropriate to the contexts in which they are speaking? Listen for the level of vocabulary your students are able to produce without prompting and then decide how well they are performing in this area.

Accuracy

Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As your students speak, listen for the grammatical

structures and tools you have taught them. Are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence? All these and more are important grammatical issues, and an effective speaker will successfully include them in his or her language

Communication

A student may struggle with grammar and pronunciation, but how creative is she when communicating with the language she knows? Assessing communication in your students means looking at their creative use of the language they do know to make their points understood. A student with a low level of vocabulary and grammar may have excellent communication skills if she is able to make you understand her, whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills. Don't let a lack of language skill keep your students from expressing themselves. The more creative they can be with language and the more unique ways they can express themselves, the better their overall communication skills will be.

Interaction

Being able to say what you mean with a foreign language is one thing, being able to interact with others is another. Ask your students questions. Observe how they speak to one another. Are they able to understand and answer questions? Can they answer you when you ask them questions? Do they give appropriate responses in a conversation? All these are elements of interaction and are necessary for clear and effective communication in English. A student with

effective interaction skills will be able to answer questions and follow along with a conversation happening around him. Great oratory skills will not get anyone very far if he or she cannot listen to other people and respond appropriately. Encourage your students to listen as they speak and have appropriate responses to others in the conversation.

Fluency

Fluency may be the easiest quality to judge in your students' speaking. How comfortable are they when they speak? How easily do the words come out? Are there great pauses and gaps in the student's speaking? If there are then your student is struggling with fluency. Fluency does not improve at the same rate as other language skills. You can have excellent grammar and still fail to be fluent. You want your students to be at ease when they speak to you or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.

These criteria, pronunciation, vocabulary, accuracy, communication, interaction and fluency are all markers of a student's overall speaking abilities.

Students may excel in one and struggle in another, and not necessarily the ones you might think. Help your student understand these qualities of effective speakers. Let your students know that you will be listening for these qualities when you evaluate their progress and encourage them to improve their English in these areas. Also, listen to them both when they talk to you and when they talk with other students. They should be able to speak well with one another. After all, most of the English they will use in the future will be with other nonnative

speakers. Finally, remember that a true evaluation will take into consideration more than just the oral interview on the final exam. Listen to your students throughout the semester. Note how they improve in these areas. Encourage them as speakers and learners, and you are sure to reap the benefits, too.

“ESA” Engage, Study and Activate

Engage, study, activate

Since the PPP model has functioned more or less effectively for generations, you might ask why we should be looking at different models. PPP works well provided that your syllabus is based only on giving students 'thin slices' of language one slice at a time. The PPP model does not work nearly so well when teaching more complex language patterns beyond the sentence level or communicative language skills.

Another basic problem with PPP is that it is usually based on segments of the one-hour lesson. In this way, lessons are designed with a single focus.

In **How to Teach English** [Longman 1998] Jeremy Harmer proposed a different three stage model, the ESA model: Engage, Study, Activate.

ELEMENTS FOR SUCCESSFUL LANGUAGE LEARNING

ESA sequences (Engage, Study, Activate)

(a) Engage

During the **Engage** phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc. The aim

is to arouse the students' interest, curiosity and attention. The PPP model seems to suggest that students come to lessons ready motivated to listen and engage with the teacher's presentation.

(b) Study

The **Study** phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text; from an examination of a verb tense to the study of a transcript of an informal conversation to study spoken style.

There are many different styles of study, from group examination of a text to discover topic-related vocabulary to the teacher giving an explanation of a grammatical pattern.

Harmer says, 'Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of **Study** activities we have looked at here.

(c) Activate

This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During **Activate**, students do not focus on language construction or practise particular language patterns, but use their full language knowledge in the selected situation or task

AUDIOVISUAL AIDS

Importance of Audio-Visual Aids in Second Language and Literature Teaching”

Introduction

Teaching aids that can be simply called as instrument or tools that can be help to actualize to the methodology while a teaching to primary schools or a high school class’s methodology is a broad area to largely concerned with ideas, planning and design. Aids on the other hand are concrete ways of putting though ideas in practice.

The importance of teaching aids in primary schools or high schools is highly significance. The age of primary school children and high school children they can acquire things as it is. The grasping power of those students area extra than high level students.

Used the teaching aids for students of primary school children, they can acquire everything immediately. It teacher used the teachings aids students acquired situation consciously.

Teachings aids have to types, one is audio visual aids, in audio aids teacher can private the gramophone, the tape recorder, the radio in audio visual aids teacher can used the television, computer clip acts or projector machine while using this teaching aids teacher also used the regularly using teaching aids like black boards chock, duster pictures, flash cards flannel cards table charts.

