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**“AUDIOVISUAL AIDS AS A STRATEGY TO FOSTER SPEAKING SKILLS IN FIFTH
GRADE STUDENTS AT SANTA LUISA DE MARILLAC HIGH SCHOOL”**

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Idiomas Nacionales y Extranjeros.**

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DEDICATORY

“Be the change you want to see in the world.”

I thank God for guiding me in every step of my life, especially during this stage of my life that has been hard to get to the end.

I dedicate all my progress as a person, student, and professional to my parents, Luis Nieto and Rebeca Guajan, and my sisters, Andrea and Sheyla, for their unconditional support throughout this journey.

Besides, I dedicate this research to a special person in my life. My boyfriend Peter. He has been part of this process from start to end for his constant support.

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Teachers who have been part of my university journey, and I want to thank all of them for giving me the necessary knowledge to be able to be here today.

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ABSTRACT

The following research is about using Audiovisual aids as a strategy to foster speaking skills. It was conducted at Santa Luisa de Marillac High School with the collaboration and participation of the institution's authorities, teachers, and fifth-grade students. The main objective was to analyze how audiovisual resources can improve students' speaking skills, thereby creating a more dynamic and effective learning environment. This project was based on the theoretical foundation that supports audiovisual aids in second language learning. Furthermore, to develop this research, a mixed method was used; therefore, quantitative and qualitative methods were applied for data collection, using instruments such as interviews and surveys. The interview was directed to the English teachers, and the survey to the fifth-grade students. Then the corresponding comprehensive analysis of the results was key to designing a guide with activities aimed at improving students' speaking skills. The results indicate that the integration of audiovisual aids could significantly improve students' speaking skills proficiency, providing valuable insights and practical strategies for educators.

Keywords: audiovisual aids, speaking skills, methods, strategy

RESUMEN

La presente investigación trata sobre el uso de recursos audiovisuales como estrategia para fomentar las habilidades de expresión oral. Se llevó a cabo en el Colegio Santa Luisa de Marillac, con la colaboración y participación de las autoridades de la institución, los docentes y los estudiantes de quinto grado. El objetivo principal fue analizar cómo los recursos audiovisuales pueden mejorar las habilidades de expresión oral de los estudiantes, creando así un entorno de aprendizaje más dinámico y efectivo. Este proyecto se fundamentó en una base teórica que respalda el uso de recursos audiovisuales en el aprendizaje de un segundo idioma. Además, para desarrollar esta investigación se utilizó un enfoque mixto, aplicando métodos cuantitativos y cualitativos para la recolección de datos mediante instrumentos como entrevistas y encuestas. La entrevista estuvo dirigida a los profesores de inglés y la encuesta a los estudiantes de quinto grado. Posteriormente, el análisis integral de los resultados fue clave para diseñar una guía con actividades orientadas a mejorar las habilidades de expresión oral de los estudiantes. Los resultados indican que la integración de recursos audiovisuales puede mejorar significativamente la competencia en expresión oral de los estudiantes, proporcionando valiosos conocimientos y estrategias prácticas para los educadores.

Palabras claves: recursos audiovisuales, habilidades orales, métodos, estrategias.

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

S1: First Language

SLA: Second Language Acquisition

EFL: English as a Foreign Language

CEFR: Common European Framework of Reference for Languages

INTRODUCTION

Nowadays, it is undeniable that speaking English fluently is one of the skills needed. Because speaking includes the academy, the workplace, and the community, and for some students growing up with texting and social networking, speaking is their least developed communication modality, the development of strong oral English competence in non-speaking nations where oral English competence is a gateway to higher education and professional advancement. Accordingly, speaking skills have been considered a major goal in ELT (Richards 2008).

Among the four language skills, speaking is often seen as the hardest to grow, especially for young learners, as it needs not only word knowledge but also brave, quiet talk, and chat others. According to Hosni (2014), students often have trouble with speaking because of a small word list, worry of wrong answers, and no fun practice. For this reason, helping speaking skills in a lively and kind place is very important to help students talk well in English.

In this context, the use of audiovisual aids provides important support in the language classroom. Videos, animations, audio, and pictures can engage students in seeing language in action outside the classroom. They are enhancing the impact and interactivity with the students and are feeling more confident in expressing themselves. Thus, this research explores the use of audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac High School.

BACKGROUND

Audio-visual aids are important materials that can augment students' understanding and differentiate the teaching process, especially in language learning. The scholars refer to these materials as different forms of media that combine text, images, sound, and video to create experiential learning and stimulate imagination (Gutierrez & Quintas, 2018). Several researchers have shown that audio-visual aids enhance language learning by increasing learner motivation, contextual knowledge, and speaking skills (Riri, 2011; Cakir, 2006). Therefore, to enable language mastery in today's school environment, it is essential to incorporate audio-visual aids.

Numerous studies indicate that audiovisual greatly supports language learning outcomes. For instance, Umar (2014) argues that these resources lower classroom anxiety levels and promote active oral practice among students. Furthermore, tools create a relaxed setting that encourages participation and speaking. They make lessons more engaging and less stressful for learners.

In conclusion, the role of audiovisual aids in language learning boosts huge value, especially in relation to learner motivation and communication skills. By pulling in more than one sense, these materials bring back learners' engagement with their language learning and, therefore, their grasp of lived experiences (Thaseem & Kareema 2017). As educators incorporate more different technologies and multimedia tools into their teaching practices, the powerful role of audiovisual aids in language education becomes clearer, arming students with the key skills needed to win in an interconnected and globalized world.

PROBLEM DESCRIPTION

Problem Description

Nowadays, it is commonly known that English has become the lingua franca, allowing access to better education, jobs, and cultural exchange. The importance of English in communication can be seen globally, with around 1.5 billion people satisfactorily using English (Crystal, 2003). However, Ecuador continues to face problems in developing an environment where a high level of English proficiency can be achieved; its level has been placed among the lowest in Latin America (Yesy, 2016).

This problem is a consequence of systematic defects in the education system, in which traditional education models are widely prevalent and cannot provide the required level of competence in accordance with global standards. Additionally, the overemphasis and outdated teaching methods like memorization through repetition constitutes a serious barrier to communicating in a foreign language.

