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Y EXTRANJEROS**

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TEMA:

**“VISUAL MEDIA TO DEVELOP L2 ORAL PRODUCTION IN 3RD GRADE
STUDENTS AT UNIDAD EDUCATIVA AGUSTÍN CUEVA DÁVILA”**

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DEDICATIONS

With much love and respect, I would like to dedicate this thesis to my sister Lucia Montoya. She has been the person who has supported me so that I can achieve the objective that I yearn for so much.

Coloma Montoya Welington Javier

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To our teachers, besides teaching their class, with their examples, by showing the true meaning of life, which is to train quality professionals in the service of education.

RESUMEN

Este estudio se basa en el uso de medios visuales durante las clases de inglés en el Tercer Año de Educación General Básica en la Unidad Educativa Agustín Cueva Dávila.

El objetivo de esta investigación es identificar los medios visuales más apropiados para desarrollar la producción oral en los estudiantes. Para obtener los resultados de esta investigación se utilizó una investigación mixta en la que se combinaron técnicas cualitativas y cuantitativas, como una entrevista a la docente del área y encuestas a todos los estudiantes de tercer año de educación básica. Entre los hallazgos más relevantes de esta investigación se encuentra que a los estudiantes les gustaría hacer uso de medios visuales durante la clase de inglés para facilitar su aprendizaje; el 73% está familiarizado con imágenes mientras que pocos estudiantes están familiarizados con presentaciones, infografías y mapas mentales. En conclusión, se recomienda que los profesores incrementen el uso de medios visuales para captar la atención de los estudiantes y así mejorar la producción oral para que los alumnos puedan compartir pequeñas frases que son muy útiles en su vida diaria.

Palabras Claves: Medios Visuales, Aprendizaje, Producción Oral.

ABSTRACT

This study is based on the use of visual media during English classes in the Third Grade of General Basic Education at Unidad Educativa Augustin Cueva Dávila.

The objective of this research is to identify the most appropriate visual media to develop oral production in students. In order to obtain the results of this research, mixed research was used in which qualitative and quantitative techniques were combined, such as an interview with the area teacher and surveys of all Third-grade elementary school students. Among the most relevant findings of this research is that students would like to make use of visual media during English class to facilitate their learning; 73% are familiar with images, while few students are familiar with presentations, infographics, and mind maps. In conclusion, it is recommended that teachers increase the use of visual media to capture students' attention and thus improve oral production so that students can share small phrases that are very useful in their daily lives.

Keywords: Visual media, Learning, Oral Production.

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INTRODUCTION

BACKGROUND

The English teacher's purpose must always be to promote the teaching process in class with all the most appropriate resources and tools to enhance the students' English skills. In this sense, visual media have been used since the last century as teachers' didactic material and as a means to help students learn and use English as a second language, because it is a more interactive way to support this process (Agwu & Ogochi, 2019).

Speaking is a productive skill, so it is necessary to enhance it in class through the most appropriate method and help students to communicate as a native speaker would do. Based on Gevers et al. (2021), visual media are the best tool that can promote critical thinking in second language speakers, and through this, it is possible for them to use the L2 as a means for communication.

In her research Henao (2023), whose main objective is to demonstrate that visual media are of great contribution for children in basic education because it allows produce clear messages in a fun and playful way, since through this form of teaching can stimulate concentration, attention and interest in students, using resources such as graphics, paintings, images, drawings, photographs and digital presentations.

It is possible to use different visual media for teaching a second language like colored wooden rods, colorful charts, pictures and drawings depending on the situation, target group and learning purposes, so for better results, these are combined with different approaches such as Humanistic, Total Physical Response and Natural Approach as another way to increase students' knowledge and improve their productive skills like speaking (Agwu & Ogochi, 2019).

Likewise Nurhizrah (2019), argues oral production is a real issue for English learners in class because there are different speaking limitations like lack of vocabulary, problems to pronounce words or create extended ideas. Then, these researchers state when the teacher uses the correct visual media based on students' necessities, the language acquisition process becomes easier.

Based on the research described above, it is safe to say that visual media are of great help in the field of teaching English, because children learn better when their attention is attracted visually, so it is much easier for them to remember words, sentences, and phrases to be able to use them orally.

PROBLEM BACKGROUND

English language is part of the Ecuadorian curriculum, so it proposes specific topics in which the students should be proficient based on what the Common European Framework for language Reference (CERF) requires, but oral production level on Ecuadorian students is still low because they don't still achieve the level they should have to communicate effectively (Benalcázar & Ortega, 2019).

So, Third-grade students of Unidad Educativa Agustín Cueva Dávila in Imbabura province, Ibarra city in the school period 2023-2024 have a low level of oral production too. They need to be more exposed to acquisition and production of language through the use of visual media that catch their attention and thus acquire knowledge in a better way (Agwu & Ogochi, 2019). The purpose of learning a second language is to be able to express oneself orally in order to transmit ideas and to be able to build new concepts in the field of education.

JUSTIFICATION

This research highlights the importance of L2 oral production in order to achieve a comprehensive communicative development of students. By acquiring this skill, they will have the ability to communicate effectively with people in their academic and social environment. It should be emphasized on “visual media have become a pedagogical tool that has contributed significantly to language learning” (Ramon, 2019).

The main reasons why visual media play an important role in the educational system are that these stimulate students' motivation, capture their attention for a long time due to images (Moreira & Castro, 2022), and improve participation because all students acquire knowledge quickly.

The main purpose of developing this research is to improve oral production on Third-grade students because they have a problem when they try to communicate using the L2. Moreover, the teacher is used to teaching English only with traditional resource, which takes part of the problem because it doesn't allow students to develop the speaking skill in class (Galván & Siado, 2021).

That is why, the present research on the use of visual media to reinforce L2 oral production will be carried out because it will contribute significantly to the improvement of oral production, the development of the quality of teaching and laying a solid foundation for students to be able to continue the English language learning process.

With the development of this project, it is intended to strengthen the students' oral production, provide extra materials to teachers and the educational community in general of Unidad Educativa Agustín Cueva Dávila. In addition, it is expected to be a reliable source of information in which new researchers who have topics related can take this research as a reference.

OBJECTIVES

General Objective

Identify the most appropriate visual media to strengthen oral production in English classes in Third-grade students of the Unidad Educativa Agustín Cueva Dávila.

Specific Objectives

1. Diagnose the L2 oral production level through a questionnaire survey.
2. Use the visual media based on the information researched in the theoretical framework section and the students' data.
3. Socialize the use of the visual media proposal to strengthen oral production with the English teachers and the Third-grade students.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 The Historical Background of Visual Media and Application Technique

1.1.1 The History of Visual Media in Education

An English teacher's purpose must always be to promote the learning process in class with all the most appropriate resources and tools to enhance the students' English skills. In this sense, visual media have been used since the last century as didactic material and as a means to help students learn and use English as a second language, since it is a more interactive way to support this process.

Nowadays, living in a globalized world where technology is a part of education is an advantage for teachers because it is possible to develop and use different visual media tools. However, it was not the same in the past. Based on Patesan (2018), traditional tools like books and pictures were used with older generations, but these were not enough to enhance productive skills like oral production in L2, and the process became more challenging.

1.1.1.1 Visual Aids in Language Education.

Historically, visual media started being used as a tool for teaching English in the late 20th century. Some basic elements, like objects, pictures, and films, were included in the English class as far as the 1920s. These aids were applied to students with the Direct Approach to stop the use of the first language in class, and to focus on specific objects to increase vocabulary, make phrases, and encourage students to speak only the L2 (Agwu & Ogochi, 2019).

During the 1950s, the use of different visual media like tape recordings and picture slides was popular, especially for teaching a second language. Additionally, teachers used to consider the Audio-lingual method to apply these academic resources to promote imitation in class (Agwu & Ogochi, 2019). Therefore, teachers stopped using traditional paradigms, and students were able to produce the L2 in the way native speakers do.

Ten years later, a different approach was used with visual media, it was the Oral Situational approach, and the aids were different real objects, diagrams, or flash cards, and the final purpose was to encourage students to use the second language in a real-life context for meaningful learning (Agwu & Ogochi, 2019).

By the end of the 20th century, new useful visual aids for teaching a second language like colored wooden rods, tapes, colorful charts, pictures and drawings were combined with different approaches such as Humanistic, The Silent Way, Total Physical Response and Natural Approach as another way to increase students' knowledge and improve their productive skills when they produce a second language (Agwu & Ogochi, 2019)

On the other hand, according to Wijayanti (2022) in most countries, the use of visual media is possible through technology, especially because in the 21st century and apps like Canva or PowerPoint were developed to create visual materials focused on education and teaching English as a foreign language. This is an advantage since visual aids have become an excellent complement for teachers to encourage the learning and use of the English language as a foreign language.

1.1.2 Visual Media in Education in the 21st Century

It should be noted that over time, the educational system advances in a positive way, thanks to new findings in research (Pérez & Ribón, 2019), and as a consequence, the visual media today are digital due to the creation of new platforms whose main objective is to improve the educational system.

In general, absolutely all digital technologies are characterized by the implementation of visual language, which makes it more attractive to capture the attention of native digital students of the 21st century. It is worth mentioning that the designs of the technological advancement of visual media are developed with technological compatibility and human resources in mind.

This type of visual tool continues to be used because it enhances the stimulation of the senses and makes students use their imagination to rethink new definitions of a topic discussed in class, thus achieving significant learning (Muñoz, 2022).

In order to obtain a better understanding, visual media must stimulate the interest of the students by presenting it, which attracts attention because of the content and images that reinforce the knowledge, thus achieving a learning process that lasts in the memory of each learner for a long time. Visual media can be physical or digital, depending on the purpose or topic to be presented in the teaching and learning process.

1.1.3 Visual Thinking

It was previously thought that students learned thanks to the learning process provided by the teacher; nowadays, students build their knowledge (Lopez, 2018), which is why the educator must look for learning strategies so that the students concentrate their attention, and in this way, the class becomes much more dynamic, motivating students to interact and contribute to the construction of new concepts related to their lives and daily experiences. In other words, this methodology consists in students being the architects of their knowledge through signs, drawings, symbols, and icons.

In response to this, Álvarez (2016) published a page on the internet, making a distinction between visual thinking and graphic facilitation. He refers to visual thinking as a complete system of ideas that occur in our brain, and graphic facilitation as a much more operational route, such as graphic documentation of images, cartoons, etc.

Álvarez (2016) mentions that everything that the human being hears is translated into their thoughts, with an image existing in their brain. When learning is acquired for the first time, and the name of the object is represented with a visual image (Puñes, 2017), when a word is mentioned, the image of the person or object that is being referred to will come to mind.

Sensualist philosophers mention that there is absolutely nothing in the intellect that was not first in the senses, it is said that the collection of perceptual data is an indispensable task, it is also said that the task of storing information, creating new concepts, separating and relating corresponds to the higher cognitive functions of the mind.

Arnheim (2002) suggested that Baumgarten assures perception as well as reasoning could reach a state of perfection and discrimination between perceptions. Educators emphasize the importance of visual media, strengthening the perceptual component, which helps productive thinking of the senses, where oral production could be developed.

1.2 Types of Visual Media

1.2.1 Photographs

Photography plays a very important role in the area of education, especially when learning a foreign language and language acquisition, especially for children and young people who have not yet developed their oral expression skills like the rest of their classmates. During the process of acquiring a new language, the use of photography is very important because, if each new word acquired in the second language is represented by a photograph (Holzbrecher, 2015), it will be much easier for them to do the cognitive process to remember the image every time they hear the word. A photograph is worth much more than a thousand words.

Nowadays, students are surrounded by photographs (Vallecillo, 2020), which are considered a source of information with the purpose of transmitting ideas with a high level of significance. It is very necessary to know, understand, and interpret verbal language, but it is possible to make the student aware without using too many words through visual representation. In the secondary education curriculum, it is considered mandatory to use, analyze, and interpret an image by analyzing the denotative and connotative aspects. When observing a photograph, students must interpret the message that the author transmits to the reader.

It is said that photography, in addition to being classified as an art, is considered a linguistic medium (Ortiz & Trujillo, 2020). Since the 19th century, photography has been part of the hegemonic visual media of mass culture. This tool is at the service of all areas for multiple functions. Its use is necessary to publicize advertising information, in the field of education to strengthen the environment and increase its reasoning capacity, in the scientific area, photography is used to publicize, support, or record facts, in short terms, it is a powerful visual tool with which it is transmitted clearly and precisely.

1.2.2 Microsoft PowerPoint Slides

English teachers in private schools and foreign language institutes use the technological tool Microsoft PowerPoint to design activities that help increase vocabulary, pronunciation, and grammar, taking into account the learning styles and multiple intelligences that children possess (Pires et al., 2012)

The use of this tool increases attention and motivation because students' attention is attracted by the effects, colors, and content of the presentation. It is also something that can be reviewed once the class is over to reinforce knowledge. When a human being learns something, neural connections are established, therefore, the teacher carries out activities that involve all areas of the brain, helping them to create new neural circuits.

The use of visual material has been incorporated into the classes of Chilean schools, especially the use of PowerPoint, because the aforementioned technological tool can be presented at any time during the class (Jaramillo et al., 2020). Depending on the purpose of its creation, whether it was theoretical content, conceptual maps, or as a final summary of the class, in this way, students are motivated to learn because the presentation is quite attractive to their attention.

The incorporation of this type of technological tool has managed to improve the participatory environment because the teacher becomes a facilitator and the student is the receiver, but at the same time, can create their concept to then share with the rest of the class, encouraging active participation.

1.2.3 Infographics

Infographics are resources that contribute a lot to the field of education (Arredondo et al., 2021). Their use is of great importance for the teaching and learning process, especially in the interpretation, production, and understanding of knowledge. Infographics are derived from the union of the words “graphic information”; they are characterized by their presentation of colors, and their content is the author's idea.

Infographics are used to narrate stories, facts, or events, to convey ideas, or to convey the essence of a main idea or concept, visualizing the information so that knowledge is acquired in a summarized manner, and at the same time, the graphics included in the infographic are relevant and help to improve understanding (Olguín, 2025). The main objective of these visual tools is to make information known through icons, signs, maps, graphs, and diagrams.

1.2.4 Canva Presentations

Canva is a teaching tool that has become quite popular thanks to its versatility and the ease with which it can create visual content. Educators and students can create thousands of infographics, presentations, posters, or brochures that maximize language learning. It's necessary to pay attention to two different points of view: the educators' and the students', taking into consideration how Canva helps the learning process.

Educators understand that visual materials, such as those created in Canva, help simplify complex linguistic concepts, since they are accessible at any time. Scaffolding becomes easier, and for those students with diverse learning needs, Canva is a perfect tool. Combining both visual support and words can help students improve their retention and understanding of information, as mentioned in Dual Coding Theory (Paivio, 1986).

Educators who use Canva are able to:

- Create contextual visual aids: such as infographics, posters, brochures or presentations, getting students to relate new vocabulary and grammar to their daily lives.
- Create materials that engage students: Canva is a vast bank of templates that are easily accessed and modified, teachers can develop more dynamic lessons.
- Maintaining a differentiated learning environment: Canva is so flexible that the teacher can include different tools for different students who have specific needs in only one link.

By leveraging visual media like Canva, lecturers also align their teaching with the CEFR's emphasis on interactive and task-based language learning, particularly in promoting oral production (Council of Europe, 2020). Canva creations can be used by students to expose and improve their oral skills.

1.2.5 Promoting Studying Collaboration

Teachers can ask students to work in groups to create logos, posters, videos, and other materials using Canva, since it is an online webpage that can foster several users, and collaboration becomes a part of the learning process. Exposing students' products, could increase their oral productivity. According to constructivist learning theories, this kind of active engagement with the language leads to deeper learning and retention (Vygotsky, 1934)

1.2.6 Boosting Confidence in Oral Production

Visual materials are always a great support when exposing or presenting ideas because they can guide students who present difficulties in the oral skills, fluency can become easier, and confidence grows in them. Moreover, students can use Canva to design personal projects and visualize their learning journey. According to research, students engaged with multimedia platforms like Canva report higher motivation and enjoyment in learning English, which directly influences their willingness to speak and practice the language in class (Harmer, 2007).

1.2.7 Interactive and Multimodal Learning

Mention Canva, which involves multimodal learning; because students have both visual and oral input, this undoubtedly reinforces the comprehension and use of the language. This active involvement with language production supports CEFR's focus on developing oral communication competencies at various levels, particularly for speaking tasks (Council of Europe, 2020).

1.3 CEFR in General Education in Ecuador

The Common European Framework of Reference for Languages (CEFR) is a worldwide manual that was created to measure and identify language proficiency. It was developed by the Council of Europe to provide a guide for designing curricula, exams, and teaching materials not only for English, but for other languages as well. It classifies language proficiency into six levels: A1, A2 (Basic User), B1, B2 (Independent User), C1, and C2 (Proficient User), covering all four language skills (listening, speaking, reading, and writing).

1.3.1 CEFR levels for Speaking Skills

Stated by the European Council (2020),

A1: Students can introduce themselves by using basic expressions, words and phrases.

A2: Family matters and topics can be communicated; students can give and receive simple instructions.

B1: Students can travel to English-speaking countries and can handle most situations that involve personal interests.

B2: Learners can interact with fluency and spontaneity, producing clear, detailed text on a variety of subjects.

C1: Learners can use the language almost perfectly in different environments such as social, academic, and professional.

C2: Learners border the native levels of the language and can also produce, read, and understand academic texts and products.

1.3.2 CEFR's Role in Developing Speaking Proficiency

The CEFR gives emphasis to interactive oral communication that involves real-life speaking activities. Within classes, teaching strategies based on CEFR often include visual and multimedia resources such as Canva, PowerPoint, or YouTube to provide immersive and interactive environments which lead to correct oral production.

1.3.3 The Role of Teachers, Students, and Visual Media in Language Learning and Teaching According to the CEFR.

CEFR suggests that teachers are only facilitators to deliver competences in writing, reading, speaking, and listening, under a real-world context. Students, on the other hand, participate actively, they are responsible for engaging with materials and producing language, while visual media play a supportive role in enhancing understanding, context, and motivation (Council of Europe, 2020).

Visual media, such as images, presentations, and infographics, are a strong support for teachers to scaffold the learning process in order to provide meaningful context, and promote student interaction, making them integral to language development, particularly in oral production (Kress & Leeuwen, 2006).

1.3.4 Using Visual Media in the Classroom to Strengthen Oral Production

Visual media can definitely improve students' oral production by giving students topics to discuss and interpret. This is supported by the CEFR's guidelines that recommend using real-world language and interaction. Specific types of media, such as photographs, PowerPoint presentations, infographics, and tools like Canva, offer diverse ways to support oral language development (Goldstein, 2013).

