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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICAS
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PREVIOUS TO THE OBTAINING OF THE “LICENCIADO DEGREE”
IN EDUCATIONAL SCIENCES, MAJOR IN THE ENGLISH
LANGUAGE AND LINGUISTICS

TOPIC:
THE INFLUENCE OF AUDIOVISUAL RESOURCES TO
REINFORCE THE SPEAKING SKILL

PROPOSAL:
DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES
FOR REINFORCING THE SPEAKING SKILL IN STUDENTS
OF TENTH YEAR AT UNIDADEUCATIVA
“ADOLFO H. SIMMONDS”

RESEARCHES:
CARLOS GEOVANNY LOPEZ MONTENEGRO.
KAREN GIANINA ZHINGRE CARRILLO.

PROJECT ADVISOR
MSc. LARRY TORRES VIVAR

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2017
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DEDICATION

This present thesis is dedicated to God due to the important influence along the time in my University life.

Secondly to my parents because they were with me since the beginning of my studies, my mother and my father always gave advices to get important things.

To my uncles and aunts that always be present in all projects that I want to realize. Finally, it is dedicated to my brother and my sister for being that additional motivation to get my goals.

Carlos Geovanny López Montenegro.

I dedicate this work of titling to God for being who gave me the necessary strength to go ahead and fulfill each one of the purposes that I have raised

To my parents for being that symbol of love and sacrifice to improve day by day and my relatives who share with me this important triumph.

To my friends who supported me in difficult moments.

karen Gianina Zhingre Carrillo.
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I am grateful with God for giving me health and courage to advance and grow every day.

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Finally, to my teachers, tutor and authorities for all the knowledge acquired and the advices during all this time in the university.

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Firstly, I thank God for the great opportunity to finish my career and get this important dream.

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To thank each one of the teachers for sharing their suggestion that helped me to be a better person.

Finally to my tutor who has assisted me to finish this work.

Karen Gianina Zhingre Carrillo.
RESUMEN

Las personas nos comunicamos todos los días, pero esta puede ser rica o a su vez escasa, dependiendo mucho de la calidad en la destreza del habla, siendo necesario la inclusión de nuevos mecanismos y métodos que ayuden a mejorar la comunicación, es por eso que con el pasar del tiempo y el uso de la tecnología podemos contar con nuevos recursos como los audiovisuales que ayuden a mejorar la destreza hablada, este tipo de recursos sería un complemento importante en el proceso enseñanza aprendizaje, siendo una herramienta importante para el docente al momento de impartir sus clases además de brindarle al estudiante una manera diferente, dinámica y divertida de reforzar esta habilidad. Entonces gracias a este tipo de recursos podríamos lograr avances significativos en el ámbito educativo, beneficiando a la sociedad en general.
ABSTRACT

People communicate every day, but this can be rich or scarce. Depending a lot on the quality of the speaking skill, being necessary the inclusion of new mechanisms and methods that help to improve the communication, that is due to the passing of time and the use of technology we can count with new resources such as audiovisualls that Help to improve speaking skill, this type of resources would be an important complement in the teaching-learning process, being an important tool for the teacher when giving his classes in addition to giving the student a different, dynamic and fun way to reinforce this skill. Then thanks to this type of resources we could achieve significant advances in the educational field, benefiting to the society in general.
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**PROPIUESTA:** DISEÑO DE UNA GUÍA DIDÁCTICA CON RECURSOS AUDIOVISUALES PARA REFORZAR LA DESTREZA DEL HABLA EN LOS ESTUDIANTES DEL DÉCIMO AÑO EN LA UNIDAD EDUCATIVA "ADOLFO H. SIMMONDS"

**AUTOR/ES:** CARLOS G. LOPEZ M. Y KAREN G. ZHINCRE C.  
**REVISORES:** MSc. Larry Torres

**INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL  
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**RESUMEN:** Las personas nos comunicamos todos los días, pero esta puede ser rica o a su vez escasa, dependiendo mucho de la calidad en la destreza hablada, siendo necesario la inclusión de nuevos mecanismos y métodos que ayuden a mejorar la comunicación, es por eso que con el pasar del tiempo y el uso de la tecnología podemos contar con nuevos recursos como los audiovisuales que ayuden a mejorar la destreza del habla, este tipo de recursos sería un complemento importante en el proceso enseñanza aprendizaje, siendo una herramienta importante para el docente al momento de impartir sus clases además de brindarle al estudiante una manera diferente, dinámica y divertida de reforzar esta habilidad. Entonces gracias a este tipo de recursos podríamos lograr avances significativos en el ámbito educativo, beneficiando a la sociedad en general.

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**Contacto en la institución:** Nombre: Escuela de lenguas y Linguística, Facultad de Filosofía, Ciencias de la Educación. E-mail: ff.lenguasylinguistica@ug.edu.ec
**TOPIC:** THE INFLUENCE OF AUDIOVISUAL RESOURCES TO REINFORCE THE SPEAKING SKILL.

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**AUTOR/ES:** CARLOS G. LOPEZ M. Y KAREN G. ZHINGRE C.

**REVISORES:** MSc. Larry Torres

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**ABSTRACT:** People communicate every day, but this can be rich or scarce, depending a lot on the quality of the speaking skill, being necessary the inclusion of new mechanisms and methods that help to improve the communication, that is due to the passing of time and the use of technology we can count with new resources such as audiovisuals that Help to improve speaking skill, this type of resources would be an important complement in the teaching-learning process, being an important tool for the teacher when giving his classes in addition to giving the student a different, dynamic and fun way to reinforce this skill. Then thanks to this type of resources we could achieve significant advances in the educational field, benefiting to the society in general.

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**CONTACTO AUTORES/ES:** CON Teléfono: E-mail:

**CONTACTO EN LA INSTITUCION:** Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación.

E-mail: ff.lenguasylinguistica@ug.edu.ec
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INTRODUCTION

While language teachers have always successfully taught and students have always successfully learned forcing languages, their tasks can be facilitated by recent impressive advances in technology. Both a solution for all problems, nor a threat to the role of the teacher, technology can help in both teaching and learning and can provide easy access to authentic audiovisual and text documents, previously either non-existent or difficult to obtain. The advantages of today's powerful computers used alone or linked to the Internet and the World Wide Web (www), can apply to all of the Foreign Languages Curriculum Framework.

The researchers hope this work of investigation serves as support to the whole educational community. In this way both teachers and students can teach and learn in a different way than traditional, since it has been demonstrated that using dynamics and entertained methodologies through technology is the best way to improve, to wake up and develop the interest for the speaking skill in the English language.

This work refers to a problem about the poor performance that the students have for development their speaking skills and how the use of technology can help to solve this inconvenient. For that reason, the researchers intend to introduce an additional didactic resource that reduce the students` failures in this skill.

This project will be developed in students of tenth year of General Basic Education at Unidad Educativa “Adolfo H. Siimonds” in the school year 2016 – 2017. In order to facilitate the search of different topics of this work, it has been divided in four chapters as follows:
CHAPTER I: The problem, outline of the problem, problem situation, causes, formulation of the problem, variables, objectives, questions of the investigation and justification.

CHAPTER II: The theoretical frame, background, theoretical, epistemological, sociological, pedagogical, and legal foundations.

CHAPTER III.- Methodology, forms of the investigation, types of investigation, procedures of the investigation, instruments of the investigation, methods, techniques, application of the instruments of the investigation, survey to the students, analysis of results, conclusions, recommendations.

CHAPTER IV: The proposal, antecedents, justification, objectives, feasibility, description of the proposal, pedagogical, psychological, sociological aspects, conclusion.
CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

Backgrounds

The institution which was chosen to carry out this investigation is the Unidad Educativa “Adolfo H. Simmonds”, that is located in Luque y Carchi Street, in Guayaquil city.

Spite of it is a small building, it has more than one thousand students in the three shifts. It also possesses computing labs, some of them were donated by the Mayor of the city, besides, an English lab, which is used by teachers and help to develop the different skills of this language, as well as a Science lab, and Physics lab.

It lives in an age when many of us dominate a second language, in this case the English one, and in this country since decades it has not been taken into account how it deserves either teachers or students because they think it is an optional subject and not give it the real importance that currently it represents.

According to studies made by some experts that work in important magazines and newspapers, Ecuador is ranked in 38 place of countries that inhabitants do not know English language, not even a basic English, it happens because it has not been considered useful for our daily activities both personal or professional life.
However, the current government has given the total support to this area in order to reinforce this language that is very important not only for students but also for common people.

The government has given the facilities to teachers in order to attend to seminars of uploading knowledge, scholarships that they can study abroad and learn modern methodology to increase their level, etc.

With the elaboration of this work it is trying to contribute with the teaching learning process of the English language to students of tenth year of General Basic Education at Unidad Educativa “Adolfo H. Simmonds.”

**CONFLICT SITUATION**

Having conducted through analysis of the problem, has been observed that there is an important problem in the students to develop the speaking skill. It could be detected at the moment of beginning the observation practices, this means that students have difficulties when they want to speak in English, so it is reflected when teachers make a question or give an imperative to read the book and students do not know or feel ashamed to do it. For that reason, it is important that teachers give the classes in English, since they are the examples and guide of the students.

Unfortunately teachers are not trained pedagogically and they do not use the appropriate resources for imparting English classes, besides they do not use the communicative approach which would be an advantage for them. It is a constant problem that both teachers and students have to spend day by day in the classrooms.
Nowadays, when the communication is the main support of the interpersonal relationships and the English language is the most used all over the world in the whole fields, it is important that it be developed in a correct way, using modern methodologies that helps to reinforce the teaching learning process through strategies and techniques the brings facilities of speaking fluency.

However, this process depends not only of teachers but also students that have the willingness to acquire the new language with motivation and interest, for that reason educators must do their best and attend to seminars of upgrading knowledge in order to give students a better education.

**CAUSES:**

- Students feel disinterested for the English subject, it happens because educators do not teach that this language is very important not only for academic life but also for personal life.

- The audiovisual resources are not used correctly in the teaching learning process, it happens since teachers do not upgrade their knowledge and not to manage this tools.

- Teachers give the English classes in Spanish, it happens because they do not practice by themselves dialogues or conversations.

- Students feel ashamed to speak in English, it occurs since teachers do not work with the appropriate strategies and techniques to develop this skill.
FORMULATION OF THE PROBLEM

What is the incidence in the design of a didactic guide with useful activities in order to reinforce the speaking skill through audiovisual resources in students of tenth year at Unidad Educativa “Adolfo H. Simmonds”? 

VARIABLES

INDEPENDENT

Audiovisual resources

DEPENDENT

Speaking skill

OBJECTIVES OF THE INVESTIGATION

General

To identify the elements that influence in the poor performance of speaking skill by means of the correct use of technology in order to incentivize dialogues and conversations in students of tenth year of basic education at Unidad Educativa “Adolfo H. Simmonds”.