As Gao (2023) describes the response to these approaches is "passive learning," in which students become disconnected and are unable to use their language skills in meaningful ways. Lastly, normally the teachers are either tied only to the course book and old-fashioned practices or have no access to training or changes to the course for trying out activities for interactive communication. Nevertheless, all these activities inhibit the development of essential skills, particularly speaking skills, so that fifth graders at Santa Luisa de Marillac High School are not ready to engage in spontaneous use of English (Ricoy & Álvarez, 2016).

This problem is especially noticeable among fifth-year students at Santa Luisa de Marillac High School, because traditional teaching techniques did not give them the confidence and communication skills to manage real-life situations. In short, the challenge of acquiring spoken skills in English is serious; we must create a systematic approach to deal with it. Innovative and fresh approaches must be assigned to make language teaching compelling and successful with the right amount of expectation and learning opportunities. Language teaching approaches are promising and offer an exciting way of learning a new language that will engage students and provide interaction and practice to support their basic fluency. Emerging approaches enhance the learner's experience of using spoken language in ways that better equip learners so that they can contribute to a world that demands effective ways of communicating.

Delimitation of problem

During my pre-professional development at Santa Luisa de Marillac High School, I observed that teachers use traditional teaching methods, applying the same strategies to students with different learning styles. They often fail to incorporate diverse and engaging teaching activities to spark students' interest in learning English. Consequently, the classroom environment appears monotonous, dependent on textbooks, and lacking interactive materials. These instructional approaches can negatively affect students' motivation and hinder their ability to acquire language skills tailored to their individual needs. This, in turn, can impede the development of natural, fluent oral speaking skills.

Research Question

- How does the use of audiovisual aids strategies to foster speaking skills?
- In what ways do audiovisual aids enhance learners' motivation and engagement during English language learning?
- What are the most effective types of audiovisual aids for fostering speaking skills?

JUSTIFICATION

Learning a second foreign language, especially English, has proven to be quite important in today's world of globalization. Furthermore, better academic, professional, and social perspectives, being able to speak this language gives more opportunities for the new generation. Of the fundamental English skills, reading, writing, listening, and speaking may be the most challenging for students. The following research explores the pedagogical value of using audiovisual aids to improve speaking proficiency by creating a stimulating environment, which gives learners self-confidence and enhances oral production.

Audiovisual aids are excellent tools for enhancing speaking skills because they offer students authentic examples of language use, and they help make learning fun and interactive. These are tools that support students in achieving this type of speaking practice. As Chau (2021) explains, audiovisual aids can help students better understand vocabulary, speak and write more accurately and effectively, and even interact more effectively with their peers. At the same time, these aids offer teachers the opportunity to use creative means to avoid repetition in the classroom and facilitate the process of creating meaning from linguistic surface in a more dynamic way, breaking with traditional methods

For this reason, audiovisual aids are a valuable means to enhance the speaking of fifth-grade students at Santa Luisa de Marillac High School. They will not only help in making the learning process engaging and fun for the students, but they will also help teachers to create a more efficient teaching process. Students become more confident, participate more, and improve their own speaking skills. Effectively, this means students and teachers have a full set of materials at their disposal to learn and best support the learning of English.

IMPACTS OF STUDY

This study is important for both teachers and students, as it will determine the use of the audiovisual resources to improve students' oral skills.

Linguistic Impact

The integration of audiovisual resources into English language teaching aims to improve the linguistic ability of fifth-grade students at Santa Luisa de Marillac School. By providing them with authentic linguistic information, these resources will contribute to improving pronunciation, intonation, and fluency in English. The use of language in real-life situations will allow students to reinforce their communication.

Academic Impact

This research will add to the academic growth of English language teaching at the school, as it will give teachers new ideas for growing oral skills in the class. The use of audiovisual aids will help the language learning process by pushing kids to join in oral activities.

Social Impact

With audiovisuals that pull in kids lively and play-way, the study aims to cut anxiety and boost fun in speaking. This strategy will help make a more meaningful learning experience in which kids feel strong sharing their ideas, grow a good view of language, and push talk among pals.

OBJECTIVES

General objective

- Propose audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac School

Specific objectives

- Establish a theoretical framework for using audiovisual aids as an effective strategy to enhance speaking skills in fifth grade.
- Identify different teachers' strategies regarding audio-visual aids in the classroom to develop speaking skills.
- Design a didactic guide with activities that help students to improve their speaking skills through audiovisual aids.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language acquisition

Language acquisition is an innate, subconscious process by which people acquire the ability to perceive, understand, and use language to communicate. This process begins in childhood when a child first hears or speaks their native language. This is called first language acquisition (L1). However, when older children or adults try to learn a new language that people use every day, such as Spanish, English, or Portuguese, this active process is called second language acquisition (SLA). Likewise, people can learn multiple languages, and the process is the same as the first language they learned.

1.2. English as a Foreign Language (EFL)

Nowadays, the field of English Foreign Language (EFL) aims to connect multiple aspects that represent each country. Because learning a new language is about connecting the cultural aspects that complement foreign languages, in this sense, learning this language at an early age is significant to achieve your goals, so the English language offers opportunities. According to Ortega & Fernández (2017), show that four hundred million people speak English as their native language, as it is currently used by more than one billion people in the world more than one billion non-native speakers now use it. In this way, the English language has become an important subject in education, resulting in students achieving knowledge of this language and its application in real contexts.

1.3. English language teaching and learning process

1.3.1. Teaching

Therefore, the teaching of the English language is to be planned in a very professional manner, depending on the methods and techniques used to engage the learners in learning the language skills. Teachers need to plan suitable language lessons that include the use of methods like the communicative approach or task-based learning, which require the students to use the target language for meaningful purposes. The importance of audio-visual aids and technology has also been well established, as these can provide a range of information for a variety of differing abilities. This includes formative and summative assessment, which informs the process of learning and allows the teacher to gauge progress for the pupils and change their own practice to promote progressive learning.

1.3.2. Learning

Learning process in English language education focuses on building communicative competencies by integrating listening, speaking, reading, and writing skills. Students benefit from interactive and collaborative activities that encourage authentic language use and help them gain confidence. Moreover, consistent exposure to English through multimedia, cultural exchanges, and self-directed learning enhances their comprehension and fluency. By combining teacher guidance

with active student participation, the learning process fosters autonomy and equips learners with the skills necessary for practical and long-term language ability.