1.4 Basic Education in Ecuador According to the Common European Framework (CEFR)

The Ministry of Education of Ecuador adopted language education standards to meet those of the CEFR. The purpose is to improve the quality and consistency of English language learning processes all over the country. The framework provides a basis for setting clear linguistic goals, implementing effective methodologies, and ensuring students develop the necessary skills for real-life communication in English (Ministerio de Educación, 2016).

1.4.1 Linguistic Objectives

According to the Ministry of Education, which has aligned with the standards of the CEFR, by the end of primary education, students are supposed to achieve A1 or A2 levels, which include understanding and using familiar everyday expressions, interacting in simple ways, and describing basic personal details. The curriculum is designed to develop both receptive (listening and reading) and productive (speaking and writing) skills in alignment with CEFR goals (Ministerio de Educación, 2016).

1.4.2 Methodological Approaches

Ecuadorian education suggests the use of a communicative language teaching (CLT) approach, which focuses on task-based learning, where students participate in activities that promote meaningful communication while performing specific tasks under a real-world context. The methodology also integrates content-based instruction, scaffolding learners' cognitive and language development in accordance with the CEFR's focus on real-world language use (J. C. Richards, 2006).

1.4.3 Evaluation

Continuous assessment is what the Ministry of Education recommends being used in basic education, it follows the CEFR's model. Both summative and formative assessment measures the progress of Students' language proficiency, evaluating listening, speaking, reading, and writing skills. Different tools, such as oral presentations, dialogues, and written tasks, aligned with CEFR standards for assessing communicative competence, are encouraged to be used by educators (Ministerio de Educación, 2016).

1.4.4 Socio-cultural Context

Ecuador has taken different approaches regarding education, due to different facts, it has changed government postures, moving from the Socialism of the 21st century led by Rafael Correa to the ultra-right policies developed by the last two presidents. This has impacted education at all levels, including the English language.

Nevertheless, cultural issues have been added to the learning environment both local and globally, therefore international standards have been adopted and adapted according to the CEFR, which mentions that “cultural competence is a key aspect of communicative language teaching, and in Ecuador, this is reflected in the inclusion of cultural topics that reflect students' backgrounds while exposing them to global perspectives” (Byram, 1997).

1.4.5 L2 Oral Production in Primary School Students

A second language learning process is emphasized in Ecuador by the Ministry of Education in Ecuador, which takes the role of a communicative competence. Students at both in primary and secondary stages are often asked to participate in real-life situations where they can develop their speaking skills, where these activities include role-plays, sketches, storytelling, charades, among others.

The CEFR is clear when stating that students with A1 and A2 levels are supposed to create small conversations and are supposed to be able to answer basic questions about their personal life (Council of Europe, 2020). Visual resources such as videos, slides, charts, and others are recommended to be used in classrooms where a real-life experience is expected to be experienced. Where students can improve their speaking skills (Zollner Rojas, 2020).

CHAPTER II

2. METHODOLOGY

2.1 Type of Research

This research project focused on a mixed approach. The qualitative approach was used because, through this, it was possible to observe specific issues before getting enough data or results, and finally, a quantitative process was used to show that this work is reliable (Yucra & Vernedo, 2020).

Likewise, based on Piza (2019), the qualitative approach is not required to analyze extended results, so this fits in this research because the English teacher of Unidad Educativa Augustin Cueva Dávila was interviewed to know her point of view about the students' performance related to oral production. In this way, both methods allowed the design of an appropriate visual media proposal.

2.2 Research Methods, Techniques, and Instruments.

2.2.1 *Methods*

Students were observed while performing oral production activities, and the class was recorded according to the Likert scale, which measured the teacher's level of satisfaction with the students' knowledge. (Canto et al., 2020). The descriptive method was used to detail the level of Third-grade students in terms of oral production through a diagnostic survey (Hernandez et al, 2010).

2.2.2 Techniques

The technique in this research was direct observation because it allowed identification of students who excel and those who have oral production problems.

2.2.2.1 Quantitative Techniques.

2.2.2.1.1 Surveys and Questionnaires.

The survey was applied to the two Third-grade classes of Unidad Educativa Agustín Cueva Dávila in order to collect relevant information that would serve as a guide for our research project in terms of their expectations to learn English, visual media aids in class, and their oral production in class participation.

2.2.2.1.2 Interviews.

A semi-structured interview was conducted with the teacher to get an idea of the methodology, techniques, and strategies applied during English classes. The results of the interview were used as a primary source to know how the English language teaching has been carried out, and at the same time, it got some convenient adjustments focused on the main objective, which was to improve the students' oral production.

2.3 Research Questions

How will the use of visual media help to develop L2 oral production in the English language in students of the Third-grade students of Unidad Educativa Agustín Cueva Dávila of the city of Ibarra during the school period 2023-2024?

How does the use of visual media influence knowledge acquisition?

How do visual media contribute to the retention of information during the class?

How does the use of visual media influence students' oral production?

2.4 Sample

The participants were 45 students and 1 teacher, and according to Morales (2012) if the whole universe is less than 100, it is necessary to apply the instruments to all the participants.

2.5 Data Analysis Procedure

All the students took a diagnostic survey to know their real oral production level. This test had 10 questions. Nevertheless, the content of their answers will be evaluated based on the Likert Scale. Moreover, the teacher's interview had 10 questions, in which there were open and closed questions to find out her point of view about her students' oral production level in class.

CHAPTER III

3. RESULTS AND DISCUSSION

This chapter presents the results of the project Visual Media to Develop L2 Oral Production in Third-grade Students at Unidad Educativa Agustín Cueva Dávila. The objective was to assess the interest generated by the project among the students. As mixed-method research, this chapter includes an analysis of the participants' surveys and interviews, with an interpretation of the collected data. The findings provide insights into the effectiveness of visual media in enhancing students' oral production in English.

3.1 Survey of Third-year Basic Education students from Unidad Educativa Agustín Cueva Dávila

Data were collected from interviews based on the Questionnaire of 3rd-grade students, and the following results were analyzed in tables and figures.

3.1.1 Would you like to learn to speak English?

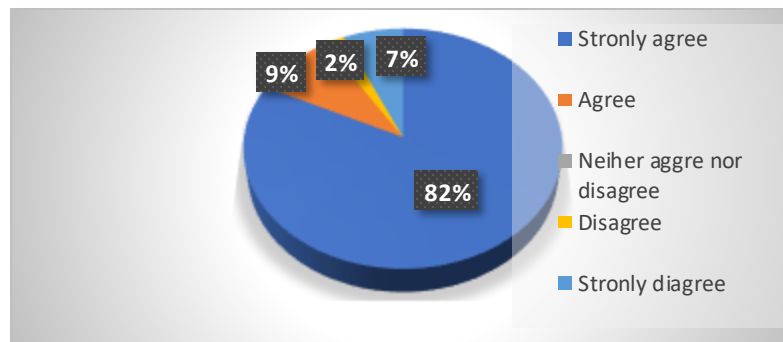
Table 1

Percentage of students interested in learning to speak English

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	37	82%
<i>Agree</i>	4	9%
<i>Neither agree nor disagree</i>	0	0%
<i>Disagree</i>	1	2%
<i>Strongly disagree</i>	3	7%
<i>Total 45</i>		<i>Total 100%</i>

Figure 1

The Desire to Speak English



Analysis

According to the results of the survey applied to 45 Third-grade basic education students in sections “A” and “B”, 82% of the students strongly agree that they would like to learn to speak English, 9% agree, 2% disagree, and 7% strongly disagree. In conclusion, 91% of the students would like to learn to speak English, while 9% would not.

3.1.2 Do you think English is essential in your academic life?

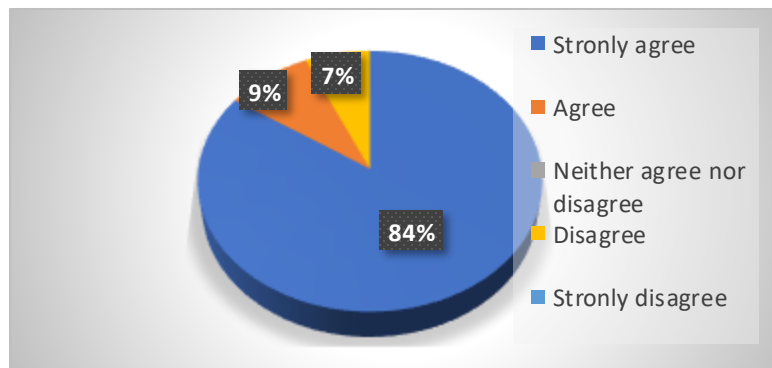
Table 2

Students' Opinions on Whether English is Essential for Their Studies

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	38	84%
<i>Agree</i>	4	9%
<i>Neither agree nor disagree</i>	0	0%
<i>Disagree</i>	3	7%
<i>Strongly disagree</i>	0	0%
<i>Total 45</i>		<i>Total 100%</i>

Figure 2

Perception About the Importance of English in Academic Life



Analysis

According to the results obtained after applying the survey to the total sample, it is evident that 84% of the respondents believe that English is very important in their student life, 9% agree, and 7% disagree. In conclusion, 93% share the opinion that English is very important during their life as students, while 7% do not share this criterion.

3.1.3 Does using visual media in English classes encourage me to learn more?

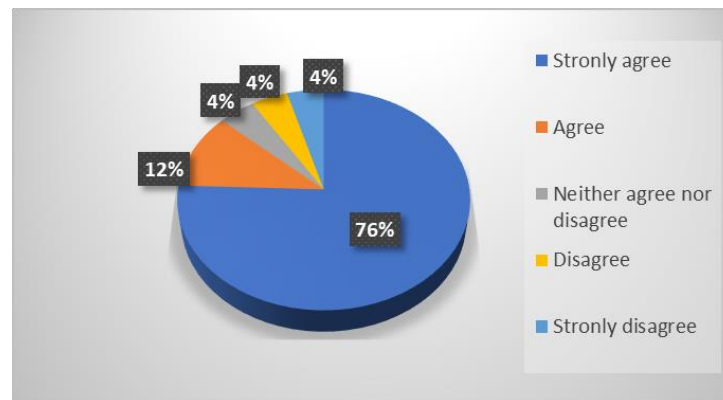
Table 3

Criteria for Whether Using Visual Media Engages Students to Learn More

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	34	76%
<i>Agree</i>	5	12%
<i>Neither agree nor disagree</i>	2	4%
<i>Disagree</i>	2	4%
<i>Strongly disagree</i>	2	4%
<i>Total 45</i>		<i>Total 100%</i>

Figure 3

Visual Media Influence on Students' Learning Process



Analysis

The survey applied to sections “A” and “B” of the Third-grade basic education indicates that 76% of respondents strongly agree that the use of visual media in English classes encourages learning more. 12% agree, 4% are undecided, 4% disagree, and 4% strongly disagree.

3.1.4 Do you feel it is easier to describe an image when looking at it?

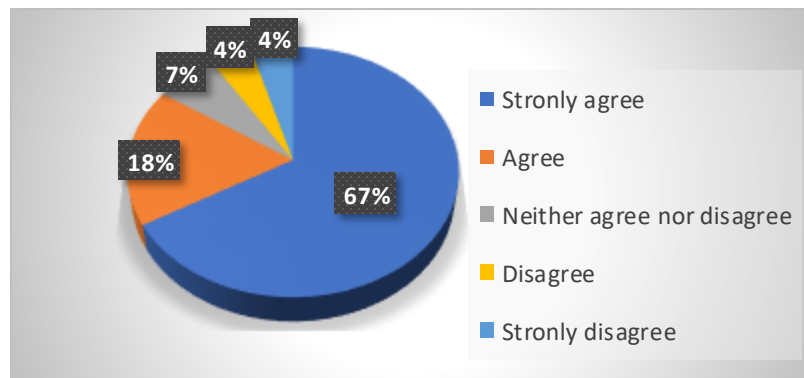
Table 4

Agreement on Looking at Pictures to Help Oral Production

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	30	67%
<i>Agree</i>	8	18%
<i>Neither agree nor disagree</i>	3	7%
<i>Disagree</i>	2	4%
<i>Strongly disagree</i>	2	4%
	Total 45	Total 100%

Figure 4

Perception of Speaking Skills by Describing Pictures



Analysis

The result of the survey applied to 45 Third-grade basic education students shows that 67% of the students strongly agree that when they look at an image, it is easier to describe it. 18% agree, 7% neither agree nor disagree, 4% disagree, and 4% strongly disagree. In conclusion, 85% believe that when they look at an image, it is easier to describe it, 7% are undecided, and 8% oppose.

3.1.5 Which of the following visual media captures your attention the most?

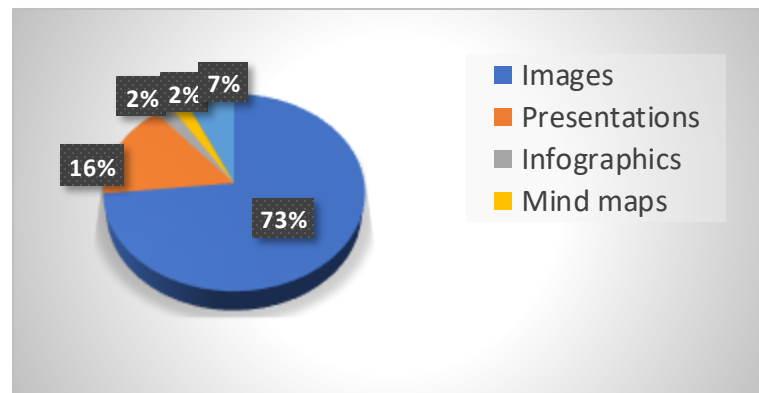
Table 5

Students Choose Which Visual Medium Captures Their Attention Most

<i>Visual Media Aids</i>	<i>Students</i>	<i>Percentage</i>
<i>Images</i>	33	73%
<i>Presentations</i>	7	16%
<i>Infographics</i>	1	2%
<i>Mind maps</i>	1	2%
<i>Photographs</i>	3	7%
<i>Total 45</i>		<i>Total 100%</i>

Figure 5

Visual Media Attention Captured.



Analysis

According to the survey applied to Third-grade General Basic Education students, visual media that capture most students' attention were images at 73%, presentations at 16%, photographs at 7%, infographics at 2%, and mind maps at 2%. In conclusion, students liked learning English using images.

3.1.6 Do I like to participate in the teacher's activities to improve oral production?

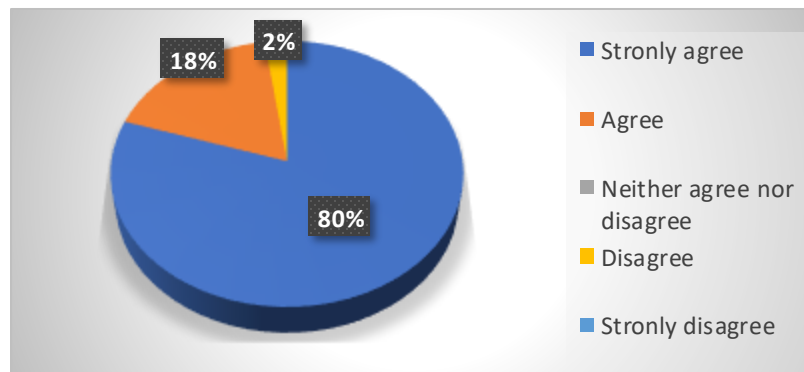
Table 6

Students Who Enjoy Participating in Activities to Improve Oral Production Skills

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	36	80%
<i>Agree</i>	8	18%
<i>Neither agree nor disagree</i>	0	0%
<i>Disagree</i>	1	2%
<i>Strongly disagree</i>	0	0%
Total 45		Total 100%

Figure 6

Participation During Teacher's Activities with Oral Production



Analysis

The survey applied to 45 Third-grade basic education students shows that 80% of the students strongly agree that they like participating in activities that the teacher uses to improve oral production, 18% agree, and 2% disagree. In conclusion, 98% of respondents like participating in activities to improve oral production, while 2% do not like participating.

3.1.7 Does the use of visual media improve concentration and learning?

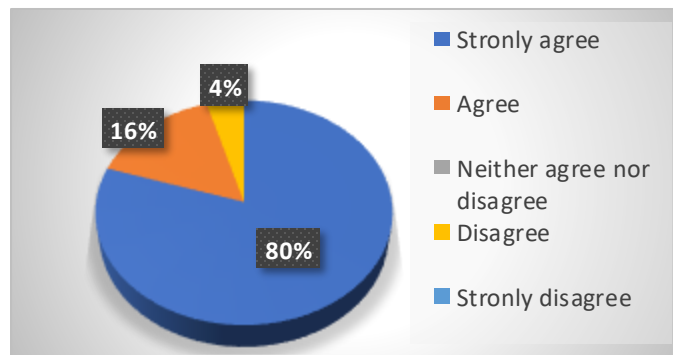
Table 7

Students' Opinions on Whether Visual Aid Enhances Concentration and Learning

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	36	80%
<i>Agree</i>	7	16%
<i>Neither agree nor disagree</i>	0	0%
<i>Disagree</i>	2	4%
<i>Strongly disagree</i>	0	0%
Total 45		Total 100%

Figure 7

Perception of Concentration During Class Using Visual Media.



Analysis

The results of the survey applied to Third-grade basic education students indicate that 80% strongly agree that visual media improves concentration and learning, 16% agree, and 4% disagree. In conclusion, 96% of students agree that visual media improves concentration and learning, while 4% do not share the same idea.

3.1.8 Do you believe that you can improve oral production by using visual media?

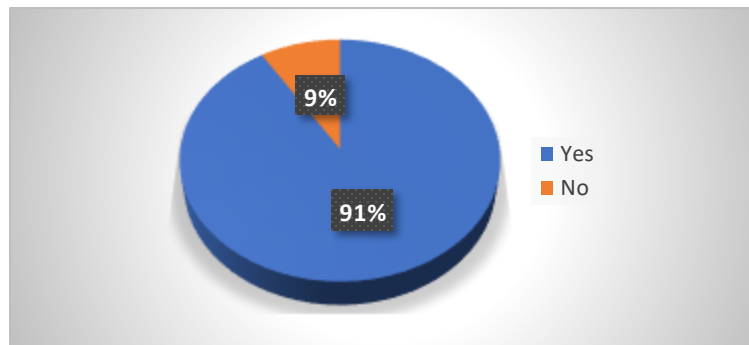
Table 8

Students' Views on Whether Using Visual Media Will Improve Their Oral Production

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Yes</i>	<i>41</i>	<i>91%</i>
<i>No</i>	<i>4</i>	<i>9%</i>
<i>Total 45</i>		<i>Total 100%</i>

Figure 8

Perception of Speaking Development During Class Using Visual Media



Analysis

The results of the survey carried out with Third-grade basic education students clearly show that 91% believe oral production can be improved using visual media, while 9% do not agree.