Specifics

✓ To establish form bases in order to develop speaking skill.
✓ To increase the scholastic yield of the students through additional resources.
✓ To evaluate the activities in classroom made by students and teachers.

INTERROGANTS OF THE INVESTIGATION

✓ What are the causes of the problem?
✓ Where is the project going to be performed?
✓ When will the proposal be applied?
✓ Where does the problem take place?
✓ What methodology will be used?
✓ What kind of foundations will be necessaries to develop this project?
✓ Will the objectives be carried out totally?
✓ Who will be the beneficiaries?
✓ What methodology are the researchers going to use?

JUSTIFICATION

Nowadays, the technology is advancing by leaps and bounds, it changes day by day and education cannot be left behind, the researchers of this investigation say this because the usefulness that it brings to this area plays an important role both teachers and students.

Audiovisual media are a set of visual and auditory techniques that support teaching, facilitating greater and faster understanding and interpretation of ideas. The efficiency of audiovisual media in teaching is based on perception through the senses. The audiovisual media, according to the way that its use can be considered as direct projection supports.

In addition, direct audiovisual media include all means that can be used in demonstrations directly, and are among others: magnetic board, flannel, overhead projector and flipchart. We call teaching materials specific
means or resources that aid the work of instruction and serve to facilitate the understanding of concepts during the teaching-learning process.

On the other hand, with the application of this project the first beneficiaries will be the students, since with the teaching techniques that contain the didactic resource the audiovisual materials will put in practice in order to increase the confidence of the students who will learn and will do their tasks with pleasure and their scholastic yield will be improved.

The teachers will obtain a better interaction among the students, allowing them to participate fearless.

As for the Unidad Educativa “Adolfo H. Simmonds” with the application of this project will acquire a good reputation and prestige as for the quality of teaching of English and the same time the yield of the students will be concrete, which will be a good point for the good living among the whole educational community.
CHAPTER II

THE THEORETICAL FRAME

ANTECEDENTS

According to the searched of a similar work or performance in the library of the Philosophy Faculty at University of Guayaquil; the researchers realized that there are several educational projects with similar topics but investigated from another perspective with different ideas and bibliographic support. For that reason, the investigators agreed that it is original.

THEORETICAL FOUNDATION

AUDIOVISUAL RESOURCES

"Following, the researchers will present some of the definitions, performed by different authors or organizations, the concept of audiovisual resources, and from this, to create my own definition." Carrión (1990).

"They are materials that can properly be called"non-book", asserials, manuscripts, maps, printed music, prints... can be taken, and in fact are adopted, often the form of book." Carriòn (1990, p 59)

"They do not form part of a book and exclude any printed message that comes in the form of manuscript, map, periodical, pamphlet or sheet music"... “Embraces a wide spectrum of since that also includes materials previously
excluded whenever they present differently, as a map on a slide or a periodical on a microfiche”. Fothergill and Butchart (1992 p 67)

"Are those that present information in video or audio separately and the titles formed by alternative media: video, sound records, or slides". Lopez de Quintana (1994 p 99).

**Conclusion**

Once obtained all these definitions on the audiovisual resources, it would summarize that the audiovisual resources, are those technological tools that help present information through different types of tools that help students navigate the presentation to make a correct understanding.

“Adult classes should be compulsory, if they are adopting or not, and would include an evaluation of their current physical, mental and financial state as well as how ready they are to take on the rigors of parenthood. Children are the most precious natural resource, and there is absolutely no other way to parent but to put them first.” Dale Archer (2006)

**Types of Audiovisual resources**

In the past, it was common to see that for teachers their main medium for giving classes was the use of whiteboards. It can include a wide variety of physical materials such as books, texts, brochures, magazines, encyclopedias, guides, etc. Even the time of exposure used flip charts in which we highlight the most important theme ideas to work. At the same time that rested with posters, collages, scale models and other craftwork. But due to the great technological advances, all
these means of expression and communication have been displaced by digital materials and the need for teachers to impart education in an easy and dynamic way, ensuring maximum participation in class by students.

Some audio-visual materials are classified as direct experiences, or real things. An arrowhead and a preserved frog are real things, as are scientific demonstrations and trips to interesting places, such as a newspaper plant or television station.

Pictures can be presented in many ways, they may be moving pictures on film, on television, or on a computer screen; or still pictures shown on a screen by a projector or passed out to a group or mounted on a display board. The pictures may be photographs or realistic drawings, or they may be symbolic in the form of graphs, maps, or cutaway views. Another type of visual learning aid is a model. Recorded materials include audio tapes, compact discs, multimedia CD-ROMs, and videotapes. Television and radio programs covering current or historical events are often a useful aid in learning.
“The time has never been more ready for systemic change than right now, and we’ve never had better tools to achieve this level of creative disobedience, to successfully prepare our children for the big challenges that lie ahead. It might be uncomfortable and take a bit of work, but our future depends on this radical change in order to survive.” Andrea Kuszewski (2010)

With the advancement in multimedia technology, teachers have expanded the use of computers in audio-visual instruction. Easy availability of content from the World Wide Web has significantly improved the ability of teachers to provide audio-visual materials to students. Accessibility to the high-speed Web has helped the teachers to present information that includes text, photos, sounds, and videos found on a Website to a class. It is also possible for students doing research projects to use computers and the Web.

“As educators we should help facilitate goals and help cast a vision for students that will, not only, stretch their imaginations, but also their beliefs regarding what is possible.” Sam Pabon (2011)

Computer tutorials are a kind of educational programs that guide the students through study exercises and provide additional help if they give incorrect answers. Moreover, electronic books, also called e-books are offered by many publishers to present textbook information through computers.

Distance learning is a major development in educational media brought about by computers and various telecommunications systems, which are systems that transmit
information throughout the world. With the help of this technology students can work on the same project from two or more separate locations. Computers help students to get connected through e-mail, electronic chat rooms, or direct Internet video connections. Teachers can transmit a lecture or other educational presentation to many locations using satellites or cable TV, simultaneously enabling many schools to share a class taught by one teacher at the same time.

**IMPORTANCE OF AUDIOVISUAL RESOURCES IN EDUCATION**

The rapid advance of communications and audiovisual media requires the formation of integral students who can properly cope with technological change of the Millennium. For this reason this work highlights the importance of the use of audiovisual resources in the teaching of the English language, and in turn is a contribution for the optimum development of skills in students.

In this work the researchers want to reflect the research made to students from the Unidad Educativa Adolfo H. Simmonds which has as its general theme generate the integration of audiovisual resources in the teaching process, this topic will be treated important points such as the analysis of the educational technology, conditions for the integration and use of media throughout a process of teaching. It also tries to explain the organization, location and features of the audiovisual resources.
The use of audio-visual aids in teaching!

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

A device is an incentive introduced into the method of teaching for the purpose of stimulating the pupil and developing understanding through experiencing. The basis for all learning is experience, and usually the most effective type of learning is gained by concrete, direct, first-hand experience.

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

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

In directing the learning of the pupils through normal activities, the teacher will find that visual or audio-visual materials are used very extensively. Since the seventeenth century, when Comenius produced the Orbis Pictus, the extent to which teachers have been turning to visual materials as instructional aids has been increasing.
Object-teaching and object-lesson were also emphasized by Pestalozzi. Dr. Sheldon of the Oswega Normal School in Canada introduced the idea into the United States. The experience of the American Army during the last world war showed the educational importance of devices such as movies, filmstrips, the radio, and other pictorial materials for educational purposes.

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

Psychologists have long recognized the importance of concrete illustration in teaching. Devices whether visual or audio-visual materials, are valuable in the learning-teaching.

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

Recent studies show that the average and dull pupils need the use of material devices more than the bright pupils. The modern pupil is literally surrounded with endless profusion of aids to his learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.
Television also offers great possibilities for use in the classroom. This situation grows out of the demands of an enriched and diversified curriculum and of the urge to vitalize instruction by providing a broader background of experience for the pupils and means of adjusting learning to the differences in interest and aptitudes of children.

1. To challenge the attention of the pupils:

The teacher who uses devices can usually maintain the full attention of the class. This is generally true in the lower grades. Devices should never be used by the teacher as mere attractions. Exposure to visual or audio-visual material and nothing more is not educative.

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

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

3. To facilitate the understanding of the pupils:

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

4. To provide incentive for action:

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

5. To develop the ability to listen:

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

Application

With the growing concern about requirements of information literacy in the modern society, the needs and applications about the information resources are stronger and stronger in the Information Literacy Education. Educational audio-visual resources have a unique educational function as a dynamic resource, away of information expression and creating, a means of information exchange and cooperation in the information literacy education. This paper analyzed the characteristics of educational audio-visual resources and the value to information literacy education, and proposed the optimization strategies about construction and application of educational audio-visual resources.
Audiovisuals in the teaching process

An outstanding development in modern education is the increased use of supplementary devices by which the teacher through the use of more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciations; increase knowledge, arouses interest and even evokes worthy emotions and enriches the imagination of children.

The Uses of Audio-Visual Aids in Teaching

Audio-visual aids in the classroom can enhance teaching methods and improve student comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly.

Auditory Learners and Aids

Auditory learners focus more on the spoken word rather than the written one. Taped recordings of lectures or movies are helpful to auditory learners because they pick up on speech nuances such as tone and pitch. Computers with speech-recognition devices will also help auditory learners to process and retain information better than just reading from a textbook. Students with hearing disabilities will also benefit from teachers who use microphones while lecturing.
Visual Learners and Aids

Slide projectors have given way to PowerPoint presentations in the modern classroom, but the concept is the same. Visual learners understand meaning through graphic portrayals such as charts, illustrations and diagrams.

Teachers that take the time to compose or find visual supplements to accompany their lectures help to greatly augment learning potential. The old adage that "a picture is worth a thousand words" still rings true, especially in today's image-submerged society.

Movie Clips

Incorporating a YouTube moment or any other instructional video clip into a lesson plan can greatly increase understanding as well as enjoyment during the learning process. If an interactive white board with Internet capabilities is not available, many video clips from the web can be downloaded and embedded in a PowerPoint presentation for classroom purposes.

Be sure to prepare students before watching the clip by telling them what to expect or what to look for and then following up with discussion questions that tie in to the lesson plan.

Special Education Students

Students with special needs often require information to be presented to them in several different formats before they
can adequately understand a concept or process information. Playing a book on tape while simultaneously reading together in class is a good way to reinforce material. Videos that deal with the targeted subject matter can be shown afterwards to further augment learning.

**Don't Overdo It**

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. It's the law of diminishing returns: you can only get so much useful enjoyment and assistance from a machine. The personal relationship between teacher and student is ultimately more valuable and rewarding in a brick and mortar classroom environment. This is not to say that there aren't some students who are quite capable of learning by themselves through interactive technology, but if that were true in all cases, then schools wouldn't need teachers, would they?