1.4. Language Skills

1.4.1. Receptive skills

The skills of communication fall under two categories: receptive and productive skills. Listening and reading are considered receptive skills, and speaking and writing belong to productive skills. Receptive skills require comprehension of language input, without producing spoken or written output. As Krashen (1982), quoted by Ávila (2018), says, “Language teaching should be more determined to the efforts of developing students’ receptive competence than their productive competence.” He claims that learners will develop their productive potential from receptive knowledge” (p. 11).

These are the skills that help a person absorb sense and meaning through reading and listening, contributing to general language development."

1.4.2. Reading

Reading is a fundamental skill in language learning that involves building meaning from written texts. It needs a mix of reading letters, word knowledge, smooth reading, and ways to get the message. Through reading, learners grow key thinking and the skill to figure out clear and hidden information. This process also boosts language ability and school results. Reading is a hard brain task that joins many language steps to reach understanding (Grabe 2009).

1.4.3. Listening

Listening is a key skill that enables students to understand spoken language in many contexts: It involves hearing sounds, understanding tone, and catching meaning the right way. Good listening skills need focus, past information, and smart ways to handle it. This skill helps pronunciation growth and talk exchange. As Rost (2011) explains, listening is an active step where learners build meaning from spoken words through brainwork.

1.4.2. Productive skills

The Council (2014) says that speaking and writing are productive skills because the learners share language with others. These are also called active output, due to the building of spoken or written words in real life. Learners share their minds and ideas by mouth and on paper through making skills every day. This helps them connect better in class and outside. Good practice boosts confidence and sends a clear message. In short, these skills let learners express themselves well.

Writing

Harmer (2004), on the other hand, says that “writing is a direct show of the make of language in front of raw signs on a page.” In a written talk, the information is in paper form and aims to send the information to the reader. Because of that, a writer really needs to join letters and words and think ming ideas. These parts, when mastered, allow for good writing skills.

Speaking

Another important productive skill is speaking. According to Williams (2005), "a person can transfer ideas, thoughts, and feelings that occur quite rapidly so that the receiver can interpret meaning" (p. 30). Therefore, the process of communication can occur efficiently. So, it highlights the importance of talking in learning. Students make use of knowledge about language, grammar, vocabulary, sentence structure, intonation, and stress to speak in a grammatically correct and clear manner.

1.5. Speaking Skills

Speaking is a productive skill for communication with people around us, which has distinct functions to produce speech from the coordination of organs to the point of transmitting information through a non-native language, but is studied over a student's time. Erdila (2019) tells us that:

Speaking is a priority for most learners of English. Speaking instruction is important because it helps students acquire EFL speaking skills and thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. (p. 32)

Oral development is crucial not just for stringing words together, but for clarity of speech, how to put together responses, and then, of course, how to have context and be accurate in what they are trying to express. Fluency and meaningful speech are usually seen as signs of competence in a language. Teaching speaking skills is one of the key areas in second or foreign language education. Learners mostly have productive technical competencies in languages, speaking, and writing. Their proficiency in communication affects the way they speak the target language, since speaking is more than simply using its grammar and vocabulary; it entails processing and adapting to online conversation.

1.6. Speaking sub-skills

People believe small talk is not as random as you may think. Nevertheless, many English Language Teaching (ELT) textbooks only partially focus on conversation, simply because learning a second language tends to be categorized into micro-skills. These sub-skills assist a learner in attaining competence in a range of communicative domains (Sayer, 2005, p. 14). Mindfulness of the sub-division of spoken language supports fluency and comprehension. Through frequent exercising, students may come to possess these qualities in an intuitive way that enhances their

feel for how speech works. With the help of partner work and structured tasks, learners then develop sensitivity to, and proficiency in, using the characteristics of spoken text.

1.6.1. Pronunciation

Pronunciation refers to the production of sounds used to convey meaning. Pay attention to unique sounds that go beyond the language's basic sounds. The way a person talks is heavily influenced by their intonation, phrasing, rhythmic timing, articulatory aspect, vocalization, and facial emotions and gestures. Another way to think about pronunciation is as a crucial element of oral skills. When you have good oral skills, you can speak effectively by accurately pronouncing words and paying attention to accent and intonation.. For this reason, in oral communication, having a clear grasp of the FL pronunciation is essential. Also, it is crucial to understand that while students of foreign languages must strive to improve their pronunciation, this does not mean they need them to sound exactly like native speakers. (Tlazalo & Basurto, 2014)

1.6.2. Grammar

Grammar is the science of rules about word usage, word changes, word order, and sentence structure. Nelson (2001, p.1) believes that grammar is a set of rules that organize words into larger units. Native English speakers must learn grammar, collocations, and word meanings to construct correct sentences and avoid misunderstandings when conveying information.

1.6.3. Vocabulary

Vocabulary is knowledge about the meanings and functions of words. Learning vocabulary means learning the meaning, spelling, pronunciation, and usage of words. According to Richards and Schmidt (2002), vocabulary includes single words, compound words, and idioms. This means that learning vocabulary is not just about learning the meanings of words, but also about how to use words or collocations.

1.6.4. Fluency

Fluency is defined in two ways. The first way is on the narrowest domain, which merely includes a few features such as pausing, hesitation, and speech rate, while the second one is on the broadest domain, which is synonymous with speaking proficiency (Luoma, 2009, p.88). For many language learners, fluency is the ability to converse with others, more than the ability to read, write, or understand oral language. According to Lackman (2010), learners are practicing speaking with a logical flow without planning or rehearsing.

1.6.5. Comprehension

In speaking, comprehension is when the speaker understands the message conveyed by the words he speaks. To avoid providing misinformation to the audience, the speaker needs to understand the topic about which he or she is talking. At the same time, comprehension can be assessed through the speaker's nonverbal responses (Cohen et al., 2005).

1.7. The function of Speaking Skills

Many second language learners and foreign students place great value on being able to speak English fluently. Therefore, various linguists have tried to classify the functions that speech plays in interpersonal communication, of which the function of speech has three functions and various learning strategies because it is different in both form and function.