3.1.9 I want to use visual media more frequently.

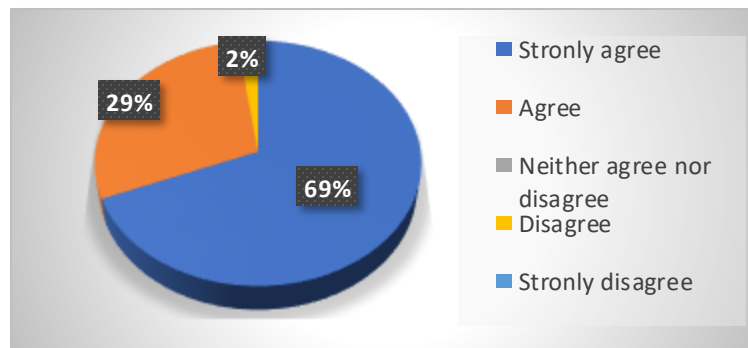
Table 9

Students Agree that Visual Media Should Be Used More Often

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	<i>31</i>	<i>69%</i>
<i>Agree</i>	<i>13</i>	<i>29%</i>
<i>Neither agree nor disagree</i>	<i>0</i>	<i>0%</i>
<i>Disagree</i>	<i>1</i>	<i>2%</i>
<i>Strongly disagree</i>	<i>0</i>	<i>0%</i>
<i>Total 45</i>		<i>Total 100%</i>

Figure 9

The Desire to Use Visual Media Frequently



Analysis

After conducting the survey with students, it was observed that 69% strongly agree they would like to use visual media more frequently, 29% agree, and 2% disagree. In conclusion, 98% would like to use visual media more frequently, while 2% do not like the idea.

3.1.10 I am curious to know what visual media will be used for the following topic.

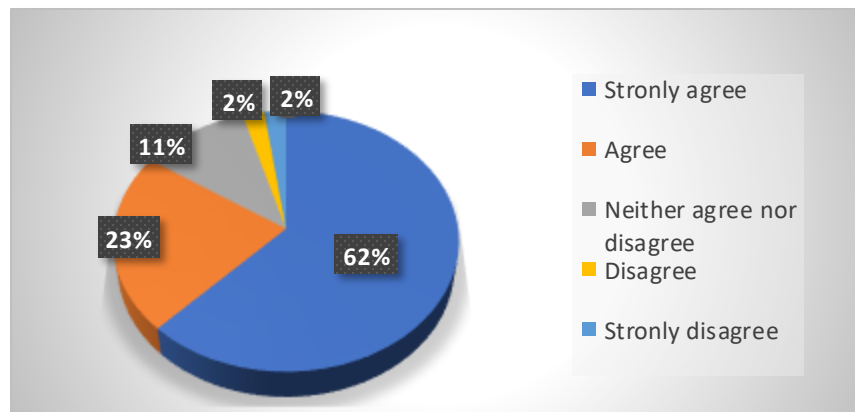
Table 10

Percentage of students curious about which visual media will be used for the next topic

<i>Indicator</i>	<i>Students</i>	<i>Percentage</i>
<i>Strongly agree</i>	28	63%
<i>Agree</i>	10	22%
<i>Neither agree nor disagree</i>	5	11%
<i>Disagree</i>	1	2%
<i>Strongly disagree</i>	1	2%
Total 45		Total 100%

Figure 10

The need to know about visual media for the next usage during class



Analysis

The survey results indicate that 62% of students are very curious to know which visual media will be used for the next topic, 22% are curious, 11% are undecided, 2% disagree, and another 2% strongly disagree. In conclusion, 84% are curious about the next topic's visual media, while 15% will know during the lesson.

3.1.11 Survey Conclusion

In conclusion, over 80% of respondents would like to learn to speak English because they believe this second language will be very useful during their academic life. To motivate them to continue learning by using visual media, it is considered that children learn better when they observe an image, because it is easier to describe. Additionally, 87% of students agree that the use of visual media improves concentration and learning. This frequent practice motivates students and encourages them to participate in the different activities that the teacher uses to improve oral production.

3.2 Interview with the English teacher for Third-grade General Basic Education at Unidad Educativa Agustín Cueva Dávila

From the data taken from the Annex 4, English classes are conducted through student interaction, which helps them develop speaking skills. The methods used are Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL). These methods help students understand the class content and apply it in their daily lives.

To improve oral production, the teacher uses cooperative learning strategies, which help students become accustomed to interacting in small conversations that contribute to their daily development. Visual tools are also utilized, facilitating learning, enhancing concentration, and developing cognitive processes.

CHAPTER IV

4. PROPOSAL

4.1 Proposal Title

VISUAL MEDIA TOOLS TO IMPROVE ORAL PRODUCTION.

4.2 Introduction

This guide is about how oral production can be improved using visual media with Third-grade children from the Unidad Educativa Agustín Cueva Dávila. The teacher will be given a guide of instructions and materials that will be used for the study of each unit. The activities included in the guide were carried out based on the communicative language teaching (CLT) approach. The objective of using this method is for students to participate in activities that promote meaningful communication based on the real environment around them.

This guide uses visual thinking as its main tool, which is understood by the infinite accumulation of images that can be stored in our brain and used when they are needed. The brain carries out a cognitive process to be able to use the stored visual information and create its concepts (Lopez, 2018).

4.3 Justification

The creation of this activity guide has the purpose of encouraging children to improve their oral production through the use of visual media in the classroom. Its content includes words, images, and activities where different types of visual media are used so that the learning process becomes much more dynamic and interesting.

The topics contained in the guide will improve students' knowledge because they can apply them in their daily lives, as they are of common interest. This guarantees that students can function when they have the opportunity to interact with other students or teachers and develop self-confidence for the oral production tasks.

4.4 Theoretical Foundation

4.4.1 Foundation Based on Instructions.

Visual media have been incorporated into classrooms with the aim of improving the educational system in general since the year 1920, when a direct approach was applied using specific objects and short phrases, committing students to speak only in their second language.

By the end of the 20th century, visual media were combined with different approaches such as the humanistic, silent method, total physical response, and natural method. Currently, visual media have evolved thanks to technological advances, allowing to capture of the main idea in tools such as PowerPoint presentations, Canva, infographics, mind maps, etc.

Previously, it was thought that the only way for the student to learn was through the teacher's guidance, but the teaching methodology has evolved, and it has been noticed that students are the architects of their own knowledge. In general, human beings learn much faster when they observe images of the things they have in their environment and when listening.

4.4.2 *The ability to speak*

There is no skill that is better than another in the study of a second language, in this case the English language, but it is worth emphasizing that it is very important to learn to speak so that our message is captured by the person or people who are paying attention, knowing how to use oral language today opens many opportunities because of a world of multiple fields where it is possible a development and improvement.

4.5 Proposal Objectives

4.5.3 *General objective*

Create a guide for the teacher that contains specific activities that help to improve students' oral production.

4.5.4 *Specific objectives*

1. Select the topics according to the curriculum handled by the Third-grade teacher in each unit.
2. Development of activities accompanied by visual materials and the pedagogical section, so that the teacher has an idea of how to use them in classes.
3. Deliver the guide along with the visual material to the teacher for its application.

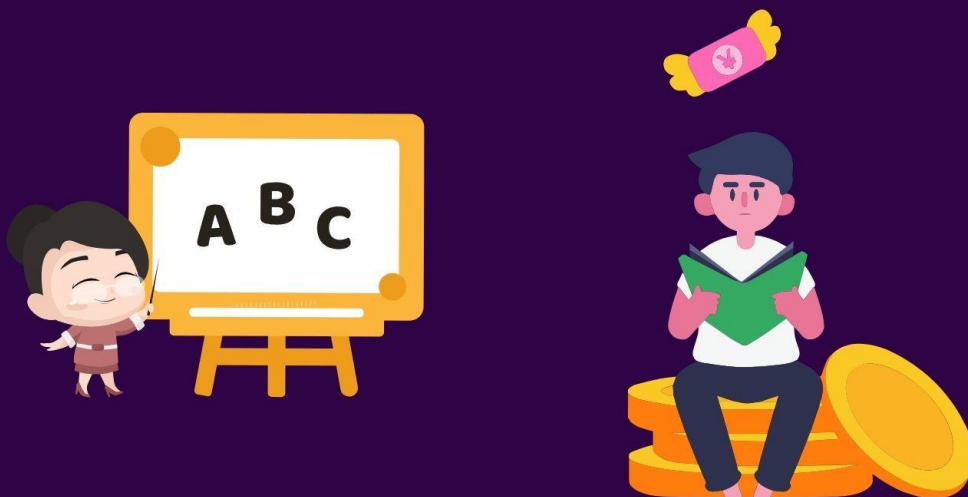
4.6 Beneficiaries

Direct and indirect beneficiaries

The direct beneficiaries are all the students of the Third-grade of General Basic Education of Unidad Educativa Agustín Cueva Dávila, and the indirect beneficiaries are the students of the lower grades who will soon be in Third-grade, depending on the results obtained, this project can be applied to all the school.

Visual media to improve oral production.

Author: Javier Coloma



For: Unidad Educativa
"Agustín Cueva
Dávila"

CEFR
A1

Index

UNIT 1

- The alphabet
- Possessive Adjectives
- Family Members
- Verb to be
- Long and short "a"

UNIT 2

- Adjectives
- Numbers from 1 to 20
- Days of the week
- The long and short "e"

UNIT 3

- Food Vocabulary
- Simple present + prepositions of place
- Home vocabulary
- Long and short "i"

UNIT 1

The alphabet

Can do

At the end of this unit, students can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is effortless and on a familiar everyday subject.



Can do

Students will be able to produce short phrases about themselves, giving basic personal information.

Canva, 2025

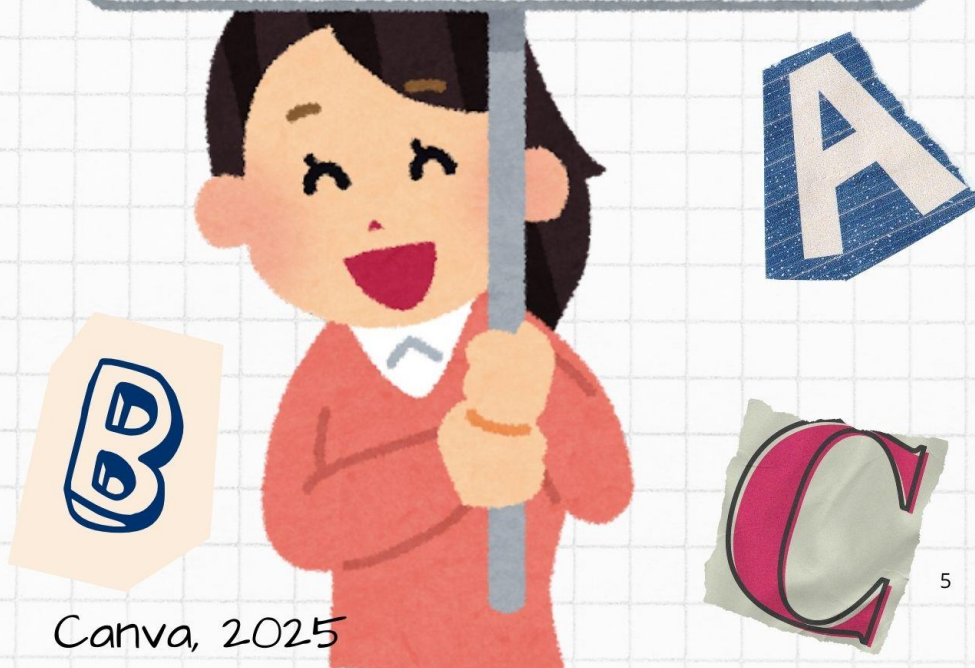
Materials

Materials:

Printed pictures for each letter of the alphabet, or slides with the same information.

Procedure

Show each picture, or the slide for each letter, to the class asking them to repeat the pronunciation.



Canva, 2025



Activity

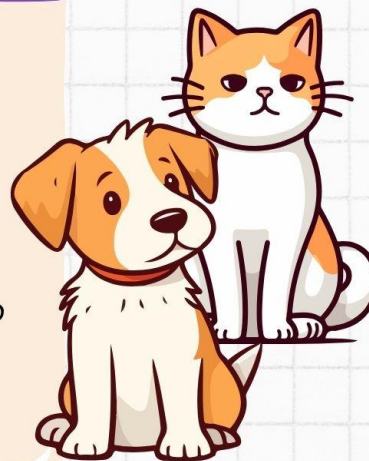
- Hold each picture before the class allowing students to recognize the letter, or present the slides.
- Pronounce the sound of each letter asking students to repeat after you.
- Provide an example of a word that starts with that letter.
- After 5 letters ask students to repeat those 5 letters out loud.



Wrap up

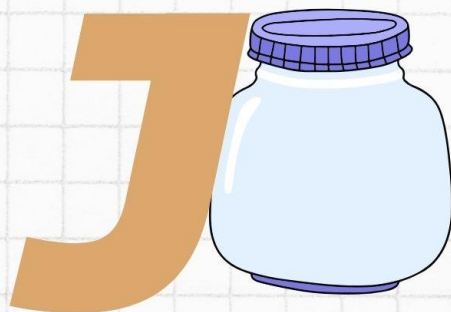
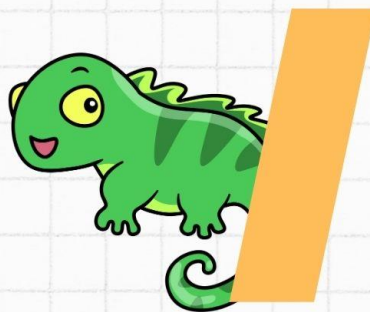
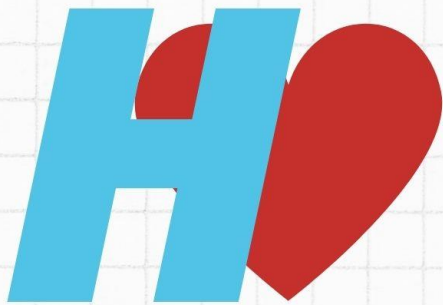
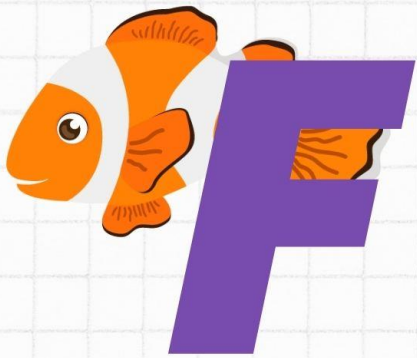
EXIT TICKET:

Ask students one by one to say the alphabet, if they manage to do it properly they get an exit ticket to go to break.

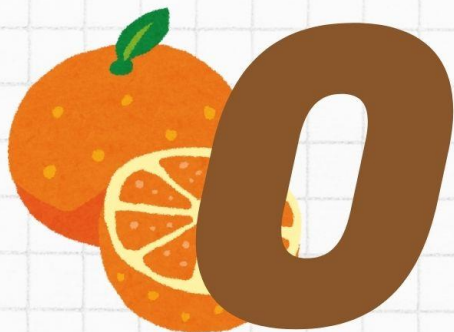
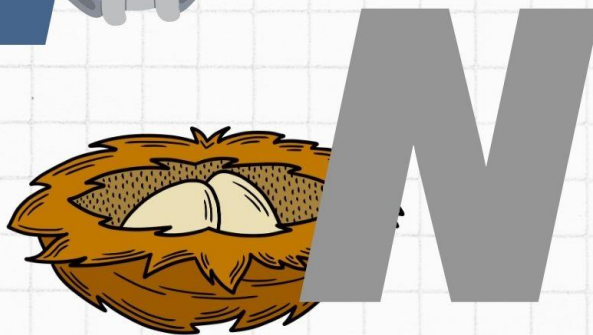
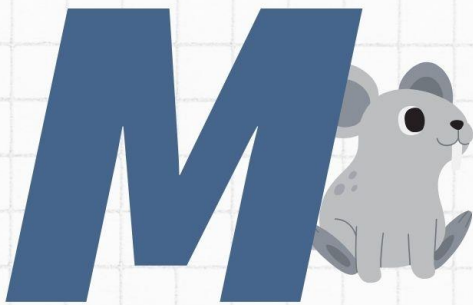


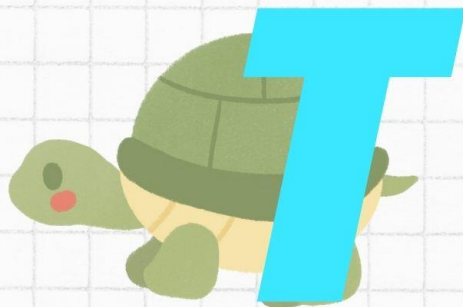
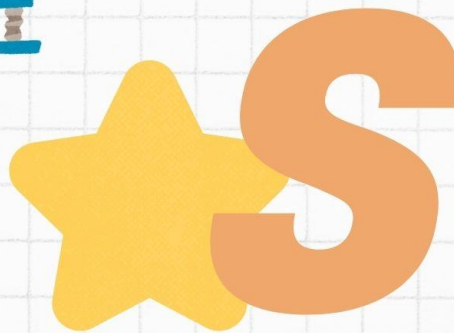
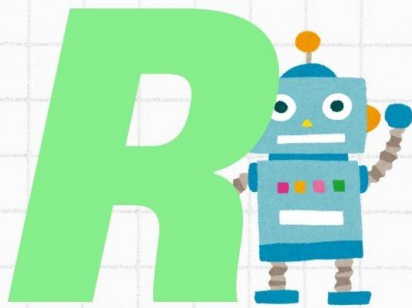