Audio-visual aids are defined as means of learning and communication. All such aids which help the learners learn through ears, eyes or both more easily and effectively are known as audio-visual aids. But this term is no more limited to learning through ears and eyes only; it includes all such media and devices which may help the learners learn thoroughly. The main purpose of using educational media is to make learning interesting and effective and to enhance the retention power of students.

Definition of Audio Visual Aids

The audio-visual aids are tools of record to improve speaking skill that are used for several times and more than others. These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process.

Audio visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio visual aids, the agent will be limited to what is readily available or can be made. Within that range some aids are more suited to a particular objective than other.

Most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation.

Objectives of Audio Visual Aids

According to Patel (2009), there are some basic objective is to enable the students to acquire the four fundamental language skills thoroughly so that the student

1. Can listen English when spoken
2. Can speak comprehensible English
3. Can read English and understand.
4. Can write English Correctly.

To achieve all these objectives the students should be given to hear a lot of everyday English, Incorrect and complete form, Pronunciation , intelligible and good pronunciation, correct words and patterns and fluency, Correct pronunciation, drilling of difficult words , use of proper stress and intonation , reading with attention for meaning, Reading with speed , Reading to find out answer to specific queries and the practice in handwriting i.e. use of correct structure, use of correct spelling , practice with simple, graded and controlled composition, proactive in free composition and use of correct punctuation.

In the process of teaching and learning, it consist four steps, listening, speaking, reading and writing. All of the language skills should be taught integrated. The listening and speaking, the method that can be used by the teacher are audio-lingual skills, the last two are graphic skills. We usually try to acquaint a language through listening, then we try to speak it. The language laboratory can provide practice in phonological drills, pronunciation, stress pattern and intonation. It can also train the ear to discriminate between vowels,

consonants as well as semantic and grammatical differences. The teaching of pronunciation, stress and intonation is a slow business. It cannot be rushed. The teacher and the student must be prepared to spend a little time each day on each lesson gradually building up skills in sound differentiation and reproduction.

The Advantages of Audio Visual Aids

Vinayak Gopal patil stated that the Audio –Visual Aids provides significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth & development. Here are the most important values of the proper use of Audio Visual Aids according to him;

Best Motivator: They are the best motivator. The student works with interest.

Clear Image: Clear image takes place when we, touch, handle, experience it.

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: many students always get a chance to handle the aids.

Helpful in Attracting the Attention : Attention is the true factor in any process of learning & teaching Audio – Video Aids helps the teacher in

providing proper environment for capturing as well as sustaining the attention and interest of the students in class room.

Savings in Energy & Time: Due to effective implementation of "principle of Presentation", a good deal of energy & time of both the teacher & students can be saved.

Realism: The Audio –Visual Aids gives the real touch to the learning situation.

Encouragement to healthy class room interaction: Audio-visual aids through variety of stimuli, motivational, provisional of active participation of students, a good experience always encourage healthy class interaction between teacher and the learners.

Scope of education as a mass scale: The audio-Visual aids like radio, tape, television always plays role in spreading mass education.

Positive environment for creative discipline: A balanced, rational, scientific use of Audio – Visual Aids develops, motivate, experience, attract the attention of the students and provides a variety of creative outlets for the utilization of their tremendous energy & keeps them busy in class room work. This overall classroom environment becomes conducive to creative discipline. Grossly, we can say that there are various types of Audio – Visual Aids i.e traditional as well as modern aids of audio-visual aids. But at the same time it is important to take into a/c that the Audio-Visual Aids do not play role up to disseminate the information, data, facts, clues but also they influences the mentality, psychology, grasping level of the students in the class room. On the other hand they greatly

motivate, inspire the teachers to adopt the latest, creative, innovative aids. The scope of audio-visual aids is not only up to procure & make presentation. Of course it is technically part of teaching.

Audio–Visual Aids

Television

Television with its simultaneous appeal to the sense of sight and the sense of hearing is the most effective and the most sophisticated audio – visual aids available today. It is used for educational purposes in almost all countries of the world today. T.V. combines a number of aids for teaching English – tapes, models, films, charts, maps, diagrams and several others. All these go to make the T.V. lesson lively and useful. Today in our cities most learning occurs outside the classroom. The sheer quantity of information conveyed by schools. The Notion that education is a process that goes on within the four walls of the Classroom is also shattered.

E.g. through the audio-visual aids students improve their listening and speaking skill more intentionally. On the television students could watch the speaking with action. Students could understand the intonation pattern of speaker.