1.7.1. Talks as Interaction

The language used in conversation has a role in social interactions. When people meet, they want to introduce themselves, have a conversation, share recent experiences, and establish a cozy environment where they may be together and engage in social interaction. The interlocutor and how they wish to display themselves to others are more at the center of the conversation than anything else. (Indah, 2019).

1.7.2. Talks as Performance

Speaking as a performance includes public speaking, which includes speeches and announcements that are delivered in front of an audience. Speaking follows a recognizable structure and is more like written language than spoken language when performed as a monologue rather than a conversation. (Indah, 2019).

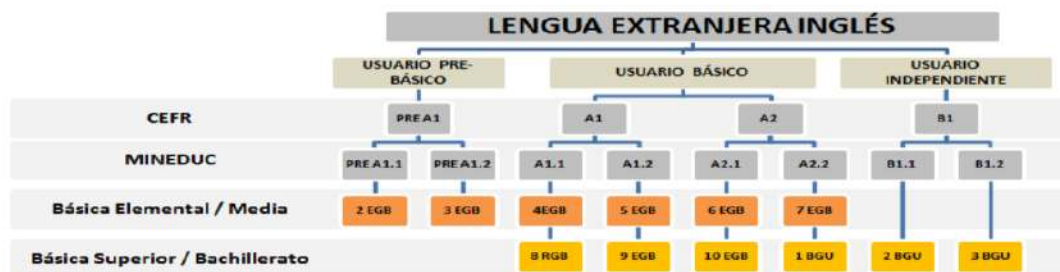
1.8. English as a Foreign Language in Ecuador

Nowadays, English is widely considered the most important language in the world. Many countries use English as a common means of professional communication, which creates motivation for people to learn the language. Therefore, Ecuador has incorporated English into its educational curriculum. The landscape of English education in Ecuador is determined by different social rules and attitudes. In 1992, English became a compulsory subject in secondary schools (English in Ecuador, 2015). The initiative follows an agreement between the Ministry of Education and the British Council, which makes English compulsory in all secondary schools in the country.

The following table shows the levels proposed by the Ministry of Education (MINEDUC) in the academic process are:

Figure 1

The Ecuadorian Ministry of Education has established the following EFL learning.

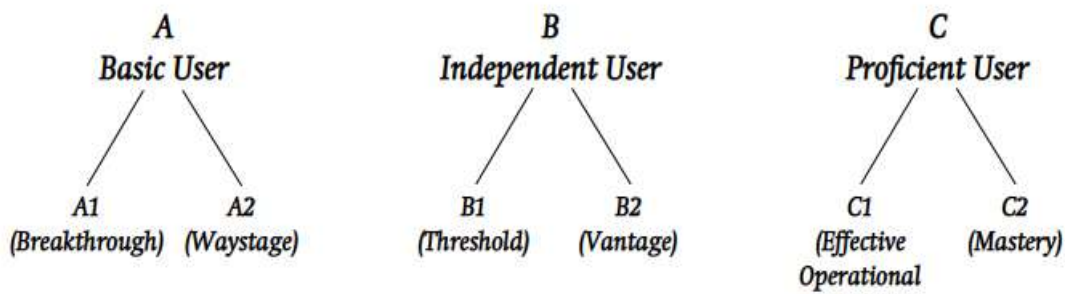


Source: (Subsecretaría De Fundamentos Educativos Dirección Nacional De Estándares Educativos, 2017)

1.9. The Common European Framework of Reference (CEFR)

The Council of Europe (2001) explains that the Common European Framework of Reference (CEFR) provides a comprehensive description of what students need to learn to communicate using language, and what knowledge and skills they need to develop to function effectively. This picture contains (CEFR) standards to be met and is a guide for teachers and students to learn the target language according to their English language learning level.

Figure 2



Source: (Common European Framework of Reference For Languages: Learning, Teaching, Assessment 2001)

The research work focuses on primary school students and was based on the Common European Framework and the Ministry of Education of Ecuador; it estimates that English proficiency is at the standard of A1.

1.10. Methods and approaches to develop speaking in EFL.

The method is the path or process to achieve an objective, while an approach is the point of view or perspective with which a particular issue or problem is seen. Although they are different things, method (path) and Approach (point of view), they are the foundations of scientific research (MANHÃES, 2006). Hence, the Approach is the level at which assumptions and beliefs about language and learning are detailed. On the other hand, Method is the level at which theory is put into practice, where decisions about specific skills are made and taught. Finally, the content is taught and the order in which the content is presented.

The following table mentions the most common and important methods and approaches for good development in speaking skills.

Table 1***Methods and Approaches to develop speaking in English as a Foreign Language***

Method Approach	Characteristics	Objective	Teacher's role	Student role	Relation with speaking skills	Teaching Strategies	Teaching Resources
Communicative Language Teaching	Emphasis on using real-life situations for meaningful communication to promote language use. It encourages using language in context rather than memorizing grammar rules.	The plan is to help students' communication skills so that they can show ideas, opinions, and needs in other situations.	Teachers' job is to be a guide, giving help in every interactive activity. They motivate students to interact and offer feedback.	Students' tasks are important. They get involved in discussions and talks. They are motivated to show ideas freely and team up with classmates in real ways.	Students can practice oral communication. This helps them improve their fluency, pronunciation, and confidence when using the language.	Multimedia materials such as videos, conversation cards, role-play scenarios, and real objects are used. These tools enrich the learning experience by providing a real-life context	Role-plays, debates, and collaborative discussions that imitate real-life communication situations are added.
Cooperative Language Learning	Focus on teamwork collaboration, where students work together to achieve common learning goals. It fosters a sense of community in the classroom.	To make stronger communicative competencies with group activities. Students can learn from one another while growing communicative skills.	Teachers organized and facilitated group interactions, providing necessary feedback and support. They also create a great environment that encourages collaboration.	Students take part in group jobs, trade views, and support one another to try speaking.	This approach provides ample speaking opportunities as students must communicate and exchange meaning with each other.	Team exercises, cooperative frames, and replies help form joint learning fine.	Pair and group work, think-pair-share activities, and problem-solving tasks are the main benefits of teamwork.