Canva, 2025

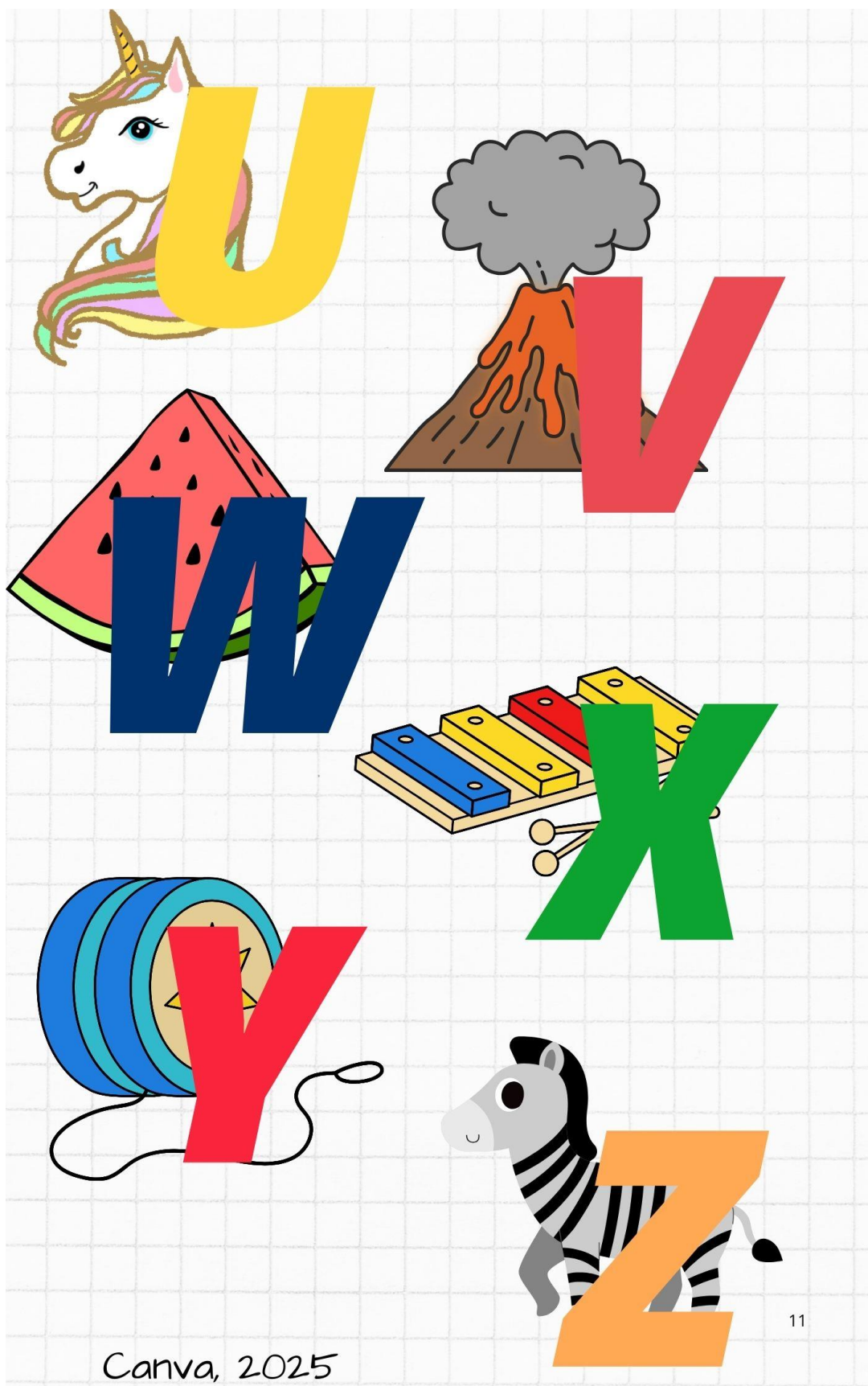


Canva, 2025



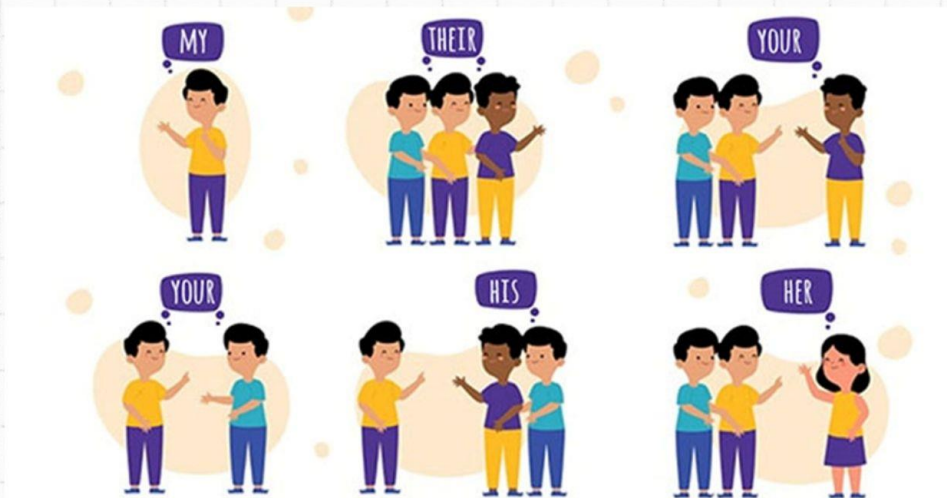


Canva, 2025



UNIT 1

Possessive Adjectives



NeedGrammar. (n.d.). Possessive adjectives with examples [Illustration]. Retrieved from <https://needgrammar.com/possessive-adjectives-with-examples/>

During this lesson, students will work on the ability to talk about their possessions and somebody else's possessions.

12

Canva, 2025

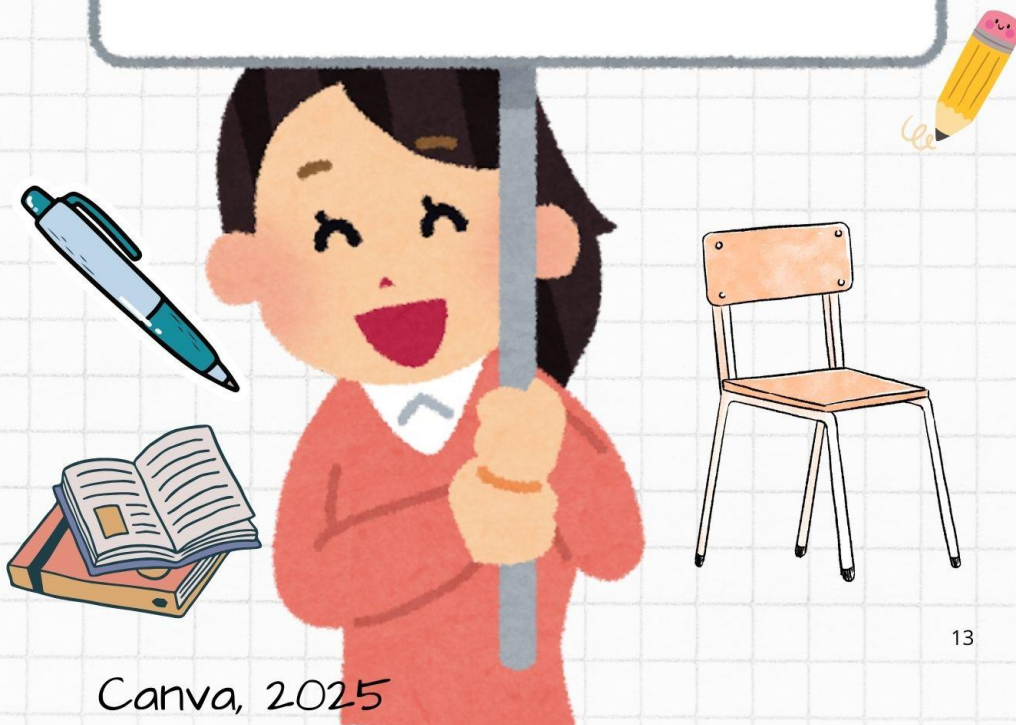
Materials

Materials:

Objects that can be easily found in the classroom.

Procedure

Introduce the new words and their correct use to the students and how to use them in the middle of a sentence.



Canva, 2025

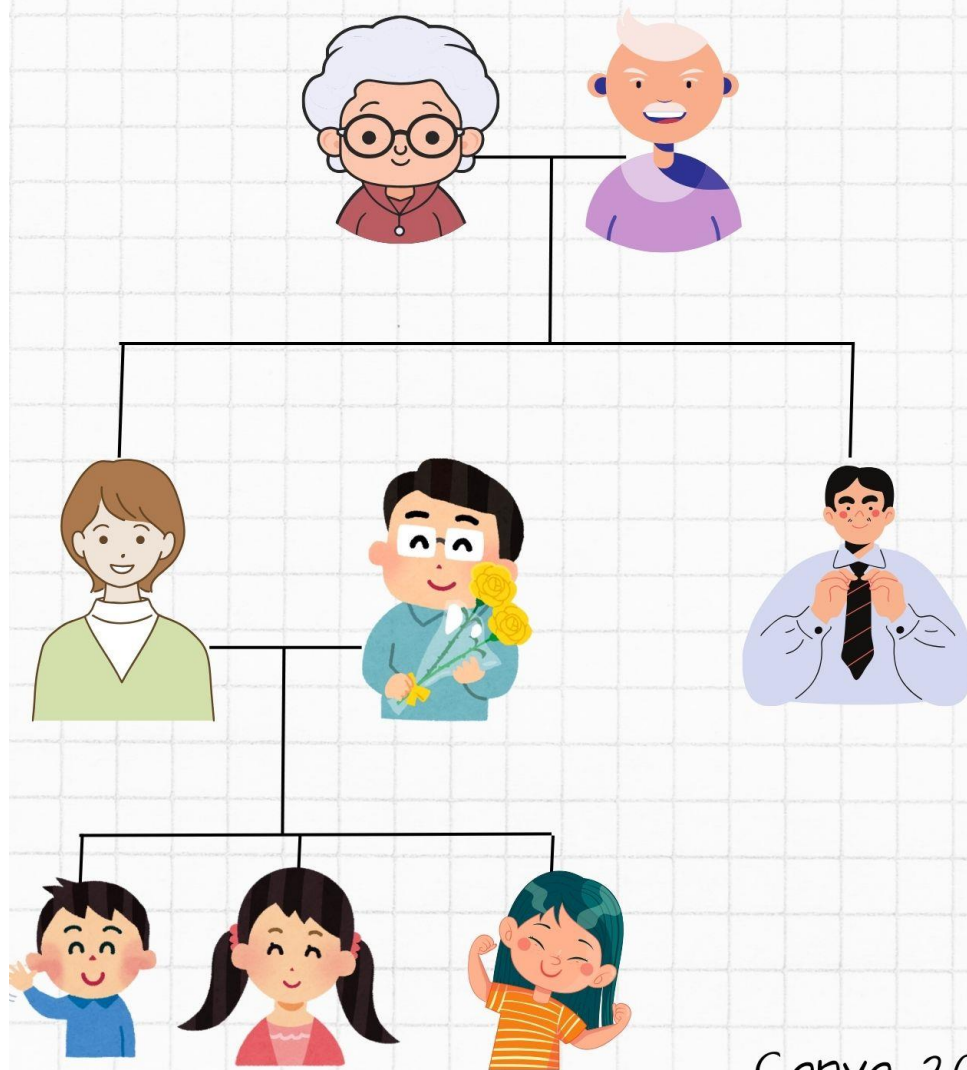
Activity

- Gather one object from each student and place it in front of the class.
- Pick one of the objects and ask the question "Whose [item] is this?"
- One student at a time will participate in answering "it is my [item]", or "it is her/his/their [item]".



UNIT 1

Family Members



15

Canva, 2025

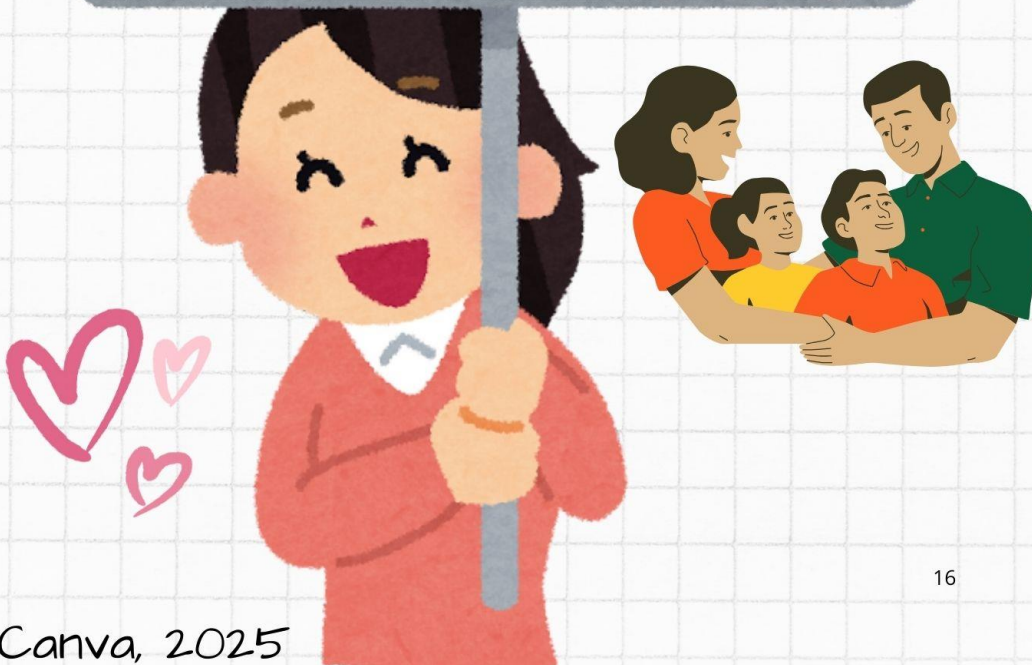
Materials

Materials:

Canva presentations /printed pictures related to the topic

Procedure

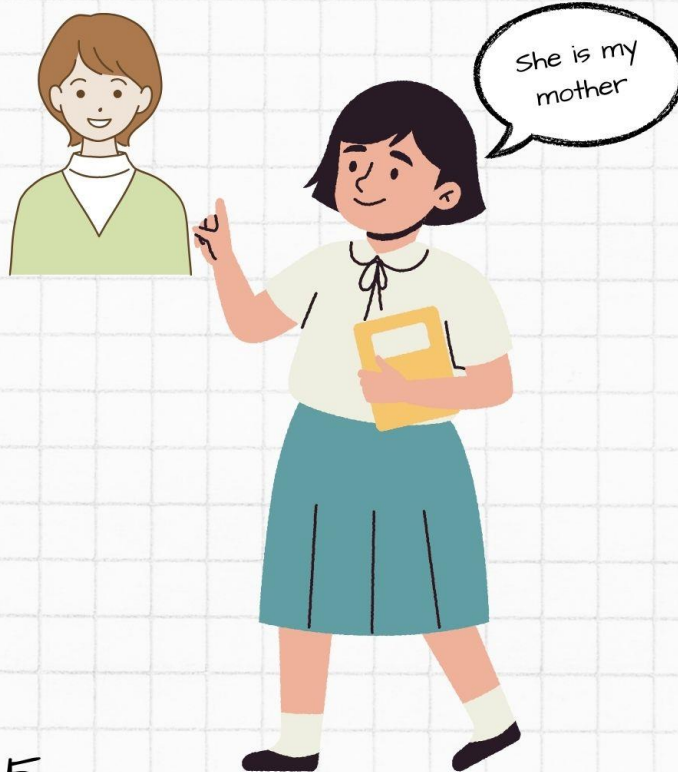
Introduce the vocabulary related to family members using a presentation of slides or printed pictures stating the meaning and pronunciation of each word.



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Activity

- The teacher will present the pictures, or the slides, to the class.
- The teacher will read the caption below regarding each picture so that students can repeat and practice the pronunciation.
- Once all the words are presented, the teacher will ask students to talk about their family members.





My
grandmother



My
grandfather

18

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My brother

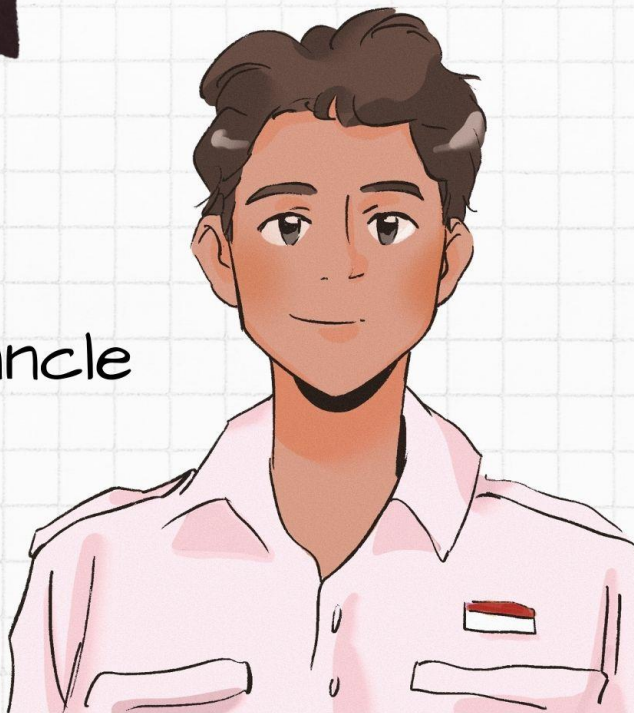


My sister

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My aunt



My uncle



My cousin

UNIT 1

Verb to be



22

Canva, 2025

Materials

Materials:

Canva presentations /printed pictures related to the topic

Procedure

Explain the correct use of the verb to be and how to make sentences using it through an interactive activity.



Activity

- The teacher will explain everything necessary to use the verb to be.
- Examples of the correct use will be provided.
- For the activity, students will look at different pictures and one by one will say a sentence out loud regarding the picture they will be seeing.