Computers

One of the most important contributions of modern technology in the field of individualized instruction is the introduction of computers in the teaching, learning process. As teachers, we should know the role of computers in the teaching – learning process. A computer can record, analyze and react to students' responses.

It can store and manipulate information on language learning on an extensive scale, it can control and manage a wide variety of learning materials; and it can simultaneously cope with learning requirements of many individuals. It can make a number of planning decision also.

E.g. student can learn the language through the computers in today's infield of computer much software are developing for improving language.

Use of audio-visual aids in EFL classroom

Although, the use of audio-visual aids in language teaching has become a common trend of the

ELT practitioner, there is not sufficient study on this issue, especially in the Bangladeshi context.

However, any study on this subject can be a good source of secondary data for this study.

Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, "Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input" In their 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.

PowerPoint as a visual material

In the modern teaching system, another essential aid for the teachers is PowerPoint slides.

PowerPoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment.

Ozaslan & Maden (2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that PowerPoint makes the content more appealing which draw the attention of the students easily (p.42).

On the other hand, some people think that PowerPoint slides are not always helpful for teaching.

It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences. According to Norvig (2003), "PowerPoint makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format". However, Corbeil (2007) in his study found that students like PowerPoint for their brightness, liveliness, clarity and interactivity.

Using video as audio-visual aids

The use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for

the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs

(Ozkan, 2002. p. 37). Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. Çakir (2006) reported that use of video in language teaching ensures authentic language input to the learners.

Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use.

Cunning (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter (as cited in Koksal, 2004. P. 63). Moreover, watching a video, learners have the opportunities of experiencing dynamics of language communication. As Secules, Herron, & Tomasello (1992) stated, "Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension (as cited in Long & Doughty, 2009).

Using picture in EFL classroom

Use of picture in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension ability. Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks (Craig & Amernic, 2006. pp. 152-153). The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google. Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lecture.

Usefulness of visual aids in teaching speaking

Speaking is the most important language skill in this era of communicative language teaching and learning. Earlier, language learning meant learning how to read the literature of the language. However, the notion has changed over the years. Nowadays, language learning is based on the need of communication with others. People learn a new language to communicate with others. As a result, the speaking skill is given maximum priority in language learning.

However, this is one of the challenging tasks for the language learners. When they are asked to speak the language, they feel uncomfortable to speak and most of the learners are nervous in their initial stage of language learning. As a result, it is a challenging task for the speaking teachers to motivate the learners in speaking. However, there are many ways of motivating learners to speak in the class. Using visual aids is one of the best solutions of this problem.

Proper use of audio-visual aids can facilitate the speaking teachers a lot. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visuals in front of them which match their interest and choice, they become enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are

provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels (p. 69).

Challenges of using audio visual materials in class

Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio-visual materials is not effective. According to Cakir (2006), the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students.

So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

Benefits of Audio-Visual English Learning Aids for ESL Students

The world today is more closely connected than ever before, and there are millions of people around the globe attempting to learn English as a second language (Crystal, 2005). Many countries in the European Union have the majority of their children learning English in primary education (Statistics Explained, 2012), and in the last few decades the United States has seen a large increase of the percentage of the population who speaks a language other than English at home (Shin & Kominski, 2010). English language learners (ELL) represent the fastest growing demographic in American schools, and in the last few decades several states have seen a dramatic increase in the percentage of ELL elementary school students (Flynn & Hill, 2005).

Moreover, the language instruction ELL students receive affects their performance in other academic areas; from 2005 to 2011 there has been an increasing gap between the scores of ELL students and the scores their non-ELL peers on national mathematics assessments (U.S. Department of Education, 2005, 2007, 2009, 2011). But learning a new language, especially one that does not share the same alphabet or root language as the learner's native tongue, can be difficult (Hamada & Koda, 2008). This study examines research demonstrating both the positive and negative effects of audio-visual learning aids on English language acquisition. The results of this study are useful to educators looking for ways to teach students in English as a Second should be used to emphasize speaking skills, pronunciation, fluency, vocabulary and listening skills situations (Seferoğlu, 2008). Films must not be used as passive learning tools; teachers must

present clear goals and tasks during the film to actively engage the students and evoke enthusiasm for learning the language (Li, 2009). The instructor needs to make it clear that film is an audio-visual tool for language acquisition and not just entertainment for it to be successful in the classroom (Ling, 2009; Seferoğlu, 2008). The amount that an audio-visual aid integrates into a lesson is up to the teacher and if the teacher fails to incorporate it correctly or if the students do not possess the skills in which to properly utilize the audio-visual tools, students will be unable to comprehend the material (Ariew & Erectin 2004; Seferoğlu, 2008). If not utilized properly, audio-visual aids are ineffective language learning tools