<p>Content-Based Instruction</p>	<p>Integrates language learning with academic content, allowing students to learn language through subjects they are interested in or currently studying.</p>	<p>The aim is to teach language next to useful and adding content, making language learning fun and dynamic for students.</p>	<p>Teachers play a double role, providing both language and content support. They guide discussions and help students to solve complex topics while they practice.</p>	<p>Students' duty is to join discussions lively about the theme, train their oral expression, and increase grasp of the topic content.</p>	<p>Aids mouth skills via talks and presentations about core stuff. Adds context to language, letting learners share freely.</p>	<p>Materials connected to a specific subject, including videos and real resources that show how language is applied in real situations.</p>	<p>Add discussions, reports tied to the topic, and activity work joining content and language.</p>
<p>Community Language Learning</p>	<p>Emphasize building a supportive learning community where students feel comfortable using the language. It often incorporates techniques that reduce anxiety.</p>	<p>The big aim is to build a safe space for students to show thoughts, grow language abilities via daily variety of conversations.</p>	<p>Teachers act as counselors and guides, facilitating discussions and helping students with the language that they need for communication</p>	<p>Students share their experiences and practice speaking in a good environment They learn from each other and feel supported in their language journey.</p>	<p>Oral expression is encouraged through natural conversations, collaborative activities, and peer support. This helps students become more confident in communicating freely</p>	<p>Conversation circles, storytelling activities, and collaborative projects are resources that can enhance community building in learning.</p>	<p>Talk beginnings, directed group debates, and fun activities support study in positive place.</p>

<p>Competency-Based Language Teaching</p>	<p>Focuses on specific competencies that learners need to develop for effective communication in real-life situations. It emphasizes practical language use.</p>	<p>The objective is to guarantee that students acquire the main skills, allowing them to use the language completely with confidence in different contexts.</p>	<p>Teachers bring target language training to help students meet exact competencies. They address feedback to steer development.</p>	<p>Students need to center on getting good at oral skills linked to their goals through active part in real tasks.</p>	<p>Grows mouth abilities targeting big scenes needing talk. Drills let students train and display speaking in real life.</p>	<p>Mark charts, ability checks, and situation plays act like true talks.</p>	<p>It includes task-based learning activities, role-plays, and simulations real life exercises that focus on specific speaking skills.</p>
<p>Audio Lingual Method</p>	<p>This method focuses on the repetition and practice of language structures to form habits and develop accuracy. It stresses the importance of listening and speaking in language learning.</p>	<p>The objective is to grow students' good pronunciation, sentence forms, and terms through daily training and repeat work, raising their mouth speaking strength.</p>	<p>The teacher serves as a model who shows right sounds and proper word choice, offering fast comments, fixes, and support in leading training activities.</p>	<p>Students join full in copy jobs and mouth trains, doing set and held tasks made to back their word power through ongoing train.</p>	<p>This way wants top right in talk show, aiding kids to get clear speak and good sentence true, though it may now and then cut free or easy mix.</p>	<p>It uses audio stuff, set plays, and word trains that let kids better their talk right and grow more word hold.</p>	<p>Contains; fixed repeats; led listening exercises; drill patterns; boost smooth accuracy</p>

Note: This table shows methods and approaches in detail. Source: Richards & Rodgers (2016). Taken From (Castañeda, 2023) Adapted by Soraya Nieto.

In conclusion, although there are various methods and approaches for teaching English as a Foreign Language, this research is specifically grounded in the Audio-Lingual Method as its principal methodological foundation. This approach was selected because it emphasizes listening and speaking as the primary skills in language acquisition, which directly aligns with fostering speaking skills among fifth-grade students. Through repetition, structured drills, and guided oral practice supported by audiovisual aids, the Audio-Lingual Method contributes to the development of accurate pronunciation, grammatical correctness, and fluency at the A1.1 level. Therefore, this study integrates audiovisual aids into the Audio-Lingual framework to strengthen students' oral production systematically and effectively.

1.11. Audiovisual aids

Audio-visual aids are one of the teaching and learning tools that have been used by teachers to create a technology-based classroom. It helps both teachers and students in their everyday teaching and learning process. There are many definitions that have been provided by scholars and writers about audio-visual aids, as cited in Guterres & Quintas (2018). According to Kinder S. James (2002) audio-visual aids are any device that can make the learning experience more concrete, more realistic, and more dynamic. According to Riri (2011), audio-visual aids are recording tools for improving speaking skills that are used multiple times and more than others. On the other hand, according to Francis (2011), audio-visual aids are used to refer to those instructional materials that can be used to express meaning without relying on verbal symbols or language. In conclusion, audio-visual aids are an interactive tool with the combination of text, image, sound, and video. Various related research has been conducted using audio-visual aids.

According to Singh (2005), "Any device which by sight and sound increases the individual's experience, beyond that acquired through read described as audio visual aids." These are mostly instructional. In the case of teaching and learning EFL, the skills involved are productive and receptive. Here comes the usage of these aids. These are part of the digital or technological sector in the education system.

According to Rather (2004) it implies that such aids can consist of aids or elements or materials like the use of Radio, TV, etc. This is because the audio-visual aids usually refer to when technological devices are used in classrooms. These aids help students to learn better. In other words, students are motivated to learn lessons in interesting ways. These aids provide learners with a realistic atmosphere to learn without any pressure. Also, these make the English classroom materials attractive enough to make learners eager to do the tasks.

1.11.2. Classification of Audiovisual Aids

Visual aids add entertainment value to lessons in the classroom and contribute to gaining and keeping the attention of learners. Adding pictures of lesson subject matter helps make learning more interactive and aids in understanding the subject material. Visual supports allow students to better understand ideas. According to Gardner (1983), multiple intelligences theory suggests that students have different learning styles; one may be a visual-oriented learner, and another may be an audio-based learner.

Mathew and Alidmat (2013) agree that visual aids assist students in establishing background knowledge about a subject, a necessary factor for meaningful learning. They can also expose users to the language as it is used in diverse cultures and contexts, helping to promote a more balanced conception of the languages being learned. Images shown on a screen are easier to comprehend and remember than a plain text explanation. Many learners indicate that images help them remember information for extended periods. Hence, the integration of visual elements into lesson planning tends to be advantageous for language learning.