**The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom**

“Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught. Change is necessary to engage students not in the curriculum we are responsible for teaching, but in school. Period.” April Chamberlain (1998 p 76)

**Conclusion**

Through this work, I have been able to determine the relationship between the Technological Didactic Resources and the educational field.
The interaction between both elements (technologies-education) has raised the need to understand the new technologies in order to adapt and use in the educational field.

The idea of teaching English is to give the students the possibility of communicating in a second language with people inside and outside of the country. It provides the necessary tools for knowledge and development of the four language skills (listening, speaking, Reading and Writing) and a series of sub-skills, whose primary objective is the domain of the language.

In this line the learning of the English language, should develop in context, and the activities should provide opportunities for developing a central theme.

The integration of the skills is achieved through real activities, encouraging the students' motivation in the learning of the new language; it is also important to develop the students' autonomy, so that they can guide their own learning.

We are faced with a moment of change which demands innovation and transformation of the teaching staff at all levels, especially in the field of primary school; the most critical stage of the human development, moreover the problems inherent in the education cannot be separated from the changes that are happening in the world. The children of school age are communicative, curious, creative and able to learn many things, they have already demonstrated to learn their native language, dominate the physical motions, complex games and other skills necessary for life.
However, I believe that the model of traditional school not only contributes to develop these skills but even stunt their development; therefore, it is necessary to create a new model of teaching for the future.

The ICTs have shown that the Technical and professional education and the academic education can be taught together

Moreover, we can say that the ICTs can become in a powerful pedagogical tool, that through the combination of texts, graphics, sounds, animations and videos can be used to help the students to learn in a much more natural and dynamic way, enabling at the same time their transformation in active beings from their learning process.

These technologies also allow the teachers to reveal the students new dimensions of their teaching objects, that traditional teaching methods have prevented showing them in their real magnitude.

Through these new media, the students can experience the knowledge, in a way that would be impossible, using traditional reference sources. The access to these resources positively influences the disposition that shows the students to deepen and enrich their knowledge, looking into more sources of information with the support of this interactive gear.

Different studies have shown that in comparison with the traditional class the multimedia programs can help the students to learn more quickly.
It is also important that the teacher has a clear idea of the potential of each of the technological resources available to them, and the limitations of the educational process which requires the teacher to design and implement learning environments.

The technologies, especially the ICTs, must be an integral part of the modern education which allows with its effective use to carry out the mission of dissemination and research in the educational institutions. The computer must overtake its traditional functions, as a simple text processing tool, and individual computing, to become a tool for community use, that allow to develop the students’ skills in their scientific and technological learning process, from any of the thematic areas of the curriculum.

SPEAKING SKILL

Definition
Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Speaking is a two way process which involves the productive skill of speaking and receptive skill of understanding. (Byrne, 1998, p.8 cited in Astuti, 2010, p.2).

Meanwhile, according to Brown (1994) and Amir (2010, p.10) in Astuti (2010, p.8) said that speaking is an interactive process constructing meaning that involves producing and receiving and processing information. So, it can be concluded that speaking is an ability to communicate orally to other people with the aim is to express their idea and feeling.
Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.
The Aspects of Speaking
There are some aspects of speaking ability that the students should consider in speaking according to some experts, as follows:

1. 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).

4. 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)
What a good speaker does

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the
interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savage ŕs New Ways in Teaching Speaking (1994)

**General outline of a speaking lesson**

Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words).

In presentation, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use.

Practice involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner.

Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress.
Finally, extension consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

**Types of Classroom Speaking Performance**

The types of speaking which are expected to carry out in the classroom are the followings:

a. **Imitative**
   Teacher asks students to drill word in which the students simply repeat a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy. (Brown, 1994, p. 271 as cited in MaryAnn, 1999, n.p)

b. **Intensive**
   It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture cued tasks including simple sequences; and translation up to the simple sentence level. Intensive can be self-initiated or pair work activity. (Brown, 200, p. 273 in Pearson, 2004, p.2 and in Astuti, 2010, p.4)
c. Responsive
Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts. (Brown, 2001, p. 273 in Pearson, 2004, p.2)

d. Transactional
It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates. (Brown, 1994, p.273 as cited in MaryAnn, 1999, n.p; Brown, 2001 in Astuti, 2010, p. 4)

e. Interpersonal
The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays. (Brown, 1994, p. 274 as cited in MaryAnn, 1999, n.p; Brown, 2001 in Mega, 2009, p. 17)

f. Extensive
Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity
for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech. (Brown, 2001, p.274 in Pearson, 2004, p.2)

Those are several types of speaking performances that can be used in teaching speaking. Those types are based on the syllabus of the first grade junior high school. Teacher can determine which type is appropriate for her/his speaking class based on students’ ability. (Mega, 2009, p. 17)

**Principles in Designing Teaching Speaking**

The principles in designing teaching speaking are as follows:

Use techniques that cover the spectrum of learner needs, focus on accuracy and fluency. 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. When teacher use one technique, she/he has to make sure that the technique is designed to help students to feel and use the building block of language. (Brown, 2001, p.275-276 as cited in Mega, 2009, p. 16; Nababan, 2012, n.p)
Choosing appropriate topics for small talk

Preparation
Show the learners a picture of two people conversing in a familiar casual setting. (The setting will be determined by a prior needs assessment.) Ask them to brainstorm what the people might be discussing (i.e., what topics, vocabulary, typical phrases).

Presentation
Present several video clips of small talk in casual situations. Have learners complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seem to typify small talk. Follow up with a discussion of the kinds of topics that are appropriate for small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases used in small talk.

Practice
Give learners specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases they might use. Learners then engage in improvised dialogues based on these simple phrases.

Evaluation
Give pairs a teacher-prepared dialogue based on their scenario from š. Ask them to compare their improvised
dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.

Extension
Have learners go individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

These tasks are not sequential. Each can be used independently or they can be integrated with one another, depending on learners' needs. For example, if learners are not using appropriate sentence intonations when participating in a transactional activity that focuses on the skill of politely interrupting to make a point, the teacher might decide to follow up with a brief imitative lesson targeting this feature.

When presenting tasks, teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should provide opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997). Teachers should also be careful not to overload a speaking lesson with other new material such as numerous vocabulary or grammatical structures. This can distract learners from the primary speaking goals of the lesson.

Assessing speaking
Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills
Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions.

Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (O'Malley & Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion.

Finally, criteria should be clearly defined and understandable to both the teacher and the learners.

**Conclusion**

Speaking is the key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

**EPISTEMOLOGICAL FOUNDATION**

**The Constructivism**

Much has been researched and written about constructivism by many eminent leaders in the fields of learning theory and cognition. Scholars such as Jen Piaget, Lev Vygotsky, Jerome Bruner, and Howard Gardner have explored these ideas in-depth.
As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog.

The recent interest in constructivism in education follows an almost religious dedication to behaviorist pedagogy by administrators and educational psychologists in the United States (Duit & Treagust, 1998; Jenkins, 2000).

Constructivism’s success may be due in part to the frustrations that educators experienced with behaviorist educational practices. Beginning in the 1960s, behaviorism swept from the arena of psychology into education with an air of authority that was startling. Schooling became structured around the premise that if teachers provided the correct stimuli, then students would not only learn, but their learning could be measured through observations of student behaviors. The behaviorist movement led to a long series of strategies for schools such as management by objective, outcome-based education, and teacher performance evaluation systems. Behaviorism in schools placed the responsibility for learning directly on the shoulders of teachers. Teachers were led to believe that if learning was not occurring, then it was their responsibility to restructure the environment, determine the most appropriate reinforcement to promote the desired student behavior, or provide a negative reinforcement to extinguish unwanted behaviors.

After years of implementation, behaviorism fell short of producing positive effects within the complex context of the classroom and left teachers feeling shortchanged and cheated by a system that placed the guilt for students’ failure to learn in their hands. We experienced the impact of behaviorism while working as teachers in public schools when all teachers
were required to participate in two behaviorist-based programs: Effective Teacher Training and the Teacher Performance Appraisal System. The first program was a series of behaviors that teachers were expected to perform in the classroom. Although the Effective Teacher Training program was based on research of effective practices (e.g. wait time of at least 4 seconds between asking questions during class discussions raises achievement), the program failed to take into account the complexity of student cognition and the dynamics of modern classrooms. The Teacher Performance Appraisal System was an evaluation system that principals used to evaluate teachers. A principal would observe a teacher during instruction while checking off a series of behaviors that demonstrated effective teaching (e.g. teacher movement around the room). Like Effective Teacher Training, the teacher evaluation program was based on discrete studies of effective teaching practices, but the sum of the behaviors did not necessarily make one a good teacher. It became commonly known that a teacher could exhibit the desired behaviors, get good ratings on the instrument and the corresponding positive evaluation by the principal, but not necessarily teach a lesson where students would develop meaningful understandings. Teachers knew that the programs failed to explain why students weren't learning and why instruction wasn't effective. Following the legacy of behaviorism, constructivism has been welcomed as a theory of knowing that more fully explains the complexity of the teaching-learning process.

**Defining Constructivism**

The meaning of constructivism varies according to one's perspective and position. Within educational contexts there are philosophical meanings of constructivism, as well as personal constructivism as described by Piaget (1967), social constructivism outlined by Vygotsky (1978), radical constructivism advocated by von Glasersfeld (1995), constructivist epistemologies, and educational constructivism (Mathews, 1998).
Social constructivism and educational constructivism (including theories of learning and pedagogy) have had the greatest impact on instruction and curriculum design because they seem to be the most conducive to integration into current educational approaches. Table 1 shows the variation of definitions for constructivism in education.

(The mind can) "put together those ideas it has, and make new complex ones."

(Lock, 1947, p. 65).

"It is assumed that learners have to construct their own knowledge--individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community--other learners and teacher--is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction."

(Davis, Maher, Noddings, 1990, p. 3)

"Constructivism is not a theory about teaching...it is a theory about knowledge and learning...the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective."

(Brooks & Brooks, 1993, p. vii)

"(K)nowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience."

(von Glasersfeld, 1995)
"The doctrine itself holds that 'language users must individually construct the meaning of words, phrases, sentences and texts.'"


"Constructivists allege that it is we who constitute or construct, on the basis of our theorizing or experience, the allegedly unobservable items postulated in our theories."

(Nola, 1998, p. 32)

"The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge."

(Naylor & Keogh, 1999, p.93)

"Constructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner."

(Jenkins, 2000, p.601)

One of the common threads of constructivism that runs across all these definitions is the idea that development of understanding requires the learner actively engage in meaning-making. In contrast to behaviorism, constructivists argue that "knowledge is not passively received but built up by the cognizing subject" (Von Glasersfeld, 1995). Thus, constructivists shift the focus from knowledge as a product to knowing as a process.

Within constructivist theory, knowledge isn't something that exists outside of the learner. According to Tobin and Tippins (1993), constructivism is a
form of realism where reality can only be known in a personal and subjective way. Von Glasersfeld notes that constructivist theory acknowledges reality but he goes on to say, "I define to exist only within the realm of our experiential world and not ontologically..." (Tobin, 1993, p. 4). While constructivism takes on different philosophical meanings with different theorists and contexts, the overarching concept hinges itself upon the nature of knowing and the active role of the learner.