The research findings show that audio-visual aids can be used to improve the students' speaking skill. There are some steps for successful teaching delivered by using audio-visual aids in order to improve students speaking skill. The steps cover: 1) introducing some words by showing selected video and pictures, 2) building the students' pronunciation by drilling practice, 3) asking students to use expressions as presented by the model in the video, and 4) showing the use of fillers dealing with fluency. Besides, there are some important aspects of audio-visual aids that contribute to the improvement of students' speaking skill. The aspects include choosing appropriate video and pictures which are suitable with students' need and level, reinforcing the use of audio-visual aids by combining it with the relevant techniques, and considering the time in using audio-visual aids.

The result of the research implies that it is important to consider the important aspects of the use of audio-visual aids in order to improve students' speaking skill.

The use of audio visual aids in enhancing the student's speaking ability

Speaking is an important language skill that should be mastered in learning language. By mastering speaking, the learner can use the target language to communicate to other people or even the native orally. But in fact, speaking is become one of the language skill that difficult to be mastered by the learners. Some students feel unconfident in expressing their ideas orally. It is caused by many factors; for example, Afraid of making mistakes in pronunciation and choosing the appropriate words, the other factor are lack of vocabularies and grammar.

Based on the statement above, one of the solutions in solving the problem is by teaching the learners in various Medias. It is not easy to decide the most effective media to increase the student speaking ability. It must be selected in some way reflect the lesson. Teachers should decide which materials to improve teaching effectiveness, because these materials offer the depth of real life for students and the teacher should be able to choose the appropriate and interesting media which can avoid students' tediousness in learning English and stimulate their motivation to learn so their ability in speaking will increase. (Ratih Novita Sari 2010)

One way to improve the students speaking ability is by using Audio Visual aids. Audio Visual System is a packet of teaching media which is consist of some compact disk, multimedia, websites, slide shows, computer-based training courses and language laboratories that can be shown to the student through television or computer in one teaching session.

Audio Visual System is an audible and visible media that can motivate student to be more concentrate to the explanation of the lesson. This media is colorful so can make student interest and avoid bore situation to the lesson. Audio Visual System gives specific example and theme that suitable with the students need, in order to make student easier to understand the meaning of the utterances.

Audio-visual technology has an important role to play in the modern classroom, but teachers who rely too much on technology may actually inhibit learning, so the teacher should realize the importance and the advantages of using audio-visual methods in teaching in order they will be fell forced to study how to use it.

Based on some statements above it can be concluded that Audio visual aids are only effective when the teacher can choose them in the appropriate situation and the students need. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. Most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation.

f. METHODOLOGY

Design of the research

The present work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice of variety of aspects making use of audiovisual aids with the purpose of enhance students' speaking skills.

Methods, techniques and instruments

Methods

The following general methods will be used in the research:

The scientific method will facilitate the study of appropriate resources to improve students' speaking skills. Also, it will help in the observations done before and during the intervention. This method will support with gathering data to make relevant predictions about the possible solutions.

The Descriptive method will be useful to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object investigation.

The analytic method-synthetic method will be used to analyzed and interpret the obtained results through the tests. It also will help to draw up the conclusions.

This method will help to know more about the benefits of creative activities to improve vocabulary learning of the children who will participate in the project.

The statistics method will be used to make the quantitative statistical analysis of data obtained from the tests and the qualitative data from the observations and teachers' diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000).

This process will help the researcher to see if any necessary modification or amendment would be necessary to improve students' speaking skill.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

To collect the data, tests, questionnaires, observations, and a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests will be applied. A pre-test of information questions and close questions will be used to collect students' answers, in order to diagnose the level of students' speaking skill, at the beginning of the intervention plan. The

same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining information about students' progress on speaking skill developed during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation

Through the observation sheet the researcher will observe the students' performance during the lesson. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire

A questionnaire with four closed and two multiple choice questions will be applied to obtain information from students about the development of speaking skill inside the classroom. This instrument will be applied at the beginning and at the end of the intervention. The post questionnaire will be used to collect students' positive or negative changes of their speaking skills through the use of audiovisual aids during the intervention.

Rubric

A rubric will be used in order to list the criteria or quality level of students' speaking skills, due to it is a great tool that defines what is expected from students.

Procedures

The intervention plan will start and end with the applications of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not in their speaking skills. During the development of the lessons a variety of activities will be introduced to practice and enhance student' speaking skill. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyzed to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of the eighth year of Basic Education are who will participate in the development of this action research. In the eighth year there are 38 students. They are between eleven and thirteen years old, 32 girls and 6 boys. The students receive five hours of English per week.