Audio

Audio refers to sound that is recorded, transmitted, and reproduced through technical systems for talk purposes. It involves the capture and processing of sound signals in different forms depending on the way they are used. In school settings, clear words are needed to stop mix-ups with audio ideas. Tulson (2006) shows the need for the same meaning of audio terminology to make things clear and share knowledge better in the area (p.10). So, audio can be seen as the planned way to show and send sound.

Radio

There are two types of radio content. The educational broadcast is one of them, and teachers as well as students can hear the well-arranged program and note what is required. Ahmad (2013) stresses the role of teachers in discussing the content of the radio, consolidating key messages, and linking them with the classroom objectives. These broadcasts may include speeches, conversations, and summaries that reinforce comprehension and allow for critical thinking.

Visual

This refers to graphic images, infographics, and other visual representations that support the learning and teaching process. Visual elements in language teaching help students understand new vocabulary and concepts, as they provide real and clear support. They also improve attention and help students better understand information. Mayer (2021) states that students learn best when words and images go together, as visual tools help connect and organize knowledge. Therefore, visual resources are important tools for meaningful and lasting learning

Flash cards

Flashcards are indispensable when it comes to teaching English to young children. These resources inspire, generate motivation, and provide support in maintaining the attention of the learners when encountering new vocabulary and structures. As Sinchi remarked, cited in Jessica and Sinchi, Tania (2011), teaching materials such as charts facilitate more effective teaching where

teachers "become an instance and an example of the learning process, more than just mere instructors." Their use promotes creativity and interaction in learning settings.

Audiovisual

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

Video

Videos are a practical guide to effective learning and teaching. Therefore, video teaching is called video teaching. With video instruction and quizzes to evaluate student understanding, video is a learning tool that generates more interest and fun than traditional printed materials. (Ahmed, 2013).

12. 1. Audiovisual aids for teaching English as a foreign language

Audiovisual aids play a crucial role in the teaching of English as a foreign language. They encompass various tools such as videos, audio recordings, and interactive presentations that enhance the learning experience by catering to different learning styles. According to Richard E. Mayer, 'people learn more deeply from words and pictures than from words alone,' highlighting the importance of integrating visual and auditory elements into language instruction.

The use of audiovisual devices not only attracts students' attention but also offers the language in a wide range of real contexts. For example, when learners watch a film or listen to a podcast, they hear real accents and colloquial phrases, which can be missing from traditional textbooks. This exposure helps improve their listening and pronunciation and helps make them more culturally aware.

Furthermore, studies suggest that students may learn better when they have access to multimedia resources: for example, multimedia instruction is more effective than traditional instruction (Clark & Mayer, 2016). Inspiring comprehension through active engagement in an environment that lets people visualize and listen to language in use naturally is exactly what practitioners do for their learners.

CHAPTER II: METHODOLOGY

2.1. Type of research

2.1.1. Mixed approach

The research study was focused on mixed methods research. This mixed-method approach used two important methods for its development: quantitative and qualitative. According to Hernández (2014), the purpose of mixed research was to use the strengths of both quantitative and qualitative research rather than to replace either of them. It did this by integrating the two methods of inquiry, taking advantage of their strengths, and attempting to reduce potential flaws. Therefore, the use of this method was of great support to the study, as it allowed the collection of information about teachers' experiences and the methodological activities that students needed for their foreign language teaching-learning process.

The quantitative research is defined as a systematic process of gathering numerical data using sampling methods, sending out online surveys, and questionnaires to find patterns and averages, make predictions, evaluate causal relationships, and generalize results to wider populations (Bhandari, 2020). This research work has quantitative data that was gathered through the collection and analysis of numerical information related to the variable, since the results were collected from the surveys applied to 5th-grade students from Santa Luisa de Marillac High School, which allowed answering the research question.

The qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as texts, videos, photographs, or audio recordings collected using diary accounts or interviews to understand how people subjectively perceive their social reality (McLeod, 2019). Therefore, this study is qualitative because the information collected in the interview was face-to-face, that is, it was conducted in a spoken way. For this reason, a previously structured questionnaire was used in the interview. As a result, this instrument was useful to find out opinions and different points of view about the use of ludic strategies in the English language teaching-learning process.

2.2. Research Method

2.2.1 Deductive

The deductive method is based on working in an investigation from the most general to the most specific. Therefore, this method was used to obtain information on the use of didactic strategies and methods for the teaching-learning of the English language, because a deductive approach takes the steps described earlier for inductive research and reverses their order. They start with a social theory that they find compelling and then test its implications with data. That is, they move from a more general level to a more specific one.

2.2.2. Inductive

The first step in inductive research is to gather information pertinent to the subject at hand. After gathering a significant amount of data, the researcher pauses to step back and gain a broader perspective on the data. To create a theory that can explain these trends, the researcher is now searching for patterns in the data (Sheppard, 2020). Therefore, this research was applied to the 5th Grade students of the Santa Luisa de Marillac High School, through an inductive method starting from the observation, pattern, hypothesis, and theory of the teachers of the English area.

2.3. Techniques & Instruments

2.3.1. Interview

According to Houston (2021), this technique involves asking open-ended questions that allow for gaining rich and detailed context through a conversation with respondents to collect elicited data about a topic. This research investigation used a structured interview and consisted of open-ended questions and was applied to the English teachers at "Santa Luisa de Marillac" High School. This method allowed to find out and collect information about the use of audiovisual aids as strategies by teachers in the development of speaking skills in students during their English learning process.

2.3.2. Survey

According to Chipeta (2020) survey, it is a numerical data collection tool used to gather closed-ended responses from individuals or groups through a list of closed or multiple-choice questions based on attitudes, behaviors, opinions, and other variables. The survey was applied to the fifth-grade students at "Santa Luisa de Marillac" High School. This instrument was a questionnaire that consisted of a list of closed and multiple-choice questions that were well-designed and executed to ensure accurate results. In this sense, it allowed gathering information about the audiovisual aids' strategies used by teachers in their classes to foster speaking skills in the students during their English learning process.