Although the roots of constructivism are most often attributed to the work of Jean Piaget, constructivist tenets emerged much earlier in history as seen in the writings of Giambattista Vico, who declared in 1710, "The human mind can know only what the human mind has made" (von Glasersfeld, 1995, p. 21).

Noddings (1990) maintains that constructivism also emerged from the work of Neisser (act psychology), and Chomsky (innate linguistic structures of mind). Noddings argues that constructivist emphasis on the learner as central emerges from Chomsky's and Piaget's theories of an epistemological subject: "an active knowing mechanism that knows through continued construction" (Noddings, 1990, p. 9).

Although Piaget's theories tended to focus primarily on the development of the individual while ignoring the greater socio-cultural context, the roots of constructivism are clearly present in Piaget's focus on the active role of the individual in learning: "... all knowledge is tied to action, and knowing an object or an event is to use it by assimilating it to an action scheme..." (Piaget, 1967, pp. 14-15). For Piaget, knowledge construction takes place when new knowledge is actively assimilated and accommodated into existing knowledge. Furthermore, Piaget's constructivist stances are seen in his belief that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new
experiences. "What remains is construction as such, and one sees no ground why it should be unreasonable to think it is ultimate nature of reality to be in continual construction instead of consisting of an accumulation of ready-made structures" (Piaget, 1970, pp. 57-58).

**Sociological Foundation**

**Social constructivism**

Lev Vygotsky a Russian psychologist and philosopher in the 1930’s, is most often associated with the social constructivist theory. He emphasizes the influences of cultural and social context in learning and supports a discovery model of learning. This type of model places the teacher in an active role while the students mental abilities develop naturally through various paths of discovery.

**Sociology of education: concept and origin**

The sociology of education is the study of how social institutions and individual experiences affects education and its outcome. Education is It is concerned with all forms of education ie formal and informal education systems of modern industrial societies. It is relatively a new branch and two great sociologist Émile Durkheim and Max Weber were the father of sociology of education. Émile Durkheim's work on moral education as a basis for social solidarity is considered the beginning of sociology of education.

After the second world war it gained entity as separate subject of knowledge. Technological advancement and engagement of human capital(work force) in industrialization America and Europe gave rise to the social mobility .Now it is easier to move up to the upper strata of society
gaining technical skills, knowledge. People who were farmer earlier became worker in factories. In that period social mobility was at top gear. And sociologist began to think that education promotes social mobility and undermines the class stratification.

It gained interest and lot of sociological studies done on the subject. Statistical and field research across numerous societies showed a persistent link between an individual's social class and achievement, and suggested that education could only achieve limited social mobility. Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination. But sociology of education is a branch of study and very helpful in finding the relation between sociology and education.

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all (Sargent 1994). Learners may be motivated by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potentialities. The purpose of education is to develop every individual to their full potential.

**Relation between sociology and education**

As a school teacher and administrator all of you are living in a small society known as school. You will find various relation (learner and teacher, peer group, boys and girls, different social background etc.), values (religion and culture) in in educational institutions. So we must know the pattern, concerns of this society for effective educational outcome.
The relation between sociology and education has always been a subject of debate. One concept says education is meant to overcome the inequalities of society whereas the other says the prime function of education is to promote the equilibrium status of the society ie it tries to maintains equality/inequality whatever state is prevalent in the society.

The sociologist who favor second theory says that education is a social effort hence it runs the way society wants. And society moves in the direction the dominant group of society wants. According to them the second theory is a propagated myth by the promoter of first theory. The first theory is said positive and second is leveled as negative thought. Although there is conflict which theory is most relevant; one thing is crystal clear that education is social effort and it reflects rather than directs society. If education is said to directs society it is true only because there is a social force favoring this.

Both the theory has a role to play in defining the relation between sociology and education. This relation plays a great role in learning outcome. So it is a matter of great interest for the people like you; who is directly linked to educational institutions.

PEDAGOGICAL FOUNDATION

Following on from my recent posts on praxis and the meaning of education, here are a few thoughts on pedagogy. If you ask someone what a pedagogue is, they are likely to reply 'a teacher'. One fairly limited definition of the word pedagogue is: a school teacher. Another less kind definition suggests that pedagogues are people who instruct in a dogmatic or pedantic manner. We seem to have many views on the nature of pedagogy and how it is conducted. Unfortunately, these often lead to
confusion. To gain a clear understanding of pedagogy, we first need to examine the origin - the etymology - of the word.

The word pedagogy has its roots in Ancient Greece. Rich families in Ancient Greece would have many servants (often slaves), one of whom would be specifically tasked to look after the children. Often these slaves would lead or escort the children to the place of education. The Greek word for child (usually a boy) is paid (the stem of this is 'paid'), and leader is agogus - so a paid-agogus or pedagogue was literally a leader of children. Later, the word pedagogue became synonymous with the teaching of our young. Taken in this context, we would probably all agree that pedagogy is about children's education. And yet this confines us to a very limited understanding of what pedagogy is, or has the potential to become.

If we take the principle of 'leading or guiding someone to education' (which in my last post I identified as deriving from the Latin word educere - 'to draw out from within), then we open up a whole new world of possibilities for learning. It's a well known aphorism - teachers teach, but educators reach - and also a principle that is at the very heart of true pedagogy. True pedagogy is far more than someone instructing. Pedagogy is leading people to a place where they can learn for themselves. It is about creating environments and situations where people can draw out from within themselves, and hone the abilities they already have, to create their own knowledge, interpret the world in their own unique ways, and ultimately realise their full potential as human beings. It's certainly not about absolutes, but is more likely to be about uncertainties. Good pedagogy is about guiding students to learning. It's about posing challenges, asking the right questions, and presenting relevant problems for learners to explore, answer and solve. True pedagogy is where educators transport their students to a place where they will be amazed by the wonders of the world they live within.
As one ancient Greek philosopher Socrates once said: 'Wisdom begins in wonder.'

“Pedagogy is the study of being a teacher or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. For example, Paulo Freire’s proposal is "Education problematizing" that denies the one way system proposed by the "Traditional education" because it gives life to a communication go and back.

In this conception it is no longer understand the educational process as a mere repository of knowledge but a knowing act and serves to release breaking the contradiction between teacher and learner. While the "traditional education" ignores the possibility of dialogue, "problematizing" offers a clear epistemological dialogic situation. 

From this new perspective, the educator is not only educates but also educated as a dialogue which takes place in the educational process. This will break the arguments of "authority": there is no one who educates other but they both do in communion.

Education as the practice of freedom implies the denial of man isolated from the world, promoting integration".

The construction of knowledge will be based on reflection should not be a mere abstraction. The man should always be understood in relation to its link with the world.

And finally, Freire indicates that as the "Education Bank" is merely welfare the "problematizing education" clearly points to liberation and
independence. Oriented action and reflection of men on the reality destroys the passivity of the learner that promotes adaptation to an oppressive situation. This results in the search for the transformation of reality, in which oppressor and oppressed find more human liberation.

**PSYCHOLOGICAL FOUNDATION**  
**Educational Psychology: A definition and key concepts**

It seems too simple to say that educational psychology is the psychology of learning and teaching, and yet a majority of educational psychologists spend their time studying ways to describe and improve learning and teaching. After reviewing the historical literature in educational psychology, Glover and Ronning (1987, p. 14) suggested that educational psychology includes topics that span human development, individual differences, measurement, learning, and motivation and is both a data-driven and a theory-driven discipline. Thus, our definition of educational psychology is the application of psychology and psychological methods to the study of development, learning, motivation, instruction, assessment, and related issues that influence the interaction of teaching and learning. This definition is broad because the potential applications of educational psychology to the learning process are immense!

Today educational psychology is a vital discipline that is contributing to the education of teachers and learners. For example, Jerome Bruner, an enduring figure in educational psychology, recently noted the need to rethink our ideas of development, teaching, and learning and the interactions among them. Specifically, Bruner (1996) urged educators and psychologists to see children as thinkers, and stated:

No less than the adult, the child is thought of as holding more or less coherent "theories" not only about the world but about her own mind and how it works. These naive theories are brought into congruence with those
of parents and teachers not through imitation, not through didactic instruction, but by discourse, collaboration, and negotiation. . . . . This model of education is more concerned with interpretation and understanding than with the achievement of factual knowledge or skilled performance. (1996, p. 57)

These words reflect many of the goals of this book: Think of educational psychology as a vital tool that can be of immeasurable help in planning, delivering, and evaluating teaching. To illustrate how the science of educational psychology can help teachers, we'd like to identify some key concepts and their relationship to instruction and learning. Much more will be said about each of these concepts as you work your way through this book.

**Understanding the Meaning of Teaching**

The first key concept is the need to understand what it means to teach. We hope that as a result of reading this chapter and others, such as Chapter 10, you will have a better grasp of "life in the classroom." You must, however, have a basis from which to make decisions about teaching.

**Knowledge of Students**

The second core concept is the belief that to teach skillfully, you must have as much knowledge about students as possible: their needs, characteristics, and differences. Section 1 of this book introduces you to the developmental lives of children. Chapter 2 is devoted to tracing the cognitive and language development of children, while Chapter 3 focuses on their psychosocial and moral development. Reflecting the diversity in our classrooms, Chapter 4 examines the impact of culture, class, and gender on teaching and learning.
If you become a regular classroom teacher, you will come into contact with one or more students who are exceptional. There are many different types of exceptional students, including the gifted and talented, as well as students experiencing sensory handicaps, communication disorders, physical and health impairments, behavior disorders, learning disabilities, and mental retardation. Chapter 5 provides valuable information about the typical characteristics of students who are exceptional.

**Understanding the Learning Process**

A priority in educational psychology is understanding the learning process, that is; the procedures and strategies that students use to acquire new information. Chapter 6 focuses on behavioral explanations of learning and provides numerous examples of how this theoretical explanation of learning can be translated into classroom practice. Chapters 7 and 8 turn to more cognitive analyses of learning, mirroring current concerns with "teaching for understanding." These chapters have been written to help you turn students into better thinkers and problem solvers by presenting many techniques and "tips" that have proven helpful. Motivation, the subject of Chapter 9, is so essential that we can safely state that without it, learning will not occur.

**Understanding Instructional Strategies**

A fourth key concept is the function of instruction, beginning with the objectives that teachers wish to attain. Chapters 10 and 11 concentrate on those instructional strategies that research has shown to be effective. Learning, however, does not occur in a vacuum. You must understand the best circumstances in which learning can occur. Consequently, these chapters present in some detail successful strategies for managing a classroom, focusing on those techniques shown by both theory and research to be effective.
Understanding Assessment Strategies

Educational psychologists have been instrumental in providing techniques that teachers can use to determine how successful students have been in attaining new knowledge and skills. Today, perhaps more than ever, assessing students' knowledge and skills is a central issue in schools. From a teacher's perspective, two of the most relevant purposes of assessment are (a) to identify students who need educational or psychological assistance, and (b) to provide information to teachers that will help them develop instructional programs to facilitate all students' functioning. Assessment involves the use of many tools and a basic knowledge of measurement.