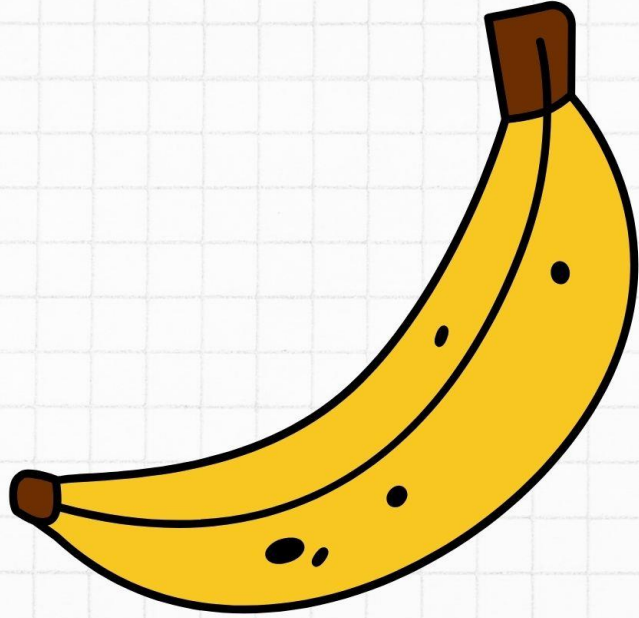




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28

Canva, 2025

UNIT 1

Long and short "a"

a_e	ai	ay
face 	chain 	day 
tape 	pail 	pray 
cave 	mail 	ray 
game 	paint 	hay 
flame 	nail 	play 
cake 	sail 	tray 
cage 	brain 	say 
frame 	snail 	clay 

© 4 Kinder Teachers 2002

4 Kinder Teachers. (n.d.). Long A sound [Illustration]. Retrieved from <https://4kinderteachers.com/long-a-sound/>

29

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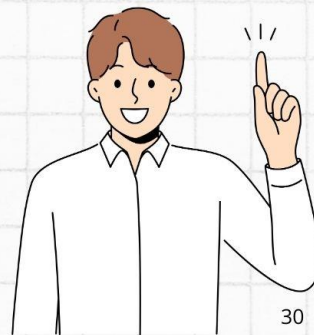
Materials

Materials:

Infographic /printed pictures related to the topic

Procedure

State the difference in the production of the different sounds the letter "a" has..
Practice pronunciation and memory..



30

Canva, 2025

Activity

- The teacher will explain how the letter "a" has different sounds in English
- Present the infographic to the students where they will understand the categorization for each sound and some examples.
- Students will work in groups analyzing the different sounds.



A's different sounds!

The letter A has a few different sounds when you speak in English, let's check some of them.

01

LONG "A"

Long As have a different sound than short As.

It has a sound like "ei, ey, ae"

EXAMPLES

- Face.
- Tape
- Cave
- Game
- Nail
- Brain
- Play



02

SHORT "A"

Now, the sound of the short A is different than the long one.

EXAMPLES

- Hat
- Man
- Cap
- Cat
- Map
- Flag
- Can



32

It's important to practice each sound by reading the example words.

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UNIT 2

Ajectives

Can do

At the end of this unit, students will be able to describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.



Can do

Students will be able to name the colour of clothes or other familiar objects and can ask the colour of such objects.



33

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Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

Introduce the new vocabulary to the students.

Help them practice how to make a description using the new words.



34

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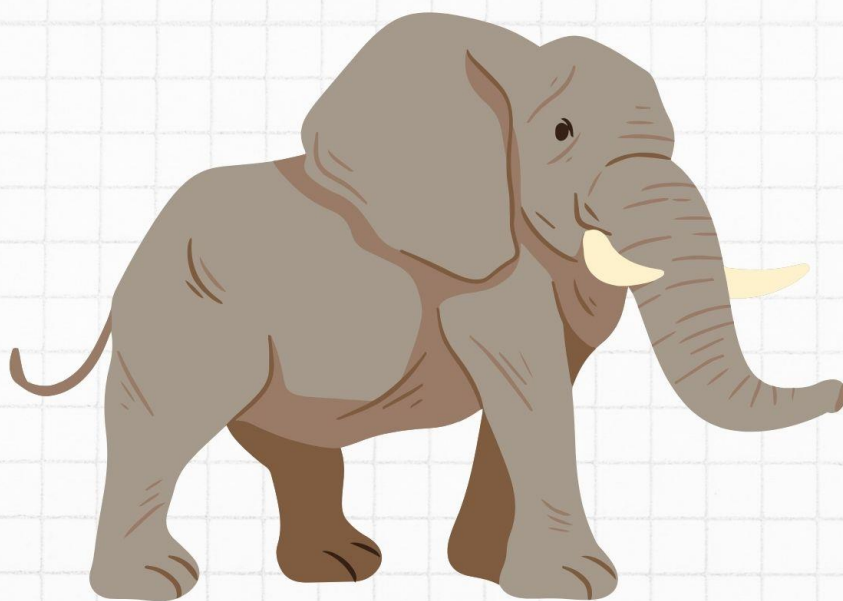
Activity

- The teacher will explain each adjective where there will be opposites for expanding vocabulary.
- Students will look at the pictures and repeat after the teacher's pronunciation.
- After a few repetitions the teacher will divide the class in two and ask each student to describe a random object using the words they have learned.

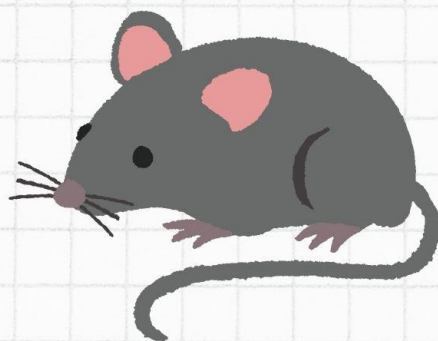


It is big!

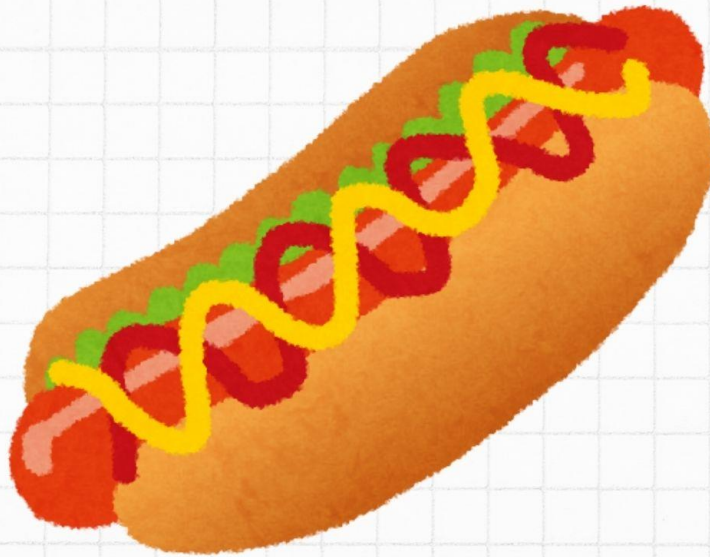




BIG



SMALL



LONG



SHORT



GOOD



BAD



COLD



HOT

UNIT 2

Numbers



Numbers 1-20 with pictures [Image]. Queenex Publishers.

<https://queenexpublishers.co.ke/product/numbers-1-20-with-pictures-2/>

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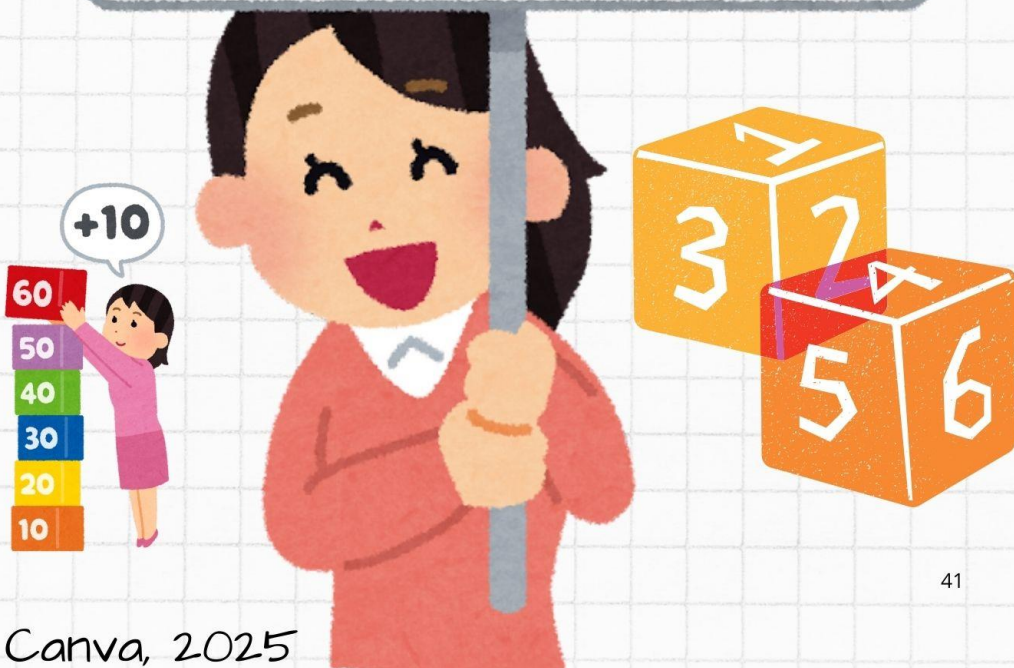
Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

Show the pictures or the slides to the students, pronounce correctly each word so students can repeat them. at the same time they look at the pictures.



Activity

- The teacher will show the pictures or slides to the students.
- The teacher will repeat each word clearly, asking them to repeat after them.
- Once it is understood, the teacher will ask students to say the name of each number in English.

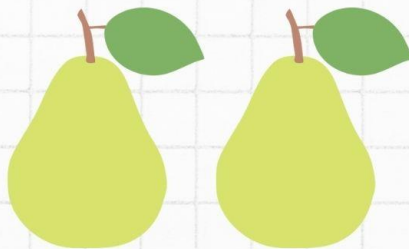


42

1



ONE



2

TWO

3



THREE



4

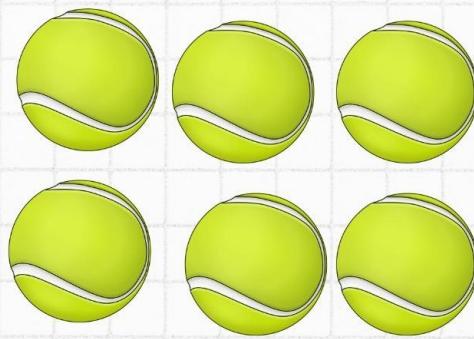
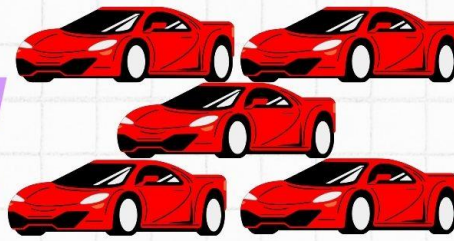
FOUR

43

Canva, 2025

5

FIVE

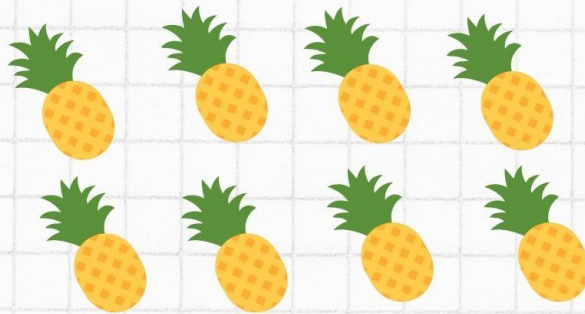
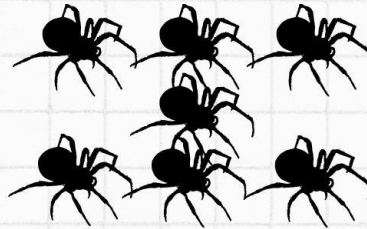


6

SIX

7

SEVEN



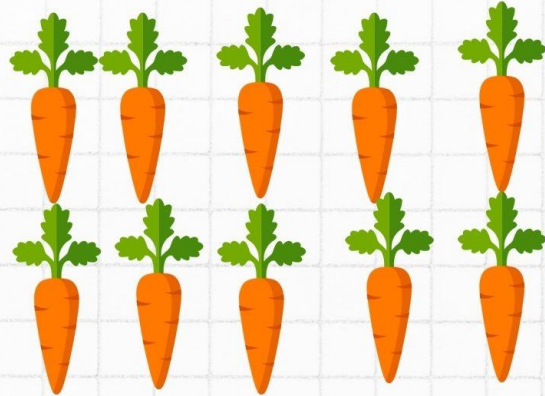
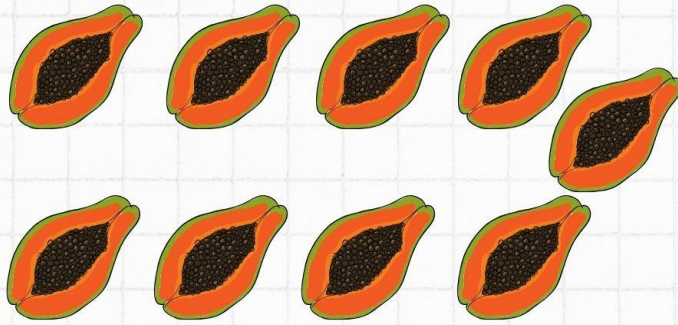
8

EIGHT

44

9

NINE

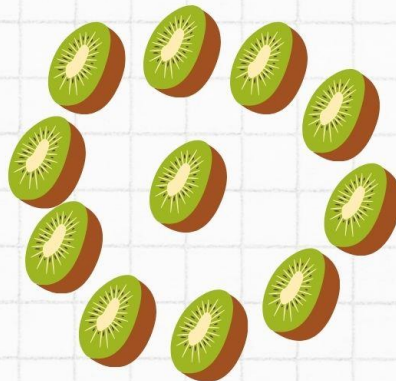


10

TEN

11

ELEVEN



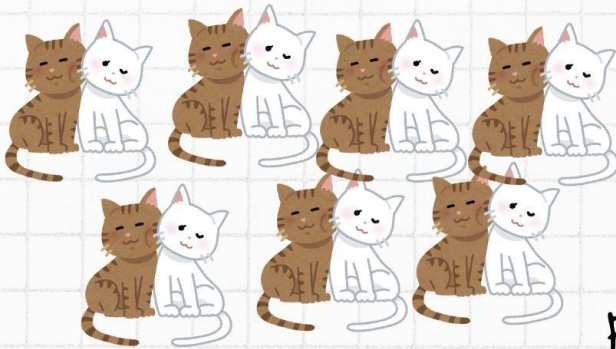
12

TWELVE⁴⁵

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13

THIRTEEN



14

FOURTEEN

15

FIFTEEN



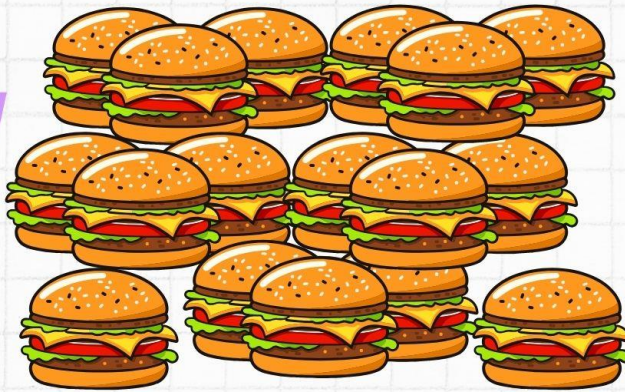
Canva, 2025

16

SIXTEEN⁴⁶

17

SEVENTEEN

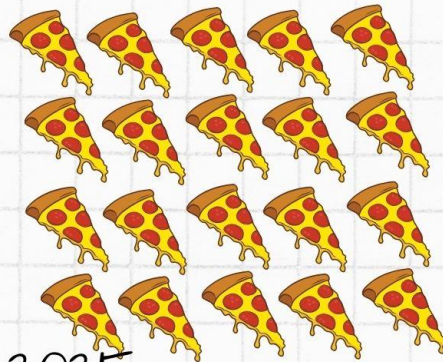
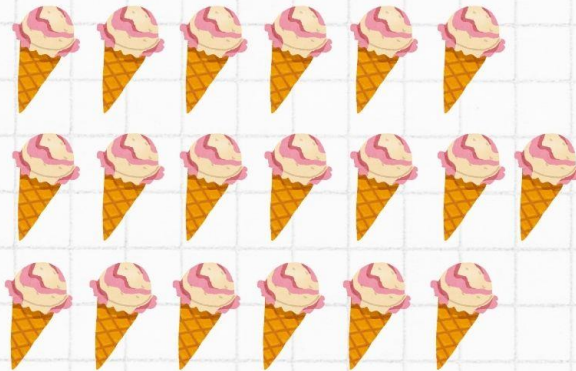


18

EIGHTEEN

19

NINETEEN



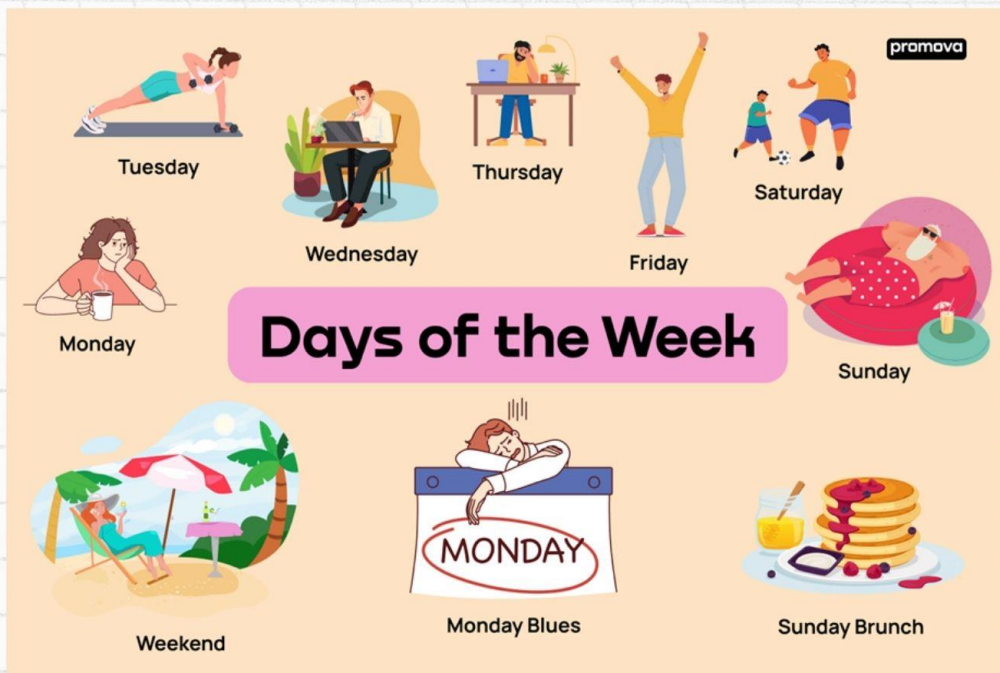
20

TWENTY⁴⁷

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UNIT 2

Days of the week



Pinterest. (n.d.). [Description of the image] [Image]. Pinterest.
<https://mx.pinterest.com/pin/761178774547640937/>

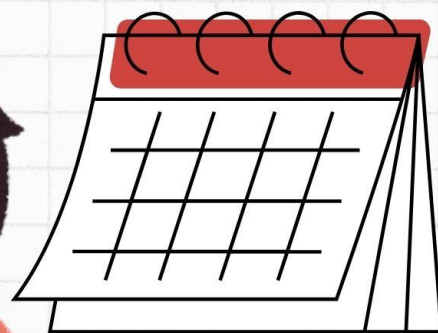
Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

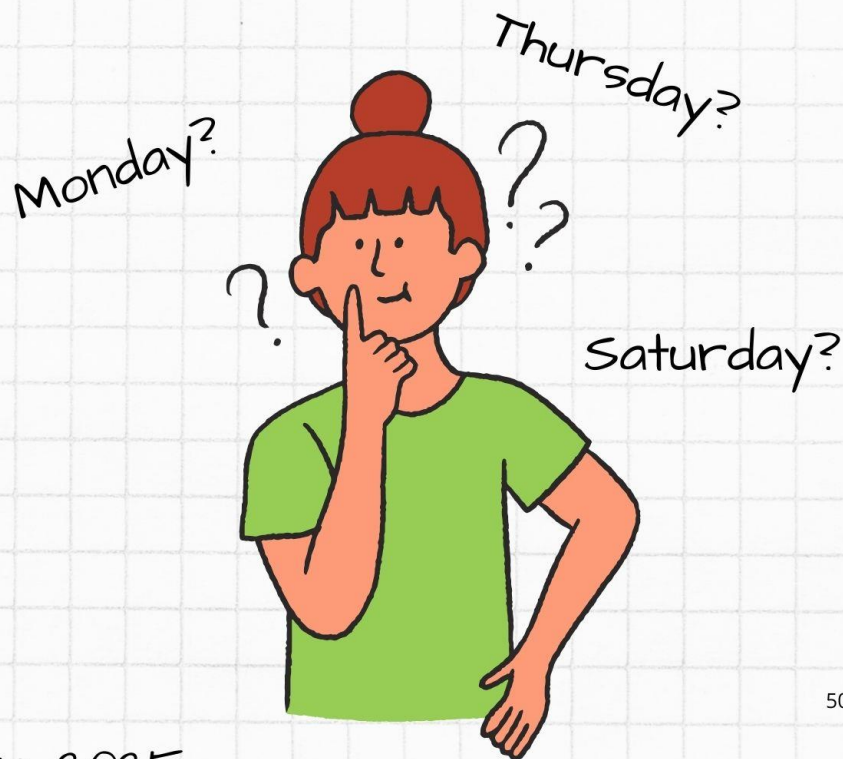
Introduce the vocabulary allowing students to practice and work on the production of the language by asking them a simple question regarding the topic.