Research Question

- How does the use of audiovisual aids strategies to foster speaking skills?
- In what ways do audiovisual aids enhance learners' motivation and engagement during English language learning?
- What are the most effective types of audiovisual aids for fostering speaking skills?

Population

This research was conducted with fifth-grade students at Santa Luisa de Marillac Secondary School, located in the city of Atuntaqui. A total of 35 students participated from classrooms "A," comprising 19 girls and 16 boys, which does not exceed the maximum of 100 students. For this reason, this research was conducted with a sample, specifically targeting a particular population

composed of participants between the ages of 9 and 10. Therefore, the level corresponding to the academic level proposed by the curriculum standards was considered.

Table 2 : Population

Institution	Students	Teachers	English Coordinator	Sub-principal	Total
Santa Luisa de Marillac	26 “A”	1	1	1	
	27 “B”	1			
Total	53	2	1	1	57

Sample

No sample calculation was applied, as the population consists of fewer than 100 participants. Consequently, the statistical formula was not applicable due to the small size of the population. In this regard, the entire population was considered in conducting this research. On this basis, the non-probability sampling technique will be considered, as each member of the population has a known probability of being selected.

Procedure

The research process started with building a strong theoretical foundation on using audiovisual aids to foster speaking skills. This part gave the main ideas and ways that match the research parts. Next, the survey method was used to get numerical data to find students’ attributes and perceptions toward audiovisual strategies used to boost speaking skills. A well-made questionnaire was the main tool for getting data. Also, a structured interview guide was used to do talks with English teachers to collect extra word information using audiovisual aids in class.

Last, the analysis and interpretation of the results were done by looking at the theoretical framework, the research questions, the study objectives, and the variable matrix. The data was sorted and worked on using Microsoft Excel, where pie charts were made to help with visual representations. This step-by-step way made a match between data and the research goals, letting good- backed ends and tips

CHAPTER III: ANALYSIS OF RESULTS AND DISCUSSION

This chapter explains the results obtained from the different research instruments used in this study. In total, four interviews and one questionnaire were conducted to gather information. The first interview was with the Vice-Principal of Santa Luisa de Marillac High School. It included questions related to the importance of English in the school and the expectations for students' language development. The second interview was with the English area coordinator, and the third and fourth interviews were conducted with English teachers of the fifth grade. These interviews helped to understand the strategies teachers use to improve students' speaking skills and their opinions about using audiovisual aids in class.

A survey was also given to fifth-grade students to know what types of speaking activities and audiovisual resources they like the most and which ones they think help them speak better in English. The answers from the interviews and the student survey were organized, analyzed, and are shown in this chapter. The survey results are presented in pie charts, and under each pie chart, a brief explanation is given. All the information collected was extremely useful for understanding the current situation and was also important for discussion and for creating the didactic guide proposed in this research.

3.1. Results from the Sub-Principal Interview

3.1.1. Transcription of the interview

Question 1: Do you believe that the development of speaking skills in English is necessary for students' academic future?

Yes, speaking skills are key to students' academic future because English is much needed at all educational levels. Though I learned it from a young age, I missed even talking due to little speaking practice. So, it matters to focus on mouth work and give steady chances for students to use English with trust.

Question 2: According to the curriculum suggested by the Ministry of Education, students must reach an A1.2 level of English proficiency. What are the main challenges that students at your institution usually face in achieving this goal?

One of the big fights is listening, since kids are not used to hearing English steadily. Add, the miss of mouth train stops the easy grow of the language. I think English should be handled as an all-class subject, used not only in English classes but also mixed into other spots of learn. This would boost kids' touch to the language and help them hit, or even pass, the A1 level.

Question 3: In your opinion, do you think innovative resources such as an audiovisual guide can be implemented in the institution?

Yes, audiovisual resources are highly effective because they allow students to learn by listening and observing, which is especially important at an early age. During my university studies, I had the opportunity to use English labs with headphones, and that experience made it much easier to

understand and learn the language. These types of tools make learning more meaningful, especially for students with visual or auditory learning styles. The institution would benefit from having access to such resources to improve the development of speaking.

Question 4: From your point of view, do you believe that the didactic guide can contribute to the development of English-speaking skills in fifth grade students?

Yes, a didactic guide with interactive and audiovisual activities could help improve students' speaking abilities. If the guide is well-designed and focused on communicative skills, it would allow students to practice more dynamically and effectively. Every student has potential that can be awakened when given the right environment. That is why having a guide that encourages interaction and real language use would be beneficial for their learning process.

3.1.2. Analysis and interpretation

The interview with the sub-principal highlights the significance of developing English communication ability for students' success in their studies. It emphasizes that insufficient speaking practice presents a big challenge even with initial contact with the language. In addition, she identifies passive listening and restricted language application in some subjects as the main issue preventing achievement of the A1.2 level mandated by the national education curriculum. She firmly advocates for the use of audiovisual aids, asserting that they enhance comprehension and engagement, particularly among younger students. In summary, she thinks that teaching guide focused on dynamic, audiovisual aids would greatly in fostering speaking abilities within the school.

3.2. Results from the English Coordinator Teacher Interview

3.2.1. Transcription of the interview

Question 1: According to the curriculum suggested by the Ministry of Education, students must achieve an A1.2 level proficiency in English. What are the main challenges do the institution's students usually face to achieve this goal?

One of the top problems is the small vocabulary students have. Also, many of them have bad study habits and miss steady speaking practice. Classroom activities often aim copyning and learning by heart, which cuts chances for real talk in English.

Question 2: Do you think that this institution has the necessary resources to provide a high-quality foreign language class for effectively developing students' language skills?

The institution has some basic resources, such as textbooks and audiovisual equipment. In fact, there are significant limitations in terms of oral skills. Students only receive three hours of English per week, which is not enough to really practice speaking. In addition, there are no language labs or conversation clubs. More tools and more time are needed to improve the teaching of speaking skills.

Question 3: In your opinion, what factors make it challenging to enhance students' speaking skills in an EFL classroom?

There are a few reasons for this, but one of the biggest is that there are few suitable materials to study spoken English. We have no language lab, no rooms for communicative activities such as conversation clubs. In addition, there is little English spoken at tables; students tend to speak Spanish, so they are not engaged with the language.

Question 4: Do you believe that incorporating audiovisual aids into speaking activities makes the learning process more significant?