LEGAL FOUNDATION

The Constitution of Ecuador

Article 26. - Education is a right for people throughout their lives and an inescapable and unavoidable duty of the State. It constitutes a priority area of public policy and State investment, guarantee of equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

Article 27. - Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace;
stimulate critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

**Article 28.** - Education respond to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.

**Science, technology, innovation and ancestral knowledge**

**Article 385.** - The national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, culture and sovereignty, will have as a purpose:

1. Generate, adapt and disseminate scientific and technological knowledge.

2. Recover, strengthen and enhance the ancestral knowledge.

3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

**Article 386.-** The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research institutes, universities and polytechnics and individuals, public and private companies,
non-governmental organizations and natural or legal persons, as are activities of research, technological development and innovation and those linked to the ancestral knowledge. The State, through the competent body, coordinate system, establish goals and policies, in accordance with the National Development Plan, with the participation of the actors that comprise it.

**Article 387.** – It is the responsibility of the State:

1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime’s development.

2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.

3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.

4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge. Recognize the status of researcher in accordance with the law.
Common European Framework

The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of these goals it develops continent-wide agreements to standardize the social and legal practices of member states and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council of Europe attaches great importance to the maintenance of linguistic and cultural diversity and encourages language learning as a means of preserving linguistic and cultural identity, improving communication and mutual understanding, and combating intolerance and xenophobia.

The CEFR’s proficiency levels

The CEFR’s action-oriented approach to the description of language use supports what might be described as the horizontal dimension of language learning and teaching. At any level of proficiency it enables us to consider how the capacities of the language learner, the different aspects of language activity, and the conditions and constraints imposed by context combine to shape communication. But the CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus to define language proficiency at six levels arranged in three bands – A1 and A2 (basic user); B1 and B2 (independent user); C1 and C2 (proficient user). We can use these common reference levels as a starting point for the elaboration of language syllabuses and curriculum guidelines, the design of learning materials, and the
assessment of learning outcomes. We can also use them to plot the progress of individual language learners over time and as a basis for comparing language courses, textbooks, examinations, and qualifications. It is important to emphasize that the levels are not normative. The CEFR should rather be thought of as “a concertina-like reference tool that educational professionals can expand or contract, elaborate or summarize, according to the needs of their context”.
CHAPTER III
THE METHODOLOGY

DESIGN OF THE INVESTIGATION
The word methodology is defined as a system which comprises the principles, practices and procedures which are applied to a specific branch of knowledge. Methodology refers to the way in which information is found or the way something is done. Methodology includes the methods, techniques and procedures which are used to collect and analyze information. Methodology is a term that can be used to describe the analysis of principles of rules and methods employed by a discipline. It can also be used in reference to study or description of methods that have been applied to a particular study.

The methodology constitutes in this project a chapter of the investigation plan, where is exposed the type and level of the investigation made; the techniques of the employee data collected, the sample design, the data collection instruments; and the type of output charts of the results that were obtained. It’s based on the investigation paradigm chosen, and criteria approach to the elaboration and validity of the purpose as an improvement alternative to the problem presented about the teaching English process.-

The investigation Project is directed to know the different types of learning problems that interfere in the development of speaking skill, which permits to interpret the problem in study and to apply necessary tools to improve and reinforce the learning process.
Modality of investigation

This research was feasible because it allowed elaborating and developing a proposal of an operative module to find improvement to the problem of the teaching English whose name is application of a didactic guide with audiovisual resources.

Feasible projects are defined as the investigation, elaboration and development of a viable operating model, which purpose is to find improvement to the problems and satisfaction of necessities of the organizations or social groups. This project of investigation is feasible because it counts with the support of all people who are involved in the development of it.

This type of investigation is also applied since it has been researched through different sources that has served for finishing it.

Types of investigation

The types of investigation determine the steps to follow in the study, techniques and methods that could be applied on it. In general, it determines the whole approach of the investigation and how will be analyzed the collected data.

Descriptive

During the investigation process that was made, it was distributed the problem, and it registered information that
was analyzed and interpreted to justify the proposal made. This investigation was written, registered, analyzed, and interpreted, in all areas that are presented in the problem.

It was considered necessary and important that a project of investigation will be descriptive so it permits to identify the causes of the problem that affect a social group or institution and through this find improvement to the problem.

**Explicative**

The explicative investigation intents note an aspect of reality; explains its significance inside of a reference theory, in light of the laws that reflect events and phenomenon which generates in certain conditions. It attempts to clarify why and how there is a relationship between two or more aspects of a situation or phenomenon.

The explicative investigation is related with the causes, not only pursues describe or approach to the problem but that it intends to find the causes of the problem.

**Explorative**

This investigation permits to have a general idea of the cognitive disorders problems, it also guides to the interested and bring near to the problem through of the direct contacts, it is an initial research which analyzes the data and explores the possibility of obtaining as many relationships as possible between different variables without knowing their end-applications. This means that a general study will be
conducted without having any specific en-objective except to establish as many relationships as possible between the variables of the study. This research provides basis general findings.

**POPULATION AND SAMPLE**

According to (Hernandez, 2001) “population or universe can be defined as a set of units or items that share some notes or peculiarities that wish to study” pg.127

The population is the common study of people, animals and things that in statistical terms are measurable, that unites one or several characteristics in particular on some subject to investigate.

The population of this research is represented by one chairwoman, 2 secretaries, 49 teachers and 1149, in the 3 shifts, that compound the Unidad Educativa “Adolfo H. Simmonds”.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITIES</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>49</td>
<td>13%</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>1149</td>
<td>86%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1199</td>
<td>100%</td>
</tr>
</tbody>
</table>
SAMPLE
The sample that is part of the population serves to study and gives us the conclusion of a universe. (Lupo, 2014, pág. 1)

The authors took the sample of the total population for the analysis of the data; they were taken from the number of students, teachers and principal.

According to (Hernandez, 2001) “Generically, a sample is a part, more or less large, but representative of a group or population, whose characteristics must be reproduced as closely as possible” (pg.127)

As a sample, this greater or lesser are used to examine a part of the total population, to come near to reality.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>SAMPLING</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITY</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>35</td>
<td>96 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Instruments of Investigation

Instruments of Investigation permit to the researchers to do the research correctly; the instruments are classified according to the necessities of the problem. These help to find appropriate solutions to the problem. The data collection techniques refer to the instruments used to obtain information about the problematic referred.
The data collection techniques applied were as follow:

**Observation**

Being a scientific method the direct observation was used since it is investigating in the same place where the events occur, and expand the knowledge of the problem to find progress. Observation is the result of linking the senses with reality, thus permit verify the problems that arise nowadays.

It can be added that the observation is a fundamental element of each investigative process; the researchers are supported to obtain the greatest number of information. A lot of knowledge that constitutes the Science has been obtained through the observation.

**Survey**

Survey is a quantitative instrument of social investigation through interviews to a group of people selected by statistical, applying a questionnaire. This technique helped to obtain true information that will stand out the interest of the investigators.

Through the survey it is intended to know the real situation of groups of the people, in this case the Institution and its needs.

The survey was applied to students of eighth year of General Basic Education at Unidad Educativa “Adolfo H. Simmonds.”
Interview

The interview technique has as objective to obtain information through of a dialogue in a formal meeting or planned, between a person or more.

The essential advantage of the interview is that they are the social actors themselves who provide the information on their behaviors, opinions, desires, attitudes and expectations, which are impossible to observe from outside by its nature. No one better than the same person involved to talk about everything that he thinks and feels, of what he has experienced or is planning to do.

In order to obtain more real information was necessary to apply interviews to the authority of the institution and the English teacher.

Collection of data

In data procedures must comply with the qualification, register, tabulation and codification of the surveys. In the analysis must be apply logical theories, deduction, induction, analysis, synthesis or the descriptive statistics as well.
<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUDIOVISUAL RESOURCES</td>
<td>Teaching resources</td>
<td>Etymology of the word importance Educational Concept</td>
</tr>
<tr>
<td></td>
<td>Elements that characterize the teaching through audio-visual</td>
<td>Integration Appreciation Technologies Teaching methods Motivation Innovation</td>
</tr>
<tr>
<td></td>
<td>English vocabulary</td>
<td>Words Proper use Types Didactics</td>
</tr>
<tr>
<td>Independent Variable</td>
<td>Dimension</td>
<td>Indicators</td>
</tr>
<tr>
<td>SPEAKING SKILL</td>
<td>Importance</td>
<td>First tool in the communication process.</td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
<td>Helps to develop vocabulary. The pronunciation must be practiced.</td>
</tr>
</tbody>
</table>
**Objective:** The level of acceptance of students with regard to the influence of audiovisual resources in the speaking skill.

Mark (X) according you preferences: **TOTALLY AGREE (1), AGREE (2), INDIFFERENT (3), DISAGREE (4), TOTALLY DISAGREE (5)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You consider that English language is important for you in real life.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>You want to speak in English</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher must give the classes only in English</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You like to communicate with peers using English</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher practice speaking skill using audio visual resources.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Audio visual resources are important for learning English</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher motivates you when teaching English constantly.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You want that teacher uses audio visual resources for teaching English</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The English teacher uses another didactic material.</td>
<td></td>
</tr>
</tbody>
</table>
RESULTS OF THE SURVEY

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td>You consider that English language is important for you in real life.</td>
<td>35</td>
</tr>
<tr>
<td>You want to speak in English</td>
<td>30</td>
</tr>
<tr>
<td>The teacher must give the classes only in English</td>
<td>33</td>
</tr>
<tr>
<td>You like to communicate with peers using English.</td>
<td>28</td>
</tr>
<tr>
<td>The teacher practices speaking skill using audio-visual resources.</td>
<td>4</td>
</tr>
<tr>
<td>Audio visual resources are important for learning English</td>
<td>14</td>
</tr>
<tr>
<td>The teacher motivates you when teaching English constantly.</td>
<td>4</td>
</tr>
<tr>
<td>You want that teacher uses audio visual resources for teaching English.</td>
<td>22</td>
</tr>
<tr>
<td>The English teacher uses another didactic material.</td>
<td>1</td>
</tr>
<tr>
<td>You want to learn English with an additional didactic material.</td>
<td>31</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Statement 1: You consider that English language is important for you in real life.