Intervention and observation plan

Alternative:

Audiovisual aids as a resource to enhance speaking skill among 8th year students of basic education, at “18 de Noviembre” school of Loja city, during the academic period 2014 – 2015.

General Objective:

To enhance students’ speaking through the use of audiovisual aids as resource among students of 8th of Basic Education at “18 de Noviembre” school of Loja city during the school year 2014-2015

Introduction

The intervention plan is a two month course program that will prepare students of 8th year of “18 de Noviembre school” to speak English confidently and fluently.

This program contains eight lessons which include different audiovisual activities that are based on the topics students are studying, such as vocabulary about family members and present simple of have.

Also it offers activities where students can express their opinions, perform role plays and speak in real life conversations.

The goal of the intervention plan is to make speaking enjoyable and interesting through:

- The performance of dialogues
- Answering questions about videos presented
- Talking about some real life situations, using pictures
- Expressing opinions about what they see and heard in videos or presentations.

Each lesson will be developed considering three sequences: Engage .Study and Activate (ESA).Taken from Harmer, J. (2007) How to Teach English. (7th Ed.) England, Edinburg

Engage

This stage, will be developed presenting audiovisual aids as: power point presentations, videos, sequencing narrating stories and also asking students questions about the topic.

Study

This stage will be developed listening, performing and personalizing information, asking and answering some question about the audiovisual aids presented; also this phase will be focused on new vocabulary words' pronunciation, intonation, fluency and grammar.

Activate

This stage will be focused on performing dialogues, tell some stories using sequence picture narrating, answer some questions about videos in front of the class in groups or individual.

Period:

This plan will be carried out throughout the months of April and May during the academic period 2014 – 2015

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Test, pre-questionnaires.

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK ONE	❖ To answer the questions about the topics asked and the used of audiovisual aids.	<ul style="list-style-type: none"> ❖ Oral Pre-test ❖ Questionnaires 	<ul style="list-style-type: none"> ❖ Teacher presents the test about speaking and explains how to develop the test with an example. ❖ Teacher explains the questions of the pre-test to the students. ❖ Teacher starts the oral pre-test to students. ❖ Students develop the test. ❖ Teachers gives to students the questionnaire and explains how to develop ❖ Students answer the questions. 	<ul style="list-style-type: none"> ❖ Sheet of paper with the test ❖ Rubric ❖ Questionnaires

SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK TWO	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ talk about family members ❖ to describe his/her family members using the appropriate adjectives for physical description 	<ul style="list-style-type: none"> ❖ Family members ❖ Adjectives for physical descriptions 	<p>Audiovisual aid: Power point presentation about Family members</p> <p>Engage: Teacher presents through a pictures about family members and students have to say which member of the family is presented.</p> <p>Study: Students have to tell some physical descriptions about his/her family members.</p> <p>Activate: Students will describe a member of his/her family using adjectives for physical description.</p> <p>Student will present the description about a member of his/her family in front of the class</p>	<ul style="list-style-type: none"> ❖ Projector ❖ Computer ❖ Power point presentation

SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK THREE	<p>Students will be able:</p> <ul style="list-style-type: none"> ❖ To talk about family members in real situations. ❖ To perform dialogues 	<ul style="list-style-type: none"> ❖ Family members: - Dialogues - Simple present of have. 	<p>Audiovisual aid: family members dialogues Video</p> <ul style="list-style-type: none"> ❖ Engage: Teacher introduces the dialogue using a video in order to familiarize students with typical dialogues that occur in real situations with family members. ❖ Study: Students have to listen and repeat the dialogue, to get familiarize with this kind of dialogues. ❖ Activate: Students are ask to role play the dialogue in groups of four, then they role the dialogue in front of the class. 	<ul style="list-style-type: none"> ❖ Video ❖ Projector ❖ computer

SUPPORT: Coaching and guidance from the university professor

GENERAL OBJECTIVE: RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill? .