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Activity

- The teacher will introduce the days of the week through pictures or slides.
- Students will repeat after the teacher to practice their pronunciation.
- Students will be asked "what day is today?" in order for them to answer using the vocabulary learned.



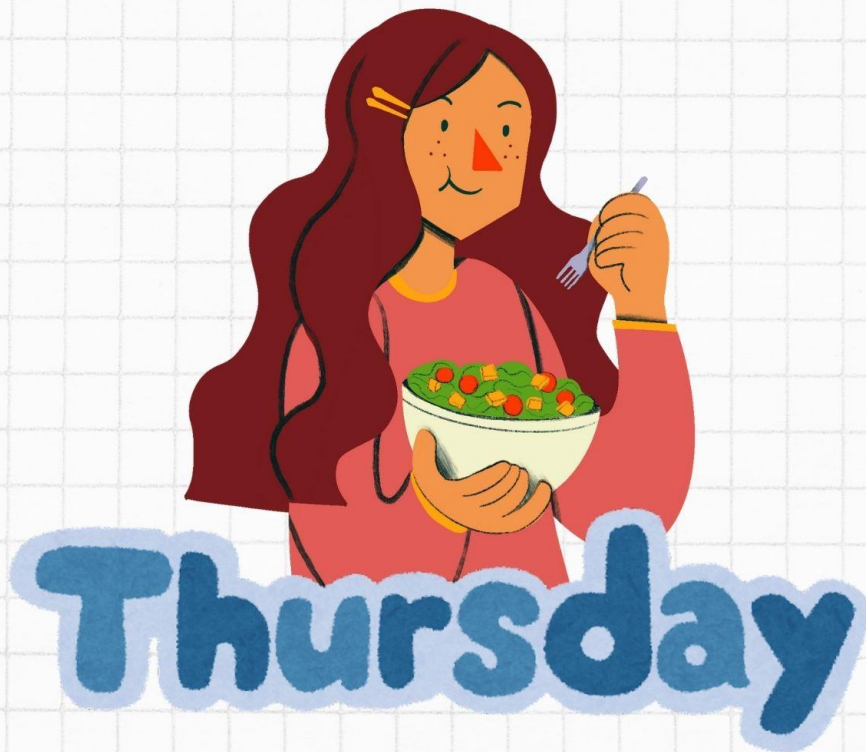
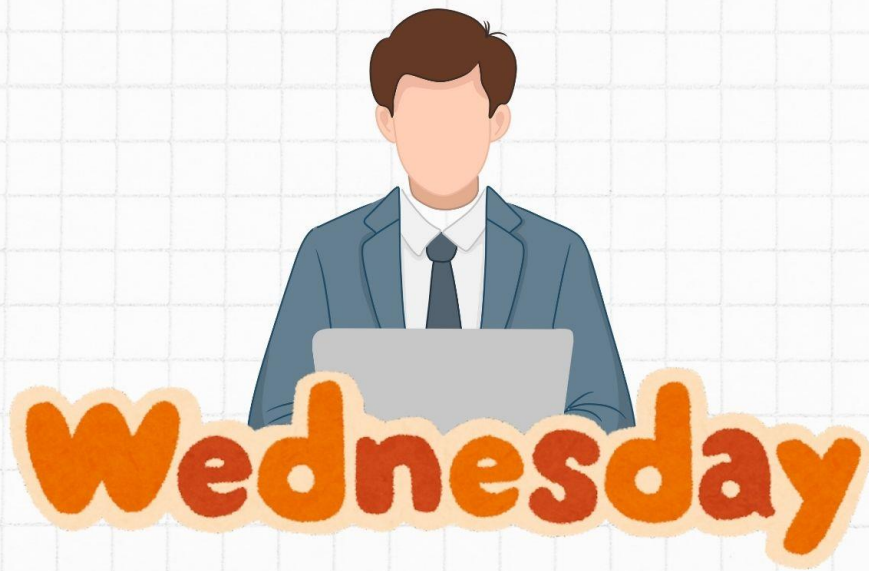
Canva, 2025



Monday



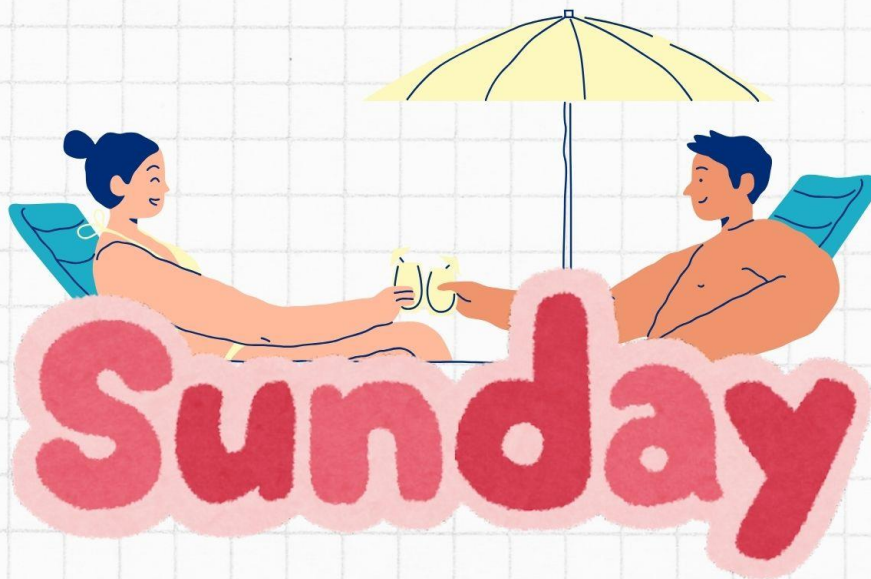
Tuesday





53

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UNIT 2

Long and short "e"

Long E

meat



seat



see



bead



feet



sweet



tree



meet



seed



seal



meal



read



needle



tea



Pinterest. (n.d.). [Image of educational resources for learning English].
Retrieved from <https://mx.pinterest.com/pin/76178774547640937/>

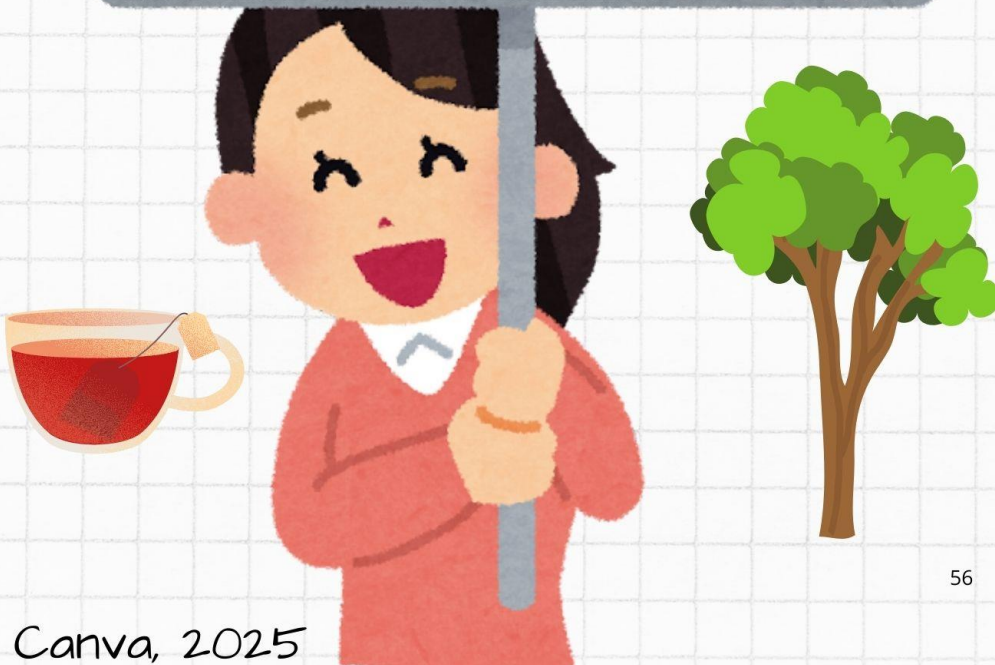
Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

The teacher will present a few pictures or slides about the long and short "e" sounds and allow students to assimilate the differences by practicing.



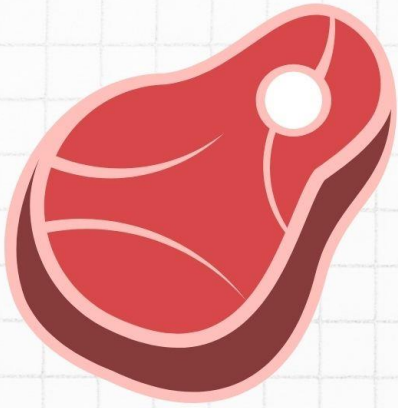
Canva, 2025

Activity

- The teacher will present new vocabulary using the long and short "e".
- The teacher will write down sentences using the new vocabulary from the pictures.
- Finally, students will participate in an activity where they will have to guess which sound belongs each word.



Long "e"



Meat



Tea

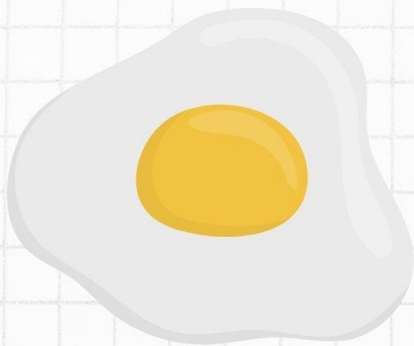


Feet



Tree

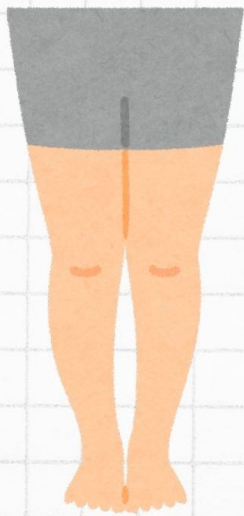
Short "e"



Egg



Pet



Leg



Jelly

UNIT 3

Food

Can do

At the end of this unit, students will be able to understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.



Can do

Students will be able to understand when someone speaks slowly and articulates carefully, with long pauses for me to assimilate meaning.



60

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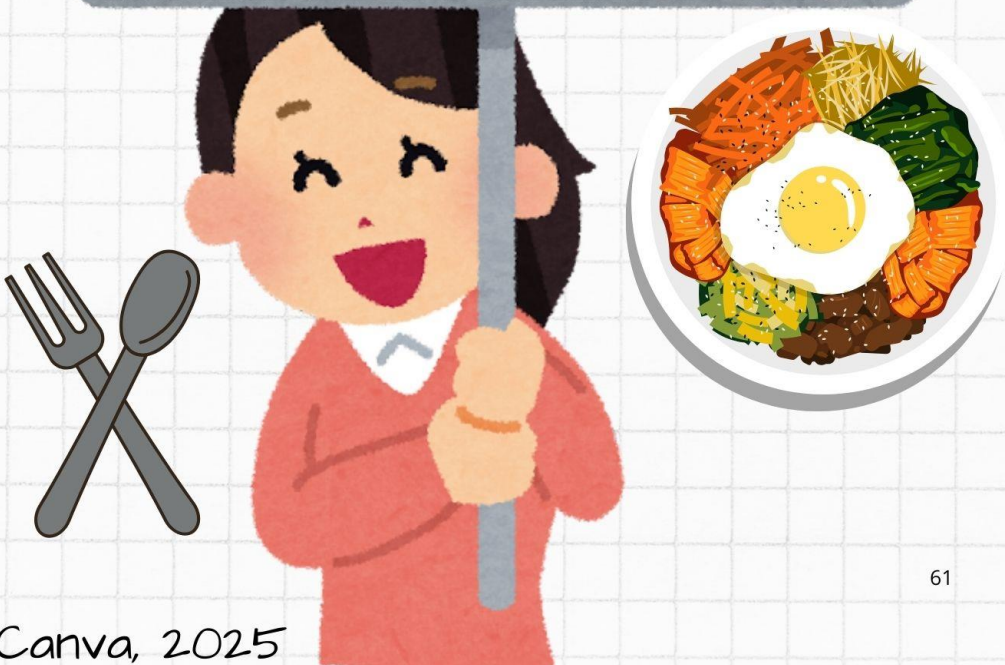
Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

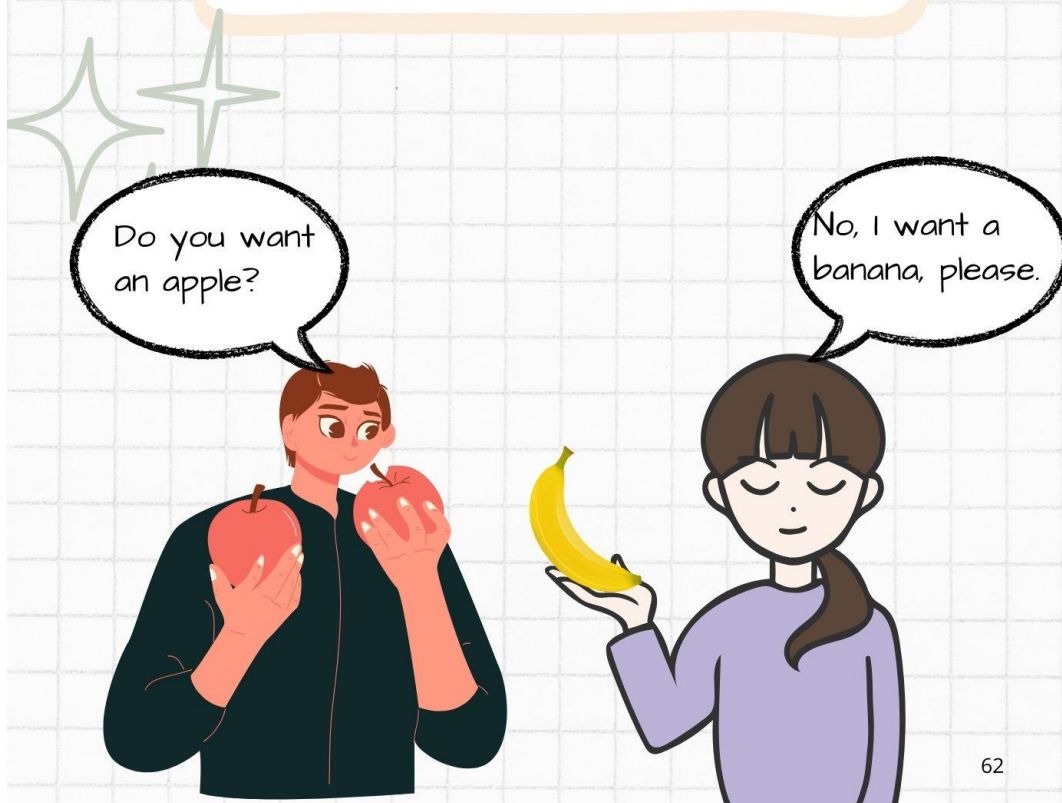
The teacher will make use of simple vocabulary regarding food for students to easily identify them.