Sample: 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>35</td>
<td>92%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>0</td>
<td>8%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 1

In this statement the total of students, it means the 100 %, answered that English is important in real life. It is a good point for the researchers because students have the willingness to learn this language.
ANALYSIS OF RESULTS

Statement 2: You want to speak in English

Sample: 35 students

CHART OF FREQUENCY Nº2

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>30</td>
<td>82 %</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>2</td>
<td>12 %</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 2

In this statement the 82 % of students answered they want to speak in English. The researchers have to consider the results because they have to make their best in order to transmit the new knowledge correctly and the new didactic material has good acceptance.
ANALYSIS OF RESULTS

Statement 3: The teacher must give the classes only in English.

Sample: 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>33</td>
<td>96%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 3

ANALYSIS

In this statement the 96 % of the students answered that the teacher must speak in English when transmit new knowledge. Students realize that following the teachers` fluent they will improve their speaking skill.
ANALYSIS OF RESULTS

Statement 4: You like to communicate with peers using English.

Sample: 35 students

CHART OF FREQUENCY N°4

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>28</td>
<td>86 %</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>4</td>
<td>8 %</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

In this statement most of the students answered that they want to communicate with partners using English, it happens because they consider that this language can help them in meeting new people through social networks.
ANALYSIS OF RESULTS

Statement 5: The teacher practice speaking skill using audiovisual resources.

Sample: 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>4</td>
<td>8 %</td>
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<tr>
<td>4</td>
<td>Agree</td>
<td>6</td>
<td>12 %</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>2</td>
<td>4 %</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>13</td>
<td>46%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 5

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

In this statement most of students answered that the English teachers must use a different kind of didactic material since he only works with the book given by the government. They have demonstrated their willingness in acquiring a new language.
ANALYSIS OF RESULTS

Statement 6: Audio visual resources are important for learning English.

Sample: 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>14</td>
<td>49%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 6

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

In this statement the most of the students answered that they consider that audiovisual resources are important for learning English, for that reason the authors want to intend to give a solution to this problem with the application of a didactic guide.
ANALYSIS OF RESULTS

Statement 7: The teacher motivates you when teaching English constantly.

Sample: 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>4</td>
<td>8 %</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>2</td>
<td>4 %</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>13</td>
<td>39%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>15</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

In this statement a large amount of students feel that English classes are boring, it happens because teacher does not use the correct methodology that awakes the interest and motivate them in class.
ANALYSIS OF RESULTS

**Statement 8:** You want that teacher uses audio visual resources for teaching English.

**Sample:** 35 students

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>22</td>
<td>74%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Adolfo H. Simmonds  
**Researchers:** Carlos Lopez and Karen Zhingre

**ANALYSIS**

In this statement most of the students want that English teacher uses audio visual resources when teaching English. It happens since they have realized that their knowledge is very poor in comparison with other students.
ANALYSIS OF RESULTS

Statement 9: The English teacher uses another didactic material.

Sample: 35 students

CHART OF FREQUENCY Nº9

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>29</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 9

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

In this statement most of the students answered that the English teacher does not use another didactic material, only one text book, that is the reason they feel their learning is not completed.
ANALYSIS OF RESULTS

Statement 10: You want to learn English with an additional didactic material.

Sample: 35 students

CHART OF FREQUENCY Nº10

<table>
<thead>
<tr>
<th>No.</th>
<th>Alternatives</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>31</td>
<td>92%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>1</td>
<td>Totally disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

GRAPHIC # 10

Source: Unidad Educativa Adolfo H. Simmonds
Researchers: Carlos Lopez and Karen Zhingre

ANALYSIS

Most of the students agree that they want to work with an additional didactic material. The researchers must take advantage of these answers because they can introduce the new guide with the acceptance of them.
The Chi Square test is made for analyze the relationship that exist between the two variables, in this case audiovisual resources and speaking skill.

### CHI SQUARE TEST

As we can see the value P is less than 0.05, for this reason we can affirm that there is a relation between the two variables. Therefore, the audiovisual resources has influence in the speaking skill.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

✓ Poor teaching strategies used by teachers does not allow students to acquire the new knowledge correctly.
✓ As a consequence of poor techniques, students cannot have an effective interest for the English classes.
✓ Students do not feel motivated to participate actively in classes, due to, the scarcity of didactic material to present and to practice every day.
✓ Scarcity of speaking skills activities do not engage students to develop this skill.

RECOMMENDATIONS

✓ To focus on students need to give an efficient English class.
✓ To improve students English acquisition it is necessary to use the whole didactic resources.
✓ Teachers must find interesting materials; they must be innovators for teaching the language, use different methods, interactive materials to get active classes and a successful teaching learning process.
✓ To provide students plenty of efficient and interesting material which will catch their attention and engage them to practice the language out of classroom
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES
FOR DEVELOPING THE SPEAKING SKILL IN STUDENTS OF
TENTH YEAR AT UNIDAD EDUCATIVA
“ADOLFO H. SIMMONDS”

ANTECEDENTS

After concluding this investigation about the problem concerning to the
development of speaking skill through the design of audiovisual resources
and after knowing the results, it could realize that the structure of the
English language area was not working in an appropriate way, since
teachers are not using the English lab in a proper way. They are limited to
practice this skill with the text-book given by the government and it lacks of
speaking practices.

It is a big mistake that it will be reflected at the end of school year with the
academic level. The researchers think whether applying this additional
resource with audiovisual practices, both students and teachers will give
the real importance that this language deserve today. Furthermore, they
will notice the changes because they will be interest for this subject.

In the investigation that was carried out in this institution, it has found that
there are many needs in some teachers knowledge. Spite there is a
teacher that attended to the Go Teacher program at Kansas State
University, it is not enough to cover the demand of the whole institution.
JUSTIFICATION

According to the antecedent previously presented, there is an urgent necessity to create a didactic guide that help not only students but also teachers at the same time facilitate the correct use of technological resources that the institution possess, since most of the time some teachers do not take advantage of the advantages that provides the good use the technology in English classes.

The researchers are sure that this will be a big step because students will enjoy more and they will feel enthusiasm to interact in class and at the same time if they will have their own space, their interest will grow.

The application of the present proposal, according to some opinions it offers to apply alternatives to solve the problem.

GENERAL OBJECTIVE:

To improve the scholastic yield through the application of audiovisual resources in order to strengthen the speaking skill.

SPECIFIC OBJECTIVES

- To keep the motivation and interest of the students.
- To strengthen some speaking skills.
- To contribute with the teacher of the institution giving new techniques.

IMPORTANCE

The importance of this proposal is to reach goals, in this way the speaking skill is going to be improved and students of tenth year of General Basic
Education at Unidad Educativa “Adolfo H. Simmonds” will see reflected their achievements when they receive their scores at the end of the quimestre.

Applying this new resource in a good way, it will improve the English learning especially the speaking skill and students will feel very satisfied with their new knowledge acquired.

Not only students but also teachers will have the opportunity to enjoy transmitting and receiving classes in an interactive way, since there will be more interactivity between them, and students will feel more confident with partners and teachers.

**FEASIBILITY**

It has been considered that this proposal is feasible to execute since it has counted with the willingness of the whole educational community, that have supported it from different points of view until to get the final results.

The financial expenses such as printers, copies, transportation, snacks, markers, cardboard, and various, were covered by the researchers, since they decided not to ask for money neither institution where the project was applied nor surveyed students.

On the other hand, the human talent that has contributed with the realization of this project, it means researchers, authorities, students, teachers, and the whole educational community belonging to the Unidad Educativa “Adolfo H.
Simmonds”, have demonstrated responsibility and confidence for the execution of this investigation.

**DESCRIPTION OF THE PROPOSAL**

Our proposal is about how to improve the speaking skill of tenth year’s students in the English class by using audiovisual resources. It has been divided in ten lesson as follows:

- **LESSON 1**  Foods we like!
- **LESSON 2**  Let’s talk about family
- **LESSON 3**  Let’s talk about you
- **LESSON 4**  How often
- **LESSON 5**  Sports
- **LESSON 6**  Animal riddles
- **LESSON 7**  House riddles
- **LESSON 8**  Find the thirteen animals in the picture and write them.
- **LESSON 9**  Find the differences in the pictures and write them.
- **LESSON 10**  Nine things in this picture are missing or different. Can you find them all?
- **LESSON 11**  Find the 10 animals in the picture and write them
- **LESSON 12**  Identify and repeat after the teacher this vocabulary
- **LESSON 13**  Superlative and comparative
- **LESSON 14**  Tips for a better speaking skill
- **LESSON 15**  Homophones
LEGAL ASPECT
Among the legal aspects that his proposal is based, there are the article 36 of Organic Law of Education and article 52 of the General Regulation of the effective law of education.

The effective article 36 about planning refers: The plan and education program should be formulated in a scientific way according to the orientations of educative policies and the necessities of development of the national reality, for which it should have the participation of the sectors that conform the educative action, with subjection to the regulation.

It will be ruled through the General Laws of the institution.

SOCIOLOGICAL ASPECT
The social life aspect in the educative system is considered as active element around the world and different challenges influence in it, such as social conditions and economic. The students will get good support in their process of learning a foreign language through the development of interactive techniques during their class.

PEDAGOGICAL ASPECT
The proposal will improve in the pedagogical aspect that will help the speaking activities in the teaching of the English language, for this reason it is necessary the support of elements and resources such as projectors, DVD, computer, TV, videos, wall charts, it allows an interactive objective, creating and criticize learning.
SOCIOLOGICAL ASPECT

It is very interesting to observe how teachers give and receive influences from each other so our students will be the result of what we have done with them.
**BIBLIOGRAPHY**


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RAYMOND, Murphy & Willim R. Smalzer: Grammar in use intermediate
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Audiovisual AID http://cte.Udl.edu/tabook/Partic.html
http://Chiron. Valdosta.edu/whuitt/eo/motivation/motivate.html
http://www.questia.com/pm
www.learning.com
www.pedagogy.com
http://www.english.com
http://www.longmandictionary.org/define
http://en.wikipedia.org/wiki/constructivism
http://www.thefreedictionary.com/technical
http://wwwz.scholastic.com/browse/subarticle.jp?id=1435
ANNEXES
APPENDIX 1

DOCUMENTS
Guayaquil, 17 agosto del 2016

SR. LCDO. ELVIS RAMIREZ
Rector (E) Unidad Educativa Adolfo H. Simmonds

Por medio de la presente, reciba un cordial saludo y conociendo su apoyo a la juventud ecuatoriana, nosotros Carlos Geovanny López Montenegro con número de cédula 1500894074 y Karen Gianina Zhingre Carrillo con número de cédula 0940605918, estudiantes de la carrera de Lenguas y Lingüística de la Universidad de Guayaquil solicitamos a usted, se digne acoger la realización de nuestro proyecto educativo que beneficiará al área de inglés.

Contando con su apoyo, esperamos su respuesta

CARLOS LOPEZ KAREN ZHINGRE
Guayaquil, 17 agosto del 2016

AUTORIZACION:

Por medio de la presente se autoriza a los estudiantes Sr. Carlos Geovanny López Montenegro y Sra. Karen Gianina Zhingre Carrillo, para que realicen sus actividades concernientes al proyecto educativo de la Universidad de Guayaquil.