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK FOUR	<ul style="list-style-type: none"> ❖ Students will be able to: ❖ Tell a story about their family, using the present simple of have. ❖ Practicing speaking through a story. 	<ul style="list-style-type: none"> ❖ Story about a family ❖ The simple present of have. 	<p>Audiovisual aid: family story Power point presentation</p> <ul style="list-style-type: none"> ❖ Engage: Teacher presents students about a family life in a little town. ❖ Teacher asks students the members there are in that family etc. ❖ Students answer with the correct pronunciation and intonation. Teacher checks students' pronunciation. ❖ Study: Teacher asks students to listen carefully the story again. ❖ Students practice the story personalizing information. ❖ Activate: Students briefly tell the class their own story based on the story presented before. ❖ Teacher asks students questions about the story. 	<ul style="list-style-type: none"> ❖ Projector ❖ Video ❖ Speakers

SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">WEEK FIVE</h1>	<ul style="list-style-type: none"> ❖ Students will be able: ❖ To talk about present simple of have; any ❖ Narrating some stories using pictures sequencing/narrating. 	<p>The present simple of have; (any) Picture</p> <p>Sequencing/Narrating</p>	<p>Audiovisual Aid: sequencing narrating pictures about family</p> <ul style="list-style-type: none"> ❖ Brainstorm: Teachers remembers students the last topic about family members through showing some flashcards and they have to tell which member of the family in each flash card is showed. ❖ Engage Teachers presents students some pictures for the sequencing narrating stories, using some slides and explains what is it for ❖ Study: Teacher asks students some questions related with the story. ❖ Activate: Students are asked to tell the story using the sequential pictures in order to describe them. 	<ul style="list-style-type: none"> ❖ Projector ❖ Computer ❖ Pictures ❖ Speakers
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SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK SIX	<p>Students will be able to</p> <ul style="list-style-type: none"> ❖ To talk about like and dislikes ❖ To express students' likes and dislikes. 	<ul style="list-style-type: none"> ❖ Likes 😊 and dislikes ☹ ❖ Dialogue about what kind of music someone likes. 	<p>Audiovisual aid: video song</p> <ul style="list-style-type: none"> ❖ Engage: Teacher presents students a warm up with a song in video and a karaoke version of it, and students first to listen and then have to sing the song in the karaoke ❖ Study: Teacher ask students some questions about their likes and dislikes, students will answer individually about which activities they like or not. ❖ Activate: Students will prepare a short dialogue about their likes and dislikes in music, sports, and other activities. 	<ul style="list-style-type: none"> ❖ Projector ❖ Computer ❖ Video ❖ Speakers

SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet

	OBJECTIVES	CONTENT	PROCEDURES	RESOURCES
WEEK SEVEN	<ul style="list-style-type: none"> ❖ Students will be able to: ❖ To express likes 😊 and dislikes ☹ ❖ To talk about favorite kinds of music. 	<ul style="list-style-type: none"> ❖ Likes and dislikes ❖ Kinds of music 	<p>Audiovisual aid: Likes and dislikes Power point presentation</p> <ul style="list-style-type: none"> ❖ Engage: Teachers presents some slides with expressions to show some ways to express when something likes or dislikes. ❖ Study: Students tell what kind of music they like, who is his/her favorite artist, what is his/her favorite kind of music. ❖ Activate: Students will be asked to prepare a short oral presentation to tell what kind of music do they like? What is their favorite artist and song? And also what kind of don't like them. Then students perform the speaking activity about kinds of music in front of the class. 	<ul style="list-style-type: none"> ❖ Projector ❖ Computer ❖ Power point presentation

SUPPORT: Coaching and guidance from the university professor

RESEARCH PROBLEM: How do audiovisual aids as a resource enhance students' speaking skill?

DATA COLLECTION INSTRUMENTS: Test, post-questionnaires

	LEARNING OUTCOMES	TOPIC	INSTRUCCIONAL FOCUS	RESOURCES
WEEK EIGHT	<ul style="list-style-type: none"> ❖ Answering the questions about the post-test and the post-questionnaires. 	<ul style="list-style-type: none"> ❖ Oral Post-test. ❖ Post questionnaires 	<ul style="list-style-type: none"> ❖ Teacher explains the questions of the oral post-test to students. ❖ Teacher explains students the questions about the oral post-test of the students. ❖ Students take the oral post-test answering questions about family members, favorite music, and physical descriptions. ❖ Teacher gives students the post-test and explain each question ❖ Students develop post questionnaire. 	<ul style="list-style-type: none"> ❖ Sheet of paper with the test ❖ Rubric

SUPPORT: Coaching and guidance from the university professor

g. TIME LINE

PHASES	ACTIVITIES	2015												2016	
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
INTERVENTION/ACTION	Application of the instruments		x												
	Act-observe			XXXX	XXXX										
THESIS PROCESS	data organization and tabulation					XX									
	Interpreting and reflecting					XX									
	Writing up and reporting						XX								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								XXXX	XXXX	XXXX				
	Thesis presentation											XXXX			
	Private review and thesis approval												XXXX		
	Corrections													XXXX	
	Public presentation and incorporation														XXXX

h. BUDGET AND FINANCING

Resources

Human

The researcher,

The 8th year students of Basic Education

Material

Pictures

Flipchart

Books

Notebook

Technical

Computer

Internet

Budget

RESOURCES	COST
Internet	\$ 40.00
Print of reports	\$ 20.00
Print of the project	\$ 20.00
Print of the final report and thesis	\$ 160.00
Unexpected expenses	\$ 100.00

The financing of the expenses derived from the present research work will be assumed entirely by the research author

All the expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

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Taken from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>, how are some tips for promoting speaking in the SL classroom?