Absolutely, audiovisuals aids allow learners to engage through multiple ways. They can see, listen, and connect information with real- world examples. This makes education more dynamic, understandable, and relevant for students who have diverse learning preferences.

Question 5: Would you consider beneficial to use a didactic guide that focuses on audiovisual aids to develop speaking skills to promote English language development in students?

Yes, it would be extremely helpful. An audiovisual resource-based didactic guide can conduce to the directive orientation of the teaching, providing stability and clarity. It also guarantees the effectiveness of the teaching, preventing it from constantly changing the teaching material and its consequences on the student's adaptation and evolution.

3.2.2. Analysis and interpretation

The answers given in the interview show some of the structural and pedagogical issues that obstruct the improvement of the active oral command of the foreign language. Low language exposure, a shortage of classroom hours, and the lack of appropriate materials and contexts to speak are the main barriers to students reaching the A1 level, a level of competency as defined by the national curriculum. It is also the lack of sustained use of English in the classroom, together with passive learning by copying, that limits oral practice. The interviewee does stress, however, that audiovisual assistance and well-structured didactic guides are effective means of providing a rich and stimulating learning process. These materials facilitate self- and peer-correction and boost motivation. Hence, it can be inferred that audiovisual aids enable instructors to practice for longer periods and that they are crucial to developing speaking/language proficiency in institutional contexts.

3.3. Results from teachers' interviews

3.3.1. Transcription of the interview

Question 1: In your opinion, what factors make it challenging to enhance students' speaking skills in an EFL classroom?

Teacher A:

The most common difficulty is a lack of exposure to English. There is no compulsion for students to speak the language in or outside of class, so they are not motivated that way. Their home and school environment provide them with little opportunity to practice. What do they do

at home and in school that forbids them from using English? Furthermore, with large numbers of students, you will never have enough time to use the language.

Teacher B

In the lower grades, especially from 1st to 4th, one of the biggest challenges is students' misbehavior. They also tend to be shy or feel unmotivated, which makes it harder for them to speak in English.

Question 2: What specific strategies do you implement in the classroom to effectively develop speaking skills in English?

Teacher A:

I focus on pronunciation by eliciting words and drilling them. I also teach phrases in context, such as "thank you" and "you're welcome." I use dialogues and role-plays, although big classes make this difficult since they often switch to Spanish or students get distracted.

Teacher B

When I teach new vocabulary, I have my students repeat it many times. We also practice dialogues by reciting them as a group. These tasks help them get used to English phrases and syntactic structures.

Question 3: What resources and tools do you find most effective for developing speaking skills in an EFL classroom?

Teacher A

I use flashcards to help students describe images using target vocabulary. I also project slides with images and ask students to describe what they see. Additionally, I use worksheets with dialogues for role-plays simulating real-life situations like ordering food in a restaurant.

Teacher B

I use videos from YouTube and other online sources. I also use audio and pictures. Sometimes I create PowerPoint presentations to introduce new vocabulary or dialogues.

Question 4: Do you consider that audiovisual aids are effective in developing speaking?

Teacher A

Yes, videos. They allow students to see and hear native speakers in real-life situations, enabling them to imitate expressions and improve their pronunciation and intonation. In addition, listening comprehension activities.

Teacher B

Yes, audiovisual aids are very important. I use songs, pictures, and videos with dialogues. These materials help students listen and repeat phrases, which improves their speaking skills.

Question 5: Do you think Unidad Educativa Fiscomisional Santa Luisa de Marillac has all the necessary resources to develop speaking skills?

Teacher A

No, the school lacks enough resources. We need more exposure to English, through additional subjects taught in English. English labs with headphones would help with listening and speaking.

Teacher B

No, I do not think we have everything we need. We lack materials like flashcards and other speaking resources. The textbook is not enough we need more engaging tools.

Question 6: Do you think it would be a good idea to have a didactic guide oriented to develop speaking skills using audiovisual aids?

Teacher A

Absolutely. Having ready-to-use materials designed by teachers would save preparation time and support oral production. Even if the material needs to be adapted, it would be a helpful resource.

Teacher B

Yes, I think it would be a great idea. A guide with audiovisual materials would help improve speaking skills and give us more variety beyond just using the textbook.

3.2.2. Analysis and interpretation

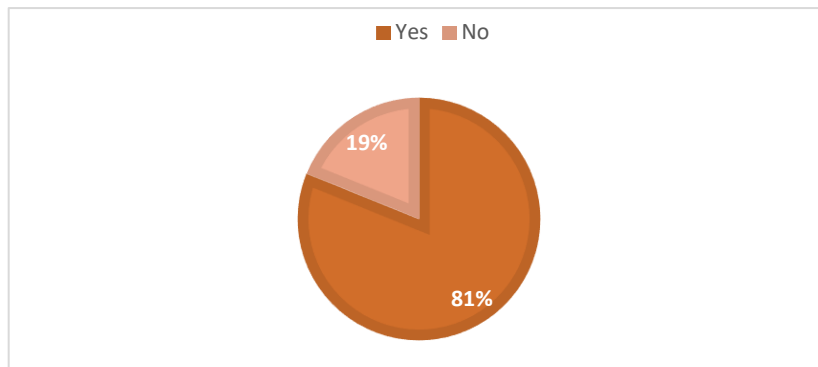
Teachers agree that one of the top hurdles in growing students' speaking skills in English is the lack of supplies and small time with the language, both within and beyond the classroom. Teacher A calls out matters such as students not feeling the need to use English, no practice at home, and large class numbers, which make it tough to offer lots of speaking moments. Teacher B spots conduct woes and weak push, above all in first grades. In ways of doing things, both teachers pick repeat words, dialogues, and normal phrases, held up by stuff like flashcards, videos, audios, and PowerPoint presentations. They both spot the power of audiovisual aids in making better pronunciation, intonation, and the handling of common sayings. Yet, they say yes, the place lacks full gear, and both feel that a lesson handbook set on building speaking skills via audiovisual stuff would be a top, bendy, and fast helper for lifting English lessons in their learning spot.

3.4. Results from students' survey

Question 1: Do you enjoy English classes?

Figure 3

Enjoyment of English Classes