_______________________
LCDO. ELVIS RAMIREZ MELO
RECTOR (E)
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICAS Y LINGÜÍSTICAS EDUCATIVAS
EDUCATIVE PROJECT
PREVIOUS TO THE OBTAINING OF THE "LICENCIADO DEGREE IN EDUCATIONAL SCIENCES, MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTICS"

TOPIC:
The influence of audiovisual resources to reinforce the speaking skill

Search operation #1

[1 2 3 4 5] The originality of the text is 100%
MSc.
LARRY TORRES VIVAR
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan nombres de los estudiantes de la Escuela de Lenguas y Lingüística: LOPEZ MONTENEGRO CARLOS GEOVANNY - ZHINGRE CARRILLO KAREN GIANINA.

TOPIC: THE INFLUENCE OF AUDIOVISUAL RESOURCES TO REINFORCE THE SPEAKING SKILL.

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES FOR REINFORCING THE SPEAKING SKILL IN STUDENTS OF TENTH YEAR AT UNIDAD EDUCATIVA “ADOLFO H. SIMMONDS”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lcdo. Alfonso Sánchez Ávila, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

<table>
<thead>
<tr>
<th>Firma</th>
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</tr>
</thead>
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<td>DIGITADOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DIRECTOR</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2
PHOTOS
PHOTO EVIDENCE #1
Carlos Geovanny López Montenegro and Karen Gianina Zhingre Carrillo (authors)
Survey to the students

Carlos Geovanny Lopez Montenegro and Karen Gianina Zhingre Carrillo (authors)
outside the Institution.

Source: Unidad Educativa "Adolfo H. Simmonds".
Authors: Carlos Geovanny López Montenegro and Karen Gianina Zhingre Carrillo.
PHOTO EVIDENCE #2
Carlos Geovanny López Montenegro and Karen Gianina Zhingre Carrillo (authors)
with tutor MSC. Larry Torres.

Source: Facultad de Lenguas y Linguística (Universidad de Guayaquil).
Authors: Carlos Geovanny López Montenegro and Karen Gianina Zhingre Carrillo.
APPENDIX 3

THE

PROPOSAL
<table>
<thead>
<tr>
<th>LESSON</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foods we like!</td>
</tr>
<tr>
<td>2</td>
<td>Let’s talk about family</td>
</tr>
<tr>
<td>3</td>
<td>Let’s talk about you</td>
</tr>
<tr>
<td>4</td>
<td>How often</td>
</tr>
<tr>
<td>5</td>
<td>Sports</td>
</tr>
<tr>
<td>6</td>
<td>Animal riddles</td>
</tr>
<tr>
<td>7</td>
<td>House riddles</td>
</tr>
<tr>
<td>8</td>
<td>Find the thirteen animals in the picture and write them.</td>
</tr>
<tr>
<td>9</td>
<td>Find the differences in the pictures and write them.</td>
</tr>
<tr>
<td>10</td>
<td>Nine things in this picture are missing or different. Can you find them all?</td>
</tr>
<tr>
<td>11</td>
<td>Find the 10 animals in the picture and write them</td>
</tr>
<tr>
<td>12</td>
<td>Identify and repeat after the teacher this vocabulary</td>
</tr>
<tr>
<td>13</td>
<td>Superlative and comparative</td>
</tr>
<tr>
<td>14</td>
<td>Tips for a better speaking skill</td>
</tr>
<tr>
<td>15</td>
<td>Homophones</td>
</tr>
</tbody>
</table>
FOODS WE LIKE!

NAME:__________________ DATE:__________________

Before you start, answer these questions:
Which food(s) do you think will be most popular?
Which food(s) do you think will be least popular?
Now find and ask everyone which foods they like from this list.
Tick or make a tally next to each one.

<table>
<thead>
<tr>
<th>Which Food?</th>
<th>What does it look like?</th>
<th>How many like this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish and Chips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pizza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fried Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kebabs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sushi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chilli Con Carne and Nachos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burgers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Salad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hotdogs (Frankfurters)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How were your predictions?__________________
__________________
__________________

Predict: (verb) To say or estimate
# Let's Talk About Family

## Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people are there in your family?</td>
<td>Who are they?</td>
</tr>
<tr>
<td>Do you have any brothers or sisters?</td>
<td>Talk about them.</td>
</tr>
<tr>
<td>How many grandparents have you got?</td>
<td>How often do you see them?</td>
</tr>
<tr>
<td>How do your parents earn a living? (= what are their jobs)</td>
<td>Talk about it.</td>
</tr>
<tr>
<td>What does your family usually do on Sundays?</td>
<td>Talk about it.</td>
</tr>
<tr>
<td>Who's the oldest in your family? Who's the youngest?</td>
<td>Talk about them.</td>
</tr>
<tr>
<td>How many cousins do you have? What do you do when you see them?</td>
<td></td>
</tr>
<tr>
<td>Do you have any great-grandparents? If so, how old are they?</td>
<td></td>
</tr>
<tr>
<td>Do you have any family living or working abroad?</td>
<td>Talk about them.</td>
</tr>
<tr>
<td>Pick a family member. Description looks (= outside) and character (= inside).</td>
<td></td>
</tr>
<tr>
<td>Does your family eat meals together? What else do you do together?</td>
<td></td>
</tr>
<tr>
<td>Who does the housework in your family? (= cooking, cleaning, washing)</td>
<td></td>
</tr>
<tr>
<td>Talk about the relative you like most. Say why you like him or her.</td>
<td></td>
</tr>
<tr>
<td>Would you live with your parents after getting married? Why or why not?</td>
<td>Are there any rules in your family? What are they? Do you think they are fair?</td>
</tr>
<tr>
<td>What do your parents look like? Do you take after them? (= look like them)</td>
<td></td>
</tr>
<tr>
<td>Is family important to you? Explain why.</td>
<td>Do you ever hold a family reunion? If so, what happens there?</td>
</tr>
</tbody>
</table>

## Family Tree

1. **(you)**
2. aunt
3. cousin
4. father
5. grandfather
6. grandmother
7. mother
8. brother
9. sister
10. uncle

## Match

1. family reunion = a. son of your sister or brother
2. cousins = b. daughter of your sister or brother
3. stepmother = c. family that lived a very long time ago
4. in-laws = d. children of your uncle and aunt
5. great-grandfather = e. husband of your sister
6. niece = f. daughter of your children
7. ancestors = g. get-together of an extended family
8. brother-in-law = h. father of your grandparents
9. nephew = i. parents of your husband or wife
10. granddaughter = j. your father's new wife
## LET'S TALK ABOUT YOU

<table>
<thead>
<tr>
<th>What's your name?</th>
<th>Do you have any brothers or sisters?</th>
<th>Where do you live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your surname?</td>
<td>Talk about them.</td>
<td>How did you get here?</td>
</tr>
<tr>
<td>What's your nickname?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you do?</th>
<th>Do you have a pet?</th>
<th>What's your favourite food?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like being a (...)?</td>
<td>Talk about it.</td>
<td>What's your favourite drink?</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| What's your favourite kind of music?    | What's your phone number?              | When is your birthday?                   |
| Which bands do you like?                | What's your email address?             | What do you usually do on your birthday? |

| What's your favourite day of the week?  | What's your favourite month of the year? | What's your favourite sport?             |
| Why?                                    | Why?                                   | How often do you play it?                |

| What do you do in your free time?       | What do you usually do on Saturdays?   | How often do you go on holiday?          |
|                                        |                                       | Where do you like going?                 |

| How often do you eat out?               | How often do you go to the cinema?     | What do you do in the evening?            |
| What's your favourite restaurant?       | What's your favourite kind of movie?   | What time do you usually go to bed?       |

### Individual task
- Interview another student (choose 3 - 5 questions).
- Write down the answers in your notebook.
- Now tell the whole class about the person you interviewed.
  - **Example:** Let me introduce (name). She's a student at Bangkok University. She has 2 sisters and 1 brother. She goes to the cinema once a week and likes action movies. Her favourite food is spaghetti and her favourite drink is orange juice. On Saturdays, she usually goes shopping with friends and has dinner at with her parents.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. go</td>
<td>b. do</td>
<td>a. cooks</td>
<td>a. cleaned</td>
</tr>
<tr>
<td>b. see</td>
<td>c. go</td>
<td>b. eaten</td>
<td>b. brush</td>
</tr>
<tr>
<td>c. visit</td>
<td>d. go to</td>
<td>c. have</td>
<td>c. polish</td>
</tr>
<tr>
<td>d. watch</td>
<td></td>
<td>d. swallow</td>
<td>d. whitening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. do</td>
<td>a. connect</td>
<td>a. cycle</td>
<td>a. do</td>
</tr>
<tr>
<td>b. go</td>
<td>b. play</td>
<td>b. play</td>
<td>b. go</td>
</tr>
<tr>
<td>c. play</td>
<td>c. surf</td>
<td>c. practise</td>
<td>c. play</td>
</tr>
<tr>
<td>d. dance</td>
<td>d. watch</td>
<td>d. ride</td>
<td>d. practise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. drive</td>
<td>a. check</td>
<td>a. check</td>
<td>a. delete</td>
</tr>
<tr>
<td>b. go</td>
<td>b. log on</td>
<td>b. log on</td>
<td>b. detect</td>
</tr>
<tr>
<td>c. move</td>
<td>c. reply</td>
<td>c. play</td>
<td>c. scan</td>
</tr>
<tr>
<td>d. travel</td>
<td>d. send</td>
<td>d. sign up</td>
<td>d. watch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. log on</td>
<td>a. check</td>
<td>a. go</td>
<td>a. meeting</td>
</tr>
<tr>
<td>b. play</td>
<td>b. play</td>
<td>b. order</td>
<td>b. saw</td>
</tr>
<tr>
<td>c. surf</td>
<td>c. surf</td>
<td>c. pay</td>
<td>c. visit</td>
</tr>
<tr>
<td>d. sign up</td>
<td>d. use</td>
<td>d. eating</td>
<td>d. wrote a letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. drive</td>
<td>a. brush</td>
<td>a. get up</td>
<td>a. argue with</td>
</tr>
<tr>
<td>b. eat</td>
<td>b. polish</td>
<td>b. stay up</td>
<td>b. disagree for</td>
</tr>
<tr>
<td>c. ride</td>
<td>c. wash</td>
<td>c. stand up</td>
<td>c. fight on</td>
</tr>
<tr>
<td>d. sail</td>
<td></td>
<td>d. woke up</td>
<td>d. go under</td>
</tr>
</tbody>
</table>
# SPORTS