Taken from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>, how are some tips for promoting speaking in the SL classroom?

Annexes

ANNEXE 1

ESCUELA DE EDUCACION GENERAL BASICA

“18 DE NOVIEMBRE”

NAME:.....

SCHOOLYEAR:.....

DATE:

ENGLISH SPEAKING TEST

MARK=

10

1) Can you give information about yourself? (2pts.)

Name, age, where are you from? What is your occupation?

2) Give a physical description about the person in the picture? (2pts.)

- Use at least four adjectives for physical description



3) How many brothers and sisters do you have? (1.5pts)

4) Can you mention your likes and dislikes? (1.5pts.)

- *At least four likes and dislikes(activities, sports, music,)*

5) Can you talk about your music likes? (1.5pts)

(Kind of music, singer, genre)

6) What's your favorite kind of music? (1.5pts)

Use a complete sentence

ANNEXE 2

Researcher Field diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do the students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

ANNEXE: 3

OBERVATION SHEET

OBSERVATION SHEET				
Observer:				
Date:				
Things to be observed	ACTIVITIES	YES	NO	SOMETIMES REMARKS
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

ANNEXE 4

QUESTIONNAIRE

As an under graduated of the English Language Career, the researcher is doing a research work about “Audiovisual aids as a resource to enhance speaking skill among 8th year students of basic education, at “18 de Noviembre” School in Loja city, during the academic period 2014 – 2015. This study will help students to improve the speaking skill of the English Language Learning for that reason, I ask you politely to answer the question in a real and responsible way.

Questions

1 Do you know what audiovisual aids are? Yes () No ()

1. Have you ever work with audiovisual aids? Yes ()

No ()

2. Do you think that the usage of audiovisual aids help to improve the speaking skill?

Yes ()

No ()

3. Does the English Teacher use audiovisual aids to work with the speaking skill in the English classes?

Yes ()

No ()

4. In the English classes the speaking activities are?

Interesting ()

Funny ()

Difficult ()

Boring ()

Easy ()

5. In which way do you learn to speak English?

Memorization ()

Songs ()

Games ()

Dialogues ()

ANNEXE: 5 Rubric to evaluate speaking

	Poor 0,5 - 1 pts	Fair 1,1.5 pts.	Good 2 pts	Excellent 2.5 pts
Vocabulary	<p>Poor</p> <p>Student used very little of the vocabulary learned in class to communicate his/her ideas.</p>	<p>Fair</p> <p>Student used some of the vocabulary learned in class to communicate his/her ideas</p>	<p>Good</p> <p>Student used a great deal of the vocabulary learned in class to communicate his/her ideas</p>	<p>Excellent</p> <p>Student used all the vocabulary learned in class to communicate his/her ideas</p>
Accuracy	<p>Poor</p> <p>Poor use of grammar. Meaning is often unclear. Many errors. Most vocabulary words/idiomatic expressions weren't used adequately</p>	<p>Fair</p> <p>Adequate use of grammar. Meaning is sometimes unclear. Some errors are still present. Some vocabulary words/ idiomatic expressions weren't used adequately.</p>	<p>Good</p> <p>Good use of grammar. Meaning is mostly clearly conveyed. A few errors are still present. The student may show some word order or noun agreement issues. Few vocabulary words/idiomatic expressions weren't used adequately.</p>	<p>Excellent</p> <p>Excellent use of grammar. Meaning is very clear. Very few errors present. Ideas were expressed clearly. All vocabulary words and idiomatic expressions were used in the right context.</p>
Task Completion	<p>Poor</p> <p>Student couldn't answer most of the questions in full or simple sentences.</p>	<p>Fair</p> <p>Students answered most questions, some of them in full sentences.</p>	<p>Good</p> <p>Student answered all questions, mostly in full sentences.</p>	<p>Excellent</p> <p>Student answered all questions in full sentences.</p>
Speaking Mechanics	<p>Poor</p> <p>Fluency was not up to the level, most sentences had long pauses/interruption</p>	<p>Fair</p> <p>Fluency was acceptable, although pauses in sentences</p>	<p>Good</p> <p>Fluency was decent. A few sentences had small pauses</p>	<p>Excellent</p> <p>Fluency was smooth. Conversati</p>

	s and conversation was not fluent at all.	were frequent and the conversation was not very fluent.	or fluency issues. Conversation was still fluent.	on was fluent and easygoing.
Expected level	8/10			