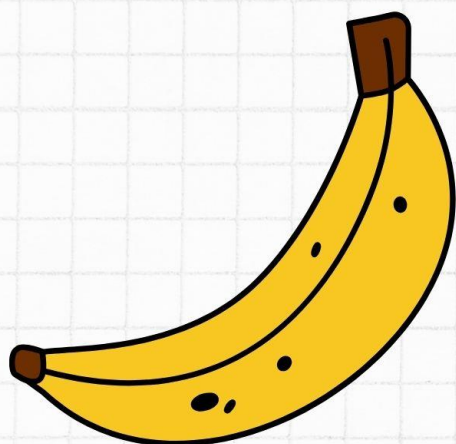
Canva, 2025

Activity

- The teacher will list some food words that students can easily find at home or school.
- The teacher will introduce the use of "a" and "an" when speaking of singular nouns.
- The students will answer to the question "Do you want a ----?" By saying "yes, I want a ----" or "No, I want a ----, please"

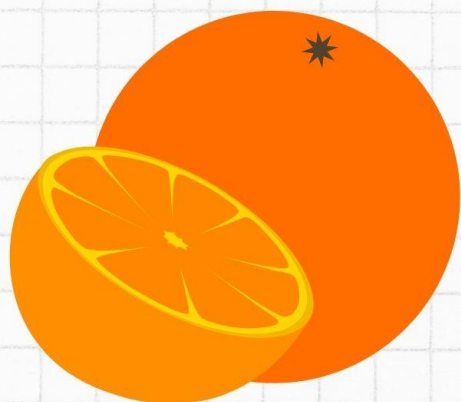


Canva, 2025

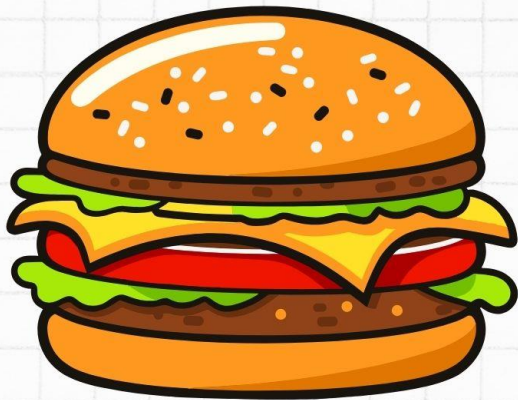


BANANA

APPLE

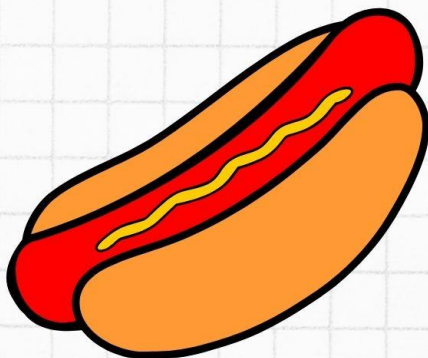
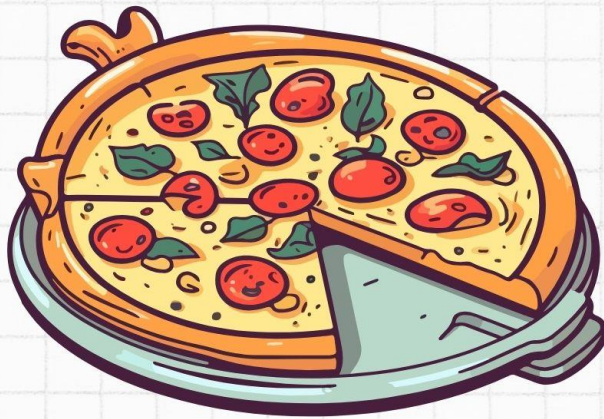


ORANGE



HAMBURGER

PIZZA

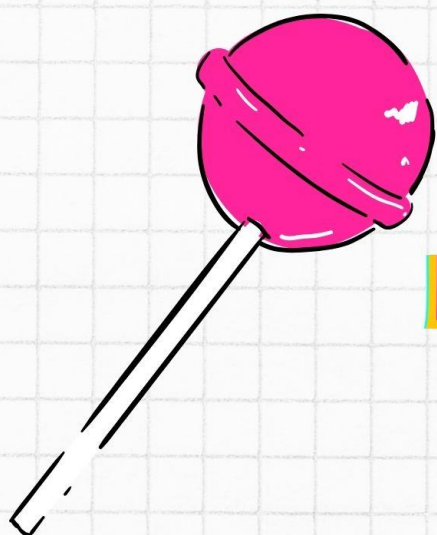
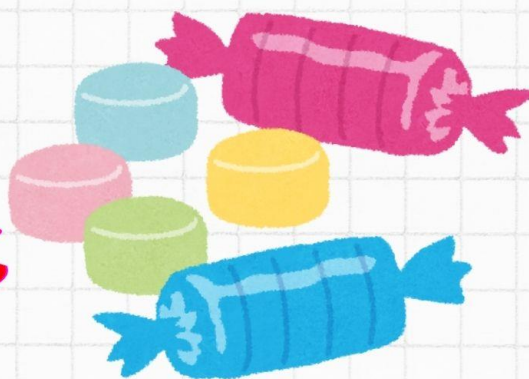


HOT DOG



ICE CREAM

CANDIES



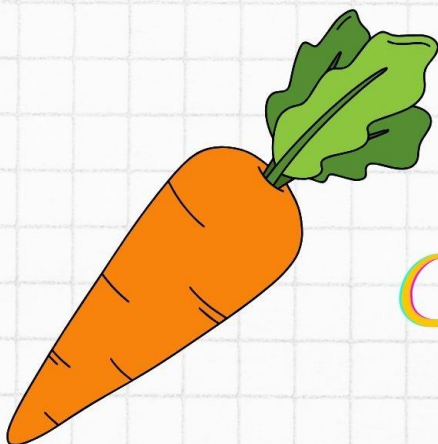
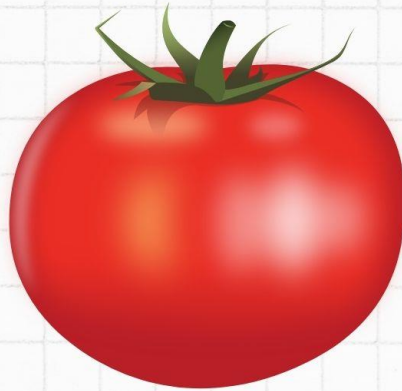
LOLLIPOP

Canva, 2025



SALAD

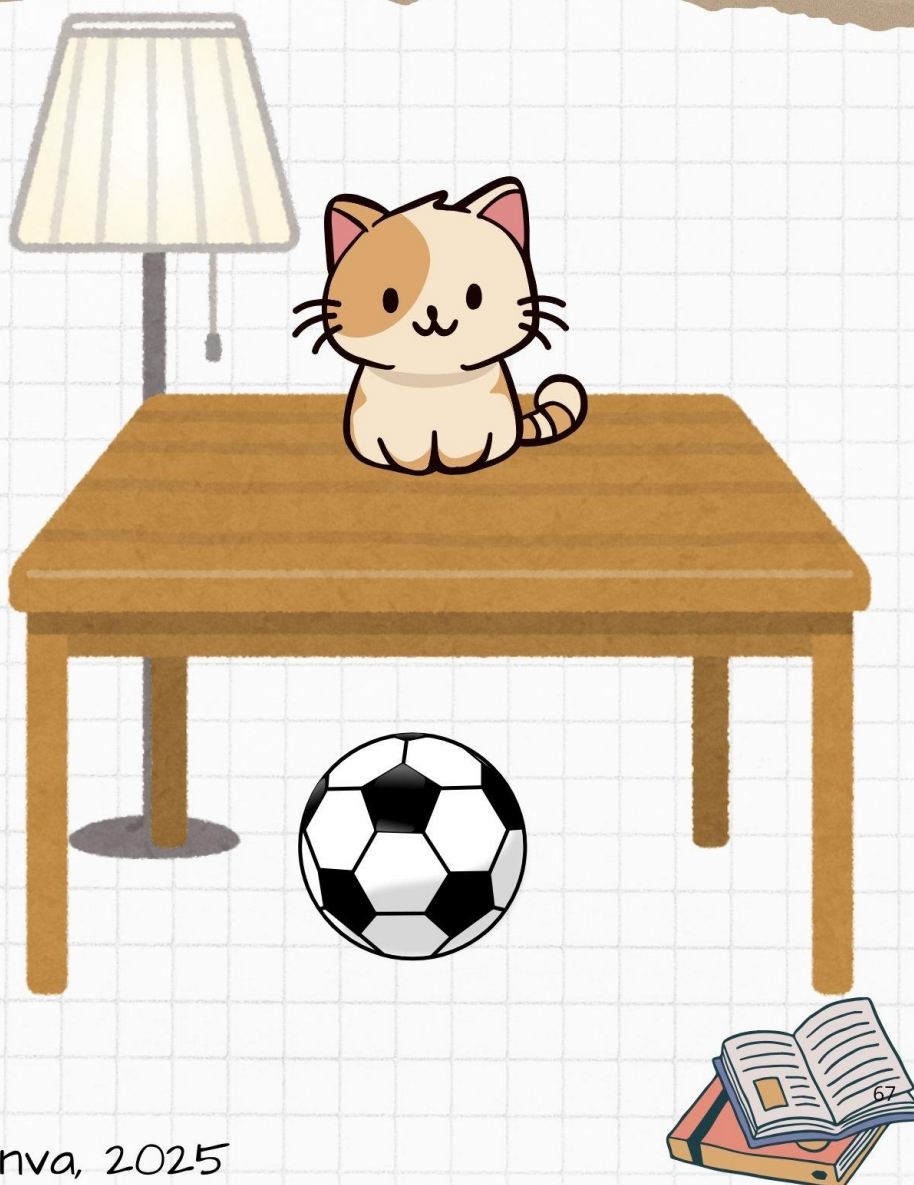
TOMATO



CARROT

UNIT 3

Prepositions of place



Canva, 2025

Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

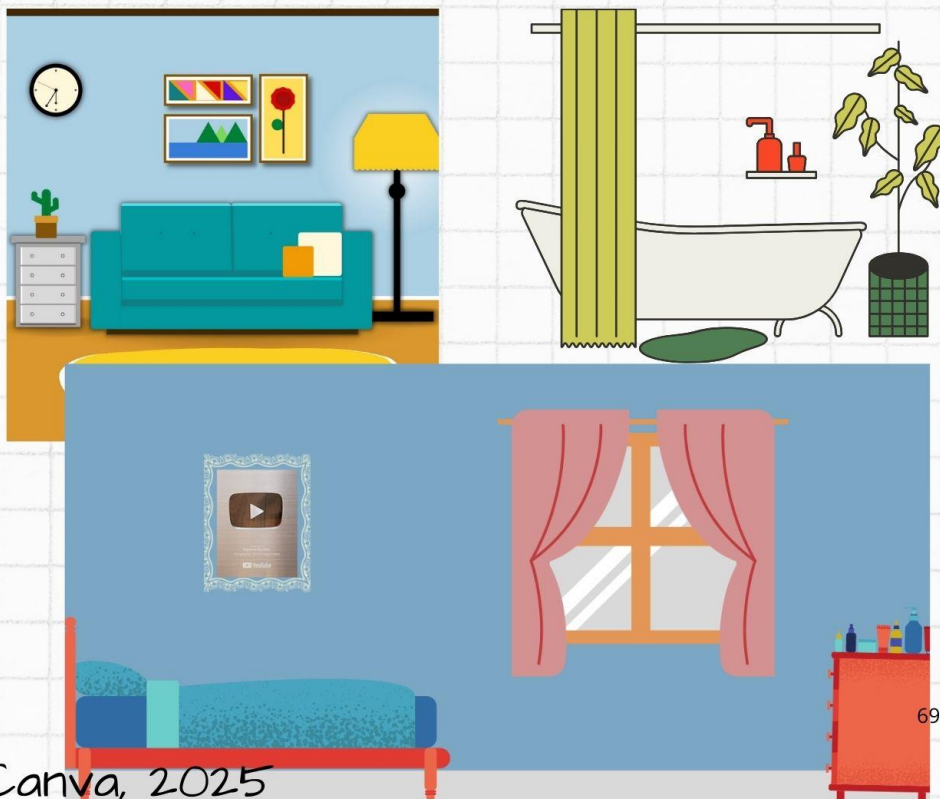
The teacher will introduce some sentences using prepositions of place using a picture encouraging students to assimilate the meaning and make their own sentences.



Canva, 2025

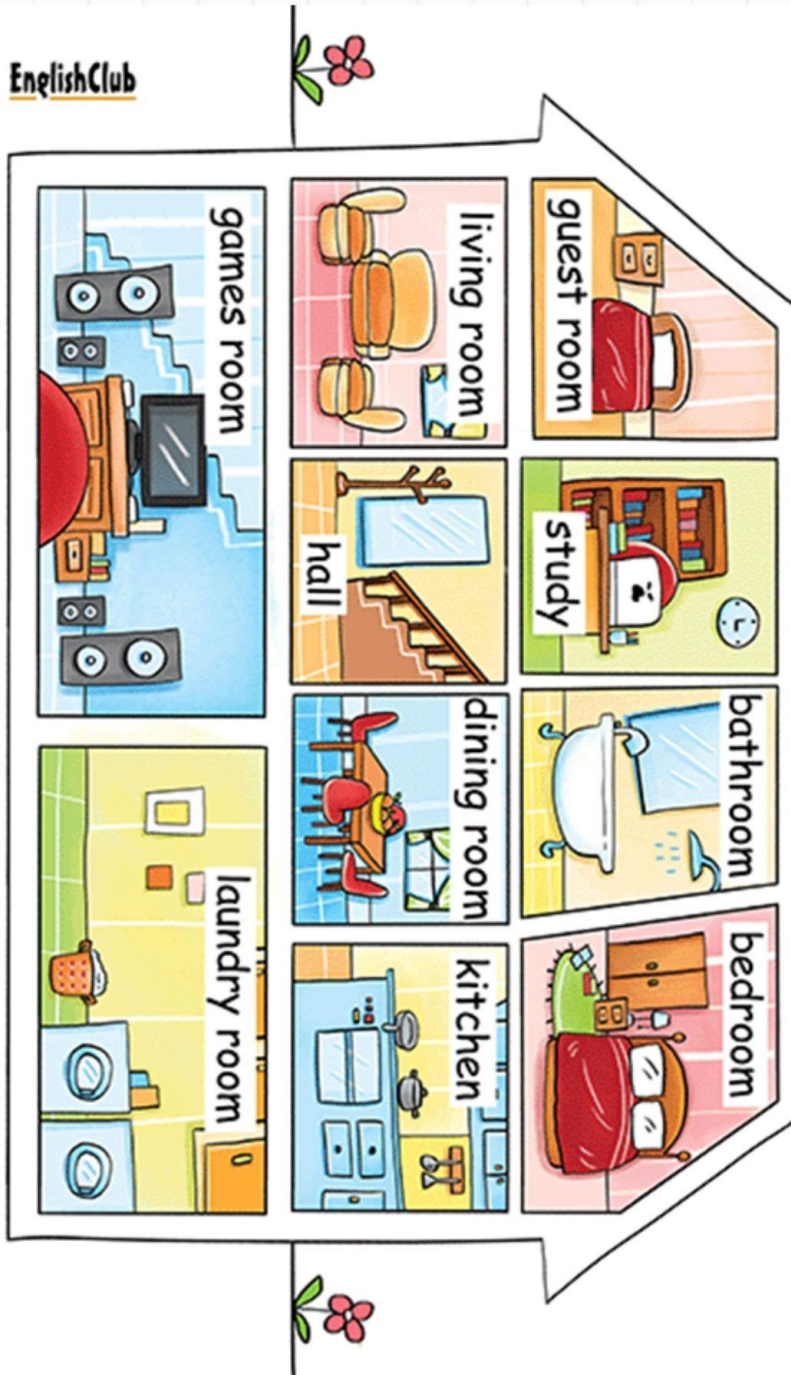
Activity

- The teacher will show the class a picture of a house and its rooms.
- The teacher will write sentences using prepositions regarding the location of each room like "The bathroom is next to the living room"
- The teacher will ask students to copy the same sentences and ask them to practice.
- Students will have to work in pairs describing the location of each room in their house.



Canva, 2025

ROOMS IN A HOUSE



A freely photocopyable EnglishClub poster © www.englishclub.com

EnglishClub. (nd). Illustrated vocabulary: Rooms [Image]. EnglishClub.
<https://www.englishclub.com/vocabulary/illustrated/rooms.php>

UNIT 3

The long "i"

Teaching Long Vowel I

i_e	ie	igh
pipe 	die 	sight 
lime 	fried 	night 
fire 	pie 	lightening 
mice 	tie 	bright 
kite 	fries 	high 
knife 	tied 	light 
tire 	potpie 	thigh 
hive 	flies 	knight 



Long i words [Image]. 4KinderTeachers. <https://4kinderteachers.com/long-i-words/>

Materials

Materials:

ICanva Presentation /printed pictures related to the topic

Procedure

The teacher will explain how the letter "i" works together with the letter "e" in a word and the sound they make.



Canva, 2025

Activity

- The teacher will explain the correct sound the letter "i" makes, especially when the letter "e" is close in the word.
- Provide examples like: bike, stripes, kite, slide, five, rice, ride, time, nine, etc.
- The teacher will write on the whiteboard a few sentences for students to practice pronunciation:

This is my bike.

The mat has stripes.

I like to fly my kite.

I play on the slide.



References

- Long i words [Image].
4KinderTeachers.
<https://4kinderteachers.com/long-i-words/>
- EnglishClub. (n.d.). Illustrated vocabulary: Rooms [Image]. EnglishClub.
<https://www.englishclub.com/vocabulary/illustrated/rooms.php>
- NeedGrammar. (n.d.). Possessive adjectives with examples [Illustration]. Retrieved from
<https://needgrammar.com/possessive-adjectives-with-examples/>
- 4 Kinder Teachers. (n.d.). Long A sound [Illustration]. Retrieved from
<https://4kinderteachers.com/long-a-sound/>
- Numbers 1-20 with pictures [Image]. Queenex Publishers.
<https://queenexpublishers.co.ke/product/numbers-1-20-with-pictures-2/>
- Pinterest. (n.d.). [Description of the image] [Image]. Pinterest.
<https://mx.pinterest.com/pin/761178774547640937/>

4.7 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Socio-cultural impact

The following tables detail the numerical impact levels.

Table 11

Numerical impact levels

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso, 2011)

4.7.1 Linguistic Impact

Table 12

Linguistic Impact

	Impact Levels						
	-3	-2	-1	0	1	2	3
Indicators							
1. I can recognize familiar words and common phrases using the target language.						X	
2. I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.						X	
3. I can ask and answer simple questions regarding different topics.						X	
4. I can use simple phrases to describe something or someone using new words.						X	
5. I can produce short phrases about myself, giving basic personal information.						X	
Total							10

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{10}{5} = 2$$

Linguistic impact level = Medium positive

Analysis

The results show a medium positive impact because the activities of each unit can be fulfilled due to the fact that they correspond to the Pre-A1 level vocabulary and recognition, which is applicable for the Third grade of General Basic Education according to the Common European Framework. Students could understand the topics and activities, showing themselves excited to learn.