<table>
<thead>
<tr>
<th>What’s your favourite sport?</th>
<th>How many hours of sports do (did) you have in school?</th>
<th>Which sports have you played? Which one did you enjoy most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you play it?</td>
<td>Is (was) this enough?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which sport would you like to try?</td>
<td>Which sports do you think are dangerous?</td>
<td>Is there a sports centre near your home? How often do you go there?</td>
</tr>
<tr>
<td>Explain why.</td>
<td>What can happen?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing sports or computer games? Which do you prefer? Why?</td>
<td>Which sports are popular in your country? Talk about them.</td>
<td>Do you prefer playing or watching sports? Explain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever been to a sports match? Talk about it.</td>
<td>Have you ever won an award or medal in a sports competition? Talk about it.</td>
<td>Name 3 sports played with a ball. Explain the rules for one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you prefer individual or team sports? Explain why.</td>
<td>Who’s your favourite sports personality? Why?</td>
<td>Name 3 winter sports. Have you tried any?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think famous sports players are overpaid? Explain.</td>
<td>Which sports is your country good at? Name the most famous players.</td>
<td>Name 3 team sports and 3 individual sports. Explain the rules for one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>badminton</td>
</tr>
<tr>
<td>canoeing</td>
</tr>
<tr>
<td>cricket</td>
</tr>
<tr>
<td>cycling</td>
</tr>
<tr>
<td>fencing</td>
</tr>
<tr>
<td>golf</td>
</tr>
<tr>
<td>ice hockey</td>
</tr>
<tr>
<td>taekwondo</td>
</tr>
<tr>
<td>Thai boxing</td>
</tr>
<tr>
<td>tennis polo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do, play or go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>aerobics</td>
</tr>
<tr>
<td>basketball</td>
</tr>
<tr>
<td>football</td>
</tr>
<tr>
<td>judo</td>
</tr>
<tr>
<td>running</td>
</tr>
<tr>
<td>skiing</td>
</tr>
<tr>
<td>swimming</td>
</tr>
<tr>
<td>tennis</td>
</tr>
</tbody>
</table>

Work in groups. Can you guess the rules?
<table>
<thead>
<tr>
<th>I have four legs.</th>
<th>I am small.</th>
<th>I am beautiful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live in Africa.</td>
<td>I can be scary.</td>
<td>I have six legs.</td>
</tr>
<tr>
<td>I am big and grey.</td>
<td>I have eight legs.</td>
<td>I can fly.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I have four legs.</td>
<td>I eat vegetables.</td>
<td>I can swim.</td>
</tr>
<tr>
<td>I am a pet.</td>
<td>I can run fast.</td>
<td>I can't fly.</td>
</tr>
<tr>
<td>I hate cats.</td>
<td>I can be a pet.</td>
<td>I eat fish.</td>
</tr>
<tr>
<td>I bark.</td>
<td>I have long ears.</td>
<td>I am a bird.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I eat other animals.</td>
<td>I live in Africa.</td>
<td>I live in the house.</td>
</tr>
<tr>
<td>I have a big mouth.</td>
<td>I am yellow and brown.</td>
<td>I eat everything.</td>
</tr>
<tr>
<td>I am green.</td>
<td>I eat leaves.</td>
<td>I am small and grey.</td>
</tr>
<tr>
<td>I live in the water.</td>
<td>I have a long neck.</td>
<td>Cats eat me.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I can swim and dive.</td>
<td>I am brown.</td>
<td>I live on the farm.</td>
</tr>
<tr>
<td>I have two legs.</td>
<td>I have a mane.</td>
<td>I have horns.</td>
</tr>
<tr>
<td>I have wings.</td>
<td>I like to eat zebras.</td>
<td>I moo.</td>
</tr>
<tr>
<td>I quack.</td>
<td>I roar.</td>
<td>I give milk.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I have four legs.</td>
<td>I am a pet.</td>
<td>I am small and brown.</td>
</tr>
<tr>
<td>You can ride me.</td>
<td>I like mice.</td>
<td>I eat nuts.</td>
</tr>
<tr>
<td>I have tusks.</td>
<td>I have nine lives.</td>
<td>I can climb trees.</td>
</tr>
<tr>
<td>I have a long nose.</td>
<td>I purr and meow.</td>
<td>I have a nice tail.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I hiss.</td>
<td>I live in the city.</td>
<td>I am pink.</td>
</tr>
<tr>
<td>I can be poisonous.</td>
<td>I have a long tail.</td>
<td>I give you bacon.</td>
</tr>
<tr>
<td>I am long.</td>
<td>I eat rubbish.</td>
<td>I like mud and dirt.</td>
</tr>
<tr>
<td>I have a forked tongue.</td>
<td>People don't like me.</td>
<td>I am pink.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I eat insects.</td>
<td>I live in the pond.</td>
<td>I am small.</td>
</tr>
<tr>
<td>I live in the pond.</td>
<td>I hop.</td>
<td>I have feathers.</td>
</tr>
<tr>
<td>I am green.</td>
<td>I am green.</td>
<td>I lay eggs.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>I eat insects.</td>
<td>I have a mane.</td>
<td>I can sing and fly.</td>
</tr>
<tr>
<td>I live in the pond.</td>
<td>You can ride me.</td>
<td>I live in a barn.</td>
</tr>
<tr>
<td>I hop.</td>
<td>I live in a barn.</td>
<td>I am pink.</td>
</tr>
</tbody>
</table>
## House Riddles

**Reading Worksheet & Team Game**

### House Riddles 2
**Can you find out what I am?**

<table>
<thead>
<tr>
<th><strong>You can relax here.</strong></th>
<th><strong>I need electricity.</strong></th>
<th><strong>You can close me.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is usually a sofa.</td>
<td>I'm in the living room.</td>
<td>I keep out the light.</td>
</tr>
<tr>
<td>I'm a room.</td>
<td>You need a TV to use me.</td>
<td>I am made of fabric.</td>
</tr>
<tr>
<td>People often watch TV here.</td>
<td>I play DVDs and other disks.</td>
<td>I'm in front of windows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I’m quite green.</strong></th>
<th><strong>I’m round.</strong></th>
<th><strong>I need electricity.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You can sit or work in me.</td>
<td>I’m often ceramic.</td>
<td>I need water to work.</td>
</tr>
<tr>
<td>I have trees and flowers.</td>
<td>You can break me.</td>
<td>I’m a big machine.</td>
</tr>
<tr>
<td>I’m behind or around the house.</td>
<td>You eat on me.</td>
<td>I can wash clothes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I need electricity.</strong></th>
<th><strong>I’m made of wood.</strong></th>
<th><strong>I’m round.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You use me after washing.</td>
<td>I’m made of concrete.</td>
<td>I’m made of metal.</td>
</tr>
<tr>
<td>I take wrinkles out of clothes.</td>
<td>You use me to go up.</td>
<td>You use me to cook.</td>
</tr>
<tr>
<td>You use me to go down.</td>
<td>You can open me.</td>
<td>You can make soup in me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I’m soft.</strong></th>
<th><strong>I’m in many rooms.</strong></th>
<th><strong>I have a wardrobe.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You put a case around me.</td>
<td>I’m made of wood.</td>
<td>I have burners.</td>
</tr>
<tr>
<td>I’m always in bed.</td>
<td>You put stuff in me.</td>
<td>I use gas or electricity.</td>
</tr>
<tr>
<td>You put your head on me.</td>
<td>I have doors and drawers.</td>
<td>You cook on me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I’m round.</strong></th>
<th><strong>I’m made of fabric.</strong></th>
<th><strong>I have a wardrobe.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a handle.</td>
<td>I lie on the floor.</td>
<td>I can use batteries too.</td>
</tr>
<tr>
<td>You use me to cook.</td>
<td>You walk on me.</td>
<td>You listen to me.</td>
</tr>
<tr>
<td>I’m not very tall.</td>
<td>I make floors warmer.</td>
<td>I pick up many stations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I can be anywhere.</strong></th>
<th><strong>You don’t like me.</strong></th>
<th><strong>I can be anywhere.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m made of wood.</td>
<td>I’m noisy.</td>
<td>I’m made of wood.</td>
</tr>
<tr>
<td>You put things on me.</td>
<td>I’m in the bedroom.</td>
<td>I’m a piece of furniture.</td>
</tr>
<tr>
<td>I hang on the wall.</td>
<td>I wake you up.</td>
<td>You put books in me.</td>
</tr>
</tbody>
</table>
FIND THE THIRTEEN ANIMALS IN THE PICTURE AND WRITE THEM.

A frog

A bird
FIND THE DIFFERENCES IN THE PICTURES AND WRITE THEM.
I can find 3 dolphins in this picture.
NINE THINGS IN THIS PICTURE ARE MISSING OR DIFFERENT.
CAN YOU FIND THEM ALL?
FIND THE 10 ANIMALS IN THE PICTURE AND WRITE THEM.

A owl

A cat
IDENTIFY AND REPEAT AFTER THE TEACHER THIS VOCABULARY

Did you have?
- a blocked nose
- a runny nose
- a cold
- a headache
- a headache
- a stomach ache
- a fever
- a pain in the neck
SUPERLATIVE AND COMPARATIVE

Start

- What is the most delicious food you know?
- Who is the most handsome boy in your class?
- Who is the tallest person in this class?
- What is the most interesting subject at school?

What is the easiest subject at school?

Which language is more difficult? English or German?

Finish

- My friend is ... than me.
- Who is the most clever student in your class?
- Who is the prettiest girl in your class?

I am stronger than ... 

Return to this space

- It is ... than it was yesterday.
- I am better at ... than ... 
- I live further from school than ... 

I am worse at English than ...

Take a shortcut

- Who is the laziest person in your class?
- Who is the fastest person in your class?
- Which is the best day of the week?

Who is the youngest person in this class?

I am better at math than ... 

I am quieter than ...

Go back 3 spaces
**TIPS FOR A BETTER SPEAKING SKILL**

To teach speaking is to teach learners to:

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

Way: Which way should I go?

Stairs: Use the stairs to go up and down.

Flower: A rose is a beautiful flower.

Bored: The man was very bored.

One: The first number is one.

Weigh: I weigh fruit at the supermarket.

Stares: The cat stares at the mouse.

Flour: Flour is used in baking.

Board: A carpenter cuts a board.

Won: I won the race!

Hair: I dry my hair.

Son: God helped his son to read.

Eight: Eight, seven, eight, nine.

Deer: The deer runs through the forest.

Eye: Dust blew into my eye.

Hare: A rabbit is also called a hare.

Sun: The sun shines brightly.

Ate: Sally ate a sandwich.

Dear: Dear Max. How are you?

I: It is another way of saying me!

Feet: You walk on your feet.

Forth: To go forth is to go forward.

Hear: I hear with my ears.

Hole: The man climbed out of the hole.

Groan: When I feel sick I groan.

4th: After third comes fourth.

Here: Here it is!

Whole: All parts together equal a whole.

Grown: The plant has grown.

Knight: The knight rode his horse.

Mail: Mail is delivered by a postman.

Sew: Use a needle and thread to sew.

Waist: Mary measured her waist.

Write: I can write my name.

Night: The moon comes out at night.

Male: A man is called a male.

So: What is the answer?

Waste: Put all of your waste in the bin.

Right: That is correct. You are right.