MATRIX

THEME: AUDIOVISUAL AIDS AS A RESOURCE TO ENHANCE SPEAKING SKILL AMONG 8TH YEAR STUDENTS OF BASIC EDUCATION, AT “18 DE NOVIEMBRE” SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
<p>How do Audiovisual aids as a resource to enhance speaking skill among 8th year students of basic education, at “18 de noviembre” school of loja city, during the academic period 2014 – 2015.</p> <p>Sub-problems:</p> <p>What kind of theory regarding audiovisual</p>	<p>General</p> <ul style="list-style-type: none"> To enhance students’ speaking through the use of audiovisual aids as resource among 8th year students of Basic Education at “18 de Noviembre” school of Loja city, during the academic period 2014-2015 <p>Specific</p> <p>To research the</p>	<p>Speaking skill:</p> <p>Definition of Speaking</p> <p>The Aspects of Speaking</p> <ul style="list-style-type: none"> - Oral Production (Speaking) in the SL Classroom - Reducing speaking fears - Provide opportunities to practice speaking before increasingly larger groups. - What should teacher know when planning speaking activities? - How are some tips for promoting speaking in the SL classroom? - Developing Speaking Skills 	<p>Preliminary Investigation</p> <ul style="list-style-type: none"> - Observation of the English classes - Stating the background of the problem - Describing the current situation - Locating and reviewing the literature - Creating a methodological framework for the research - Preparing an 	<p>Questionnaires</p> <p>Tests</p> <p>Diary</p> <p>Observation sheet</p> <p>Questionnaire</p>

<p>aids are the most appropriate to enhance students' speaking skill?</p> <p>What are the difficulties that impede to develop speaking skill among students of 8th year of basic education at "18 de Noviembre" school.</p> <p>Which audiovisual aids are presented to enhance speaking skill?</p>	<p>adequate and useful information about audio-visual aids to enhance students' speaking skill in English language among 8th year students of basic education, at "18 de noviembre" school of loja city, during the academic period 2014 – 2015.</p> <p>To diagnose the weaknesses and strengths that 8th students have in speaking skills through a pre-test at "18 de Noviembre" school.</p> <p>To design an intervention plan with some speaking activities using audiovisual aids in</p>	<ul style="list-style-type: none"> - Creating a Positive Environment for Speaking Skills - Speaking Skills: Strategies and Activities - The Importance of Speaking Skills - Significance of Speaking Skills - Teaching speaking - What is 'teaching speaking skills'? - Basic features of speaking - Goals and Techniques for Teaching Speaking - Evaluate Speaking - "ESA" Engage, Study and Activate - How do we structure our teaching? <p>AUDIOVISUAL AIDS</p> <ul style="list-style-type: none"> • Importance of Audio-Visual Aids in Second Language and Literature Teaching" • Introduction • Teaching Speaking by Audio Visual Aids 	<p>intervention plan</p> <p>Presentation of the Research findings</p> <ul style="list-style-type: none"> - Reflecting, analyzing and answering the proposed inquiries - Organizing the final report 	
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<p>How do the use of audiovisual aids as a resource in the development of the teaching – learning process resolve the limitations of students’ speaking skill?</p>	<p>order to enhance student’s speaking skill.</p> <p>To apply the audiovisual aids as part of the classroom activities in order to get the improvement of speaking skill with 8th students year of basic education at “18 de Noviembre” school.</p>	<ul style="list-style-type: none"> • Definition of Audio Visual Aids • Advantages of Using Audio-Visual Aids • Objectives of Audio Visual Aids • Regularly Used Teaching Aids • Audio–Visual Aids • Television • Computers • Use of audio-visual aids in EFL classroom • PowerPoint as a visual material 		
<p>How did audiovisual aids resource contribute to the improvement of speaking skill with the students of 8th year?</p>	<p>To Verify the effectiveness of using Audiovisual aids in the improvement of speaking skill with 8th year Students of basic education, at “18 de Noviembre” school of Loja city, during the academic period 2014-2015.</p>	<ul style="list-style-type: none"> • Using picture in EFL classroom • Usefulness of visual aids in teaching speaking • Benefits of Audio-Visual English Learning Aids for ESL Students • The use of audio visual aids in enhancing the student’s speaking ability 		

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