4.7.2 Academic Impact

Table 13

Academic Impact

	Impact						
	-3	-2	-1	0	1	2	3
Indicators	Levels						
1. Assimilating meaning through visual aids and repetition to achieve a better understanding.						X	
2. Fostering collaborative work among students to achieve a goal within the class						X	
3. Developing students' active participation through activities that require their attention.						X	
4. Encouraging students' oral production skills along with their focus on visuals to enhance their understanding.						X	

5. Fostering a stress-free environment where students can feel at ease when learning something new.	X
Total	10

$$\text{Academic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{10}{5} = 2$$

Academic impact level = Medium positive

Analysis

The academic impact indicators show a medium positive rate since the activities presented through the proposal guide encouraged an improvement in their performance in the classroom. The activities presented were an interactive and attractive way of learning for students.

4.7.3 *Socio-cultural impacts*

Table 14

Socio-cultural Impact

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
1. Encouraging students to find other ways to learn rather than the traditional ways.								X

2. Fostering students' participation during various situations, leaving the fear of participating behind.	X
3. Encouraging students' collaborative work regardless of the task or the situation.	X
4. Promoting the use of the information acquired inside and outside the classroom.	X
5. Fostering the willingness to achieve goals that benefit them.	X
Total	10

$$\text{Socio-cultural impact level} = \frac{\Sigma}{\text{number of items}} = \frac{10}{5} = 2$$

Socio-cultural impact level = Medium positive

Analysis

The result for the socio-cultural impact is medium positive as well, since students demonstrated quite an interest in the activities and the way of learning. They enjoyed the use of visual aids to support a class and to make the meanings of each word clearer, this encouraged them to look for this kind of support when trying to learn something else that is new in their related environment.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Classes in which the teacher uses presentations capture the attention, improve the concentration, and help enhance oral production among the students with the use of clear set for the class.
- A proper selection of any visual tool, was analyzed to determine whether it meets the general objective of the class during the designing of each material and grammar used to avoid the lack of visual resources for the students.
- Student observation and images descriptions were easier for students to talk about each topic and lesson with visual aids and text, like short phrases and sentences with blanks to use the class vocabulary and grammar as well.
- It is important to follow the topics to be covered in class related to the student's environment, not only with the teacher's lesson development, but also using the curriculum description of their level as Pre-A1 learners.
- The visual media aids mentioned in the theoretical framework were used following the age recommendations from the main English teacher in the class to catch the children's attention because of the class topics and teacher methodology.
- The Task-Based Learning (TBL) and Communicative Language Teaching (CLT) approaches were applied in terms of looking for the interaction between Teacher-Student, and Student-Student. All the activities show the didactic approach where the topic was introduced and developed with commands, and at the end of the lesson, students could use small phrases to develop the oral production instead of grammar.

- Students share the idea that the visual media used and the activities carried out improve oral production, not just because they could use as a visual aid, but the interaction between them during each task help to connect and catch their attention and find the commands, vocabulary and grammatical examples to be used in order to understand in a better way their real world.
- The application of different methodologies in the proposal was a great help in improving the students' oral production. From the theoretical foundation it was mentioned that one of the different methodologies to be applied was Visual thinking, and despite a first try during a class, were difficult to develop this methodology because of the English level to produce an oral interaction without translation and constantly repetition to follow commands or wait for a well-produced answer.

5.2 Recommendations

- The use of Canva, PowerPoint, or any software to create presentations as visual aids during English classes, needs to be thinking on the design, colors, and structure to attract the students' eyes, where these visuals help the oral production setting.
- The use of photographs and images should be included in a presentation or infographic, should speak for themselves in order to facilitate interpretation, but not in isolation, because of the class academic goal and the use of each resource and activity during the class time.
- The use of interactive activities during the class development should help students' performance in communicative competence by working not only in a teaching-centered class but also with class interaction by using previous visual aid preparation.
- The vocabulary studied in each topic should be useful so that they can use it inside and outside the classroom to improve speaking skills.

- The use of Canva presentations, Microsoft PowerPoint, and infographics, as visual aids, is recommended because their tools allow the creation of a great variety of designs and work with different styles, and the teacher could follow the educational trends with the culture where students will be caught by the technology.
- The use of Task-Based Learning (TBL) and Communicative Language Teaching (CLT) promotes interaction, as the English teacher answered during the survey. It's a good opportunity to improve the development of daily classes to get a better interaction, and the oral production could be worked on in small groups to practice and work as a tutor, not just in this class but in another where the English area could find necessary.
- It is recommended to use contextualized visual aids according to the age and English level of the students by looking forward the exit profile and how the curriculum ask for the topics which students need to enhance by using how students feel in a better way to minimize the stress during the need of complete a class planning.
- The Visual Thinking method could be applied to students with a better oral production level, which should help the teacher interact in the method rather than just try to teach new vocabulary and complete statements. In the Third-grade students, the process of oral production in a second language is just beginning as a learning process, and therefore it is difficult for them to understand, organize, and represent their ideas through graphs, images, or diagrams as the method requires.

ANEXXES

Annex 1

Authorization Third-grade report.



UNIDAD EDUCATIVA “AGUSTÍN CUEVA DÁVILA”

CÓDIGO AMIE – 10H00004

IBARRA

ECUADOR

Ibarra 28 de noviembre de 2024

MSc. Marcia Mantilla

**COORDINADORA DE LA CARRERA DE PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS DE LA UNIVERSIDAD TECNICA DEL
NORTE**

Presente.

Reciba un atento y cordial saludo de mi parte y deseándole éxitos en sus labores profesionales diarias.

El motivo del presente es para informarle que, en el presente año lectivo, nuestra Unidad Educativa consta con dos paralelos desde el nivel de la inicial hasta Tercer de bachillerato, por lo que, cumpliendo con la solicitud de información, me permito darle a conocer que el número de estudiantes inscritos en el tercer año de Educación General Básica para el año escolar es el siguiente:

Tercero A, con 22 estudiantes

Tercero B, con 24 estudiantes

Este reporte refleja la matrícula registrada hasta la fecha y se encuentra sujeto a posibles actualizaciones conforme avancen los procesos administrativos.

Sin otro particular, quedo a su disposición para cualquier aclaración adicional.

Atentamente

MSc. Ernesto Moreno

VICERRECTOR (E)



Annex 2

Project Socialization at Unidad Educativa Agustín Cueva Dávila.



**UNIDAD EDUCATIVA
“AGUSTÍN CUEVA DÁVILA”**

CÓDIGO AMIE – 10H0004 IBARRA ECUADOR

Oficio Nro. 216

Ibarra, 19 de febrero de 2025

Señor
Wellington Javier Coloma Montoya
Presente.

De mi consideración:

Por medio de la presente, hago llegar un cordial y atento saludo junto a los mejores deseos de éxitos, en sus actividades diarias, en mi calidad de Rectora (E) de la Unidad Educativa “Agustín Cueva Dávila”, ubicada en el Ejido de Caranqui y Barrio 10 de Agosto, y en respuesta al oficio dirigido hacia mi persona, el día 17 de febrero del presente año, solicitando la autorización para realizar la socialización de la propuesta del Proyecto llamado “Visual media to develop L2 oral production in 3rd grade students at Unidad Educativa “Agustín Cueva Dávila”, me permito autorizar lo solicitado para que pueda seguir con el procedimiento respectivo previo a la obtención de su título profesional.

Particular que pongo en conocimiento para fines pertinentes.

Atentamente,



MSc. Maira Caisaguan R.
RECTORA (E)
040140885
0991113335



Annex 3

Interview format for English teachers.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA AGUSTIN CUEVA DAVILA

Objective. To gather valuable information from English teachers about the L2 methodological strategies used in class to enhance students English speaking skills.

Entrevista a la docente

1. What role does the ability to speak play in the interaction?
2. What is the most used method in your English classes?
3. According to your personal criteria. What strategy contributes the most to the development of oral production? Why?
4. How familiar are you with visual thinking methodology?
5. During English classes, have you used the methodology of visual thinking?
6. How would you apply the visual thinking technique in the classroom?
7. Do you think that the use of visual media such as drawings, photos, images, presentations, infographics help develop oral production?

THANK YOU FOR YOUR COOPERATION

Annex 4

Teacher's Interview

1. What role does the ability to speak play in the interaction?

The role of interaction is essential in understanding the content. It is the previous step to develop reading and writing.

2. What is the most used method in your English classes?

I use the communicative language teaching (CLT) that prioritize interaction and communication rather than grammar. Another method is communicative language integrated language (CLIL) that prioritize interaction and various contents for example Science, arts etc.

3. According to your personal criteria. What strategy contributes the most to the development of oral production? Why?

Group work on moreover in cooperative learning based strategies are excellent ways to develop oral communication because it gives student to interact with peers and help each other in a less formal way lessening stress.

4. How familiar are you with visual thinking methodology?

I think that VTM integrates visuals in the teaching.

5. During English classes, have you used the methodology of visual thinking?

Yes I have. It helps a lot to present the topic with posters, flash cards, graphics or even videos.

6. How would you apply the visual thinking technique in the classroom?

To teach new vocabulary is essential the use of visuals. So students make connections with the new words.

7. Do you think that the use of visual media such as drawings, photos, images, presentations, infographics help to develop oral production?

They help students to enhance the skill to make description, questions and answers.

Annex 5

Survey format for students.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE
TERCER GRADO DE EDUCACION BASICA DE LA UNIDAD
EDUCATIVA “AGUSTIN CUEVA DAVILA”**

Objetivo: Extraer datos relevantes de los alumnos de tercer grado de primaria sobre la metodología y estrategias utilizadas por los profesores de inglés para mejorar la producción oral.

Objective: To extract relevant data from third grade elementary school students on the methodology and strategies used by English teachers to improve oral production.

Instrucciones: Estimados alumnos de tercer grado de primaria de la Unidad Educativa Agustín Cueva Dávila, el propósito de esta encuesta es recabar información académica, por lo que se les pide que sean completamente honestos al seleccionar la opción de acuerdo a su propia opinión.

Instructions: Dear third grade elementary school students of the Unidad Educativa Agustín Cueva Dávila, the purpose of this survey is to collect academic information, so you are asked to be completely honest when selecting the option according to your own opinion.

Todas las encuestas son anónimas y confidenciales, por lo que puede responder libremente.

All surveys are anonymous and confidential, so you are free to answer.

QUESTIONNAIRE

Encuesta a los estudiantes

1. ¿Te gustaría aprender hablar Inglés?

Would you like to learn to speak English?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

2. ¿Crees que el Inglés es muy importante en tu vida académica?

Do you think English is essential in your academic life?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

3. ¿El uso de medios visuales en clases de Inglés me anima aprender más?

Does using visual media in English classes encourage me to learn more?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

4. ¿Crees que cuando miras una imagen es más fácil describirla?

Do you feel it is easier to describe an image when looking at it?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

5. ¿Cuál de los siguientes medios visuales capta más su atención?

Which of the following visual media captures your attention the most?

- ☐ Images
- ☐ Presentations
- ☐ Infographics
- ☐ Mind maps
- ☐ Photographs

6. Me gusta participar en las actividades que el profesor utiliza para mejorar la producción oral

I like to participate in the teacher's activities to improve oral production

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

7. ¿El uso de medios visuales mejoran la concentración y el aprendizaje?

The use of visual media improves concentration and learning

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

8. ¿Cree que utilizando medios visuales se puede mejorar la producción oral?

Do you believe that you can improve oral production by using visual media?

- ☐ Yes
- ☐ No

Why?

9. Me gustaría utilizar medios visuales con más frecuencia
I want to use visual media more frequently.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

10. Siento inquietud por saber que medios visuales se utilizarán para el siguiente tema
I am curious to know what visual media will be used for the following topic

- ☐ Strongly agree

- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

THANK YOU FOR YOUR COOPERATION

Annex 6

Evidence about interviews for students

QUESTIONNAIRE

Encuesta a los estudiantes

1. ¿Te gustaría aprender hablar inglés?

Would you like to learn to speak English?

- | | | |
|---|--|------|
| <input type="checkbox"/> Strongly agree | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | = 37 |
| <input type="checkbox"/> Agree | <input checked="" type="checkbox"/> | = 4 |
| <input type="checkbox"/> Neither agree nor disagree | | = 0 |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> | = 1 |
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> | = 3 |

45

2. ¿Crees que el inglés es muy importante en tu vida académica?

Do you think English is essential in your academic life?

- | | | |
|---|--|------|
| <input type="checkbox"/> Strongly agree | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | = 38 |
| <input type="checkbox"/> Agree | <input checked="" type="checkbox"/> | = 4 |
| <input type="checkbox"/> Neither agree nor disagree | | = 0 |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> | = 3 |
| <input type="checkbox"/> Strongly disagree | | = 0 |

45

3. ¿El uso de medios visuales en clases de inglés me anima aprender más?

Does using visual media in English classes encourage me to learn more?

- | | | |
|---|--|------|
| <input type="checkbox"/> Strongly agree | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | = 34 |
| <input type="checkbox"/> Agree | <input checked="" type="checkbox"/> | = 5 |
| <input type="checkbox"/> Neither agree nor disagree | <input type="checkbox"/> | = 2 |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> | = 2 |
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> | = 2 |

45

4. ¿Crees que cuando miras una imagen es más fácil describirla?

Do you feel it is easier to describe an image when looking at it?

<input type="checkbox"/>	Strongly agree	☑☑☑☑☑☑	= 30
<input type="checkbox"/>	Agree	☑☑	= 8
<input type="checkbox"/>	Neither agree nor disagree	☑	= 3
<input type="checkbox"/>	Disagree	☑	= 2
<input type="checkbox"/>	Strongly disagree	☑	= 2
			45

5. ¿Cuál de los siguientes medios visuales capta más su atención?

Which of the following visual media captures your attention the most?

<input type="checkbox"/>	Images	☑☑☑☑☑☑☑☑	= 33
<input type="checkbox"/>	Presentations	☑☑	= 7
<input type="checkbox"/>	Infographics	☑	= 1
<input type="checkbox"/>	Mind maps	☑	= 1
<input type="checkbox"/>	Photographs	☑	= 3
			45

6. Me gusta participar en las actividades que el profesor utiliza para mejorar la producción oral

I like to participate in the teacher's activities to improve oral production

<input type="checkbox"/>	Strongly agree	☑☑☑☑☑☑☑☑	= 36
<input type="checkbox"/>	Agree	☑☑	= 8
<input type="checkbox"/>	Neither agree nor disagree		= 0
<input type="checkbox"/>	Disagree	☑	= 1
<input type="checkbox"/>	Strongly disagree		
			45

7. ¿El uso de medios visuales mejoran la concentración y el aprendizaje?

The use of visual media improves concentration and learning

<input type="checkbox"/> Strongly agree	☑☑☑☑☑☑☑☑	= 36
<input type="checkbox"/> Agree	☑☑	= 7
<input type="checkbox"/> Neither agree nor disagree		= 0
<input type="checkbox"/> Disagree	☑	= 2
<input type="checkbox"/> Strongly disagree		= 0

45

8. ¿Cree que utilizando medios visuales se puede mejorar la producción oral?

Do you believe that you can improve oral production by using visual media?

<input type="checkbox"/> Yes	☑☑☑☑☑☑☑☑	= 41
<input type="checkbox"/> No	☑	= 4

45

Why?

.....

.....

9. Me gustaría utilizar medios visuales con más frecuencia I want to use visual media more frequently.

<input type="checkbox"/> Strongly agree	☑☑☑☑☑☑☑☑	= 31
<input type="checkbox"/> Agree	☑☑☑	= 13
<input type="checkbox"/> Neither agree nor disagree		= 0
<input type="checkbox"/> Disagree	☑	= 1
<input type="checkbox"/> Strongly disagree		= 0

45

10. Siento inquietud por saber que medios visuales se utilizarán para el siguiente tema

I am curious to know what visual media will be used for the following topic

<input type="checkbox"/> Strongly agree	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	= 28
<input type="checkbox"/> Agree	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	= 10
<input type="checkbox"/> Neither agree nor disagree	<input checked="" type="checkbox"/>	= 5
<input type="checkbox"/> Disagree	1	= 1
<input type="checkbox"/> Strongly disagree	1	= 1
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">45</div>

Handwritten signature

THANK YOU FOR YOUR COOPERATION

Annex 7

Photographic Evidence of the Proposal Socialization with Third grade.



Note: Figure created by the author. Source: pictures of the socialization of Third-grade students.



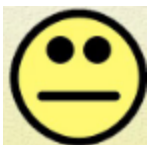


The socialization of the proposal took place on Monday, February 17, 2025, at 8:30 in the morning with the English teacher Paulina Pazmiño, who observed the entire development of the class.

The class began with an explanation of visual media such as Canva presentations, infographics, PowerPoint presentations, and the contribution that visual media have made in the field of education. It proceeded to show the proposal to improve the oral production of students, how many units it is, and what topics each unit includes. Then the planned class took place by using the visual media proposed in order to improve students' oral production.

Annex 8

Student's Survey for Proposal Impact

The following survey is intended to find out if the proposal presented will help improve oral production in Third-grade elementary school students. Please answer all the questions honestly.

	Strongly disagree 	Disagree 	Neither agree / Neither disagree 	Agree 	Totally agree 
1. Visual media attracts my attention.					
2. I can concentrate when there are images.					
3. It is easier to remember a word represented by an image.					
4. I enjoy learning through the use of slides.					
5. It's fun to learn with images					

Annex 9

Teacher's Survey for Proposal Impact

The purpose of this survey is to qualify the students during the development of the class, in which it shows how to improve oral production in students of the Third grade of basic education, the materials and methods to be used.

1. The students maintained a good performance during the class.

Totally agree	<input type="text"/>
Agree	<input type="text"/>
Neither agree / Neither disagree	<input type="text"/>
Disagree	<input type="text"/>
Strongly disagree	<input type="text"/>

2. The materials used during the class help to better understand the topic.

Totally agree	<input type="text"/>
Agree	<input type="text"/>
Neither agree / Neither disagree	<input type="text"/>
Disagree	<input type="text"/>
Strongly disagree	<input type="text"/>

3. The students demonstrated proper use of the topic.

Totally agree	<input type="text"/>
Agree	<input type="text"/>
Neither agree / Neither disagree	<input type="text"/>
Disagree	<input type="text"/>
Strongly disagree	<input type="text"/>

4. The method used during class helps to improve oral production.

Totally agree	<input type="text"/>
Agree	<input type="text"/>
Neither agree / Neither disagree	<input type="text"/>
Disagree	<input type="text"/>
Strongly disagree	<input type="text"/>

5. The activities are designed for Third-grade students.

Totally agree	<input type="text"/>
Agree	<input type="text"/>
Neither agree / Neither disagree	<input type="text"/>
Disagree	<input type="text"/>
Strongly disagree	<input type="text"/>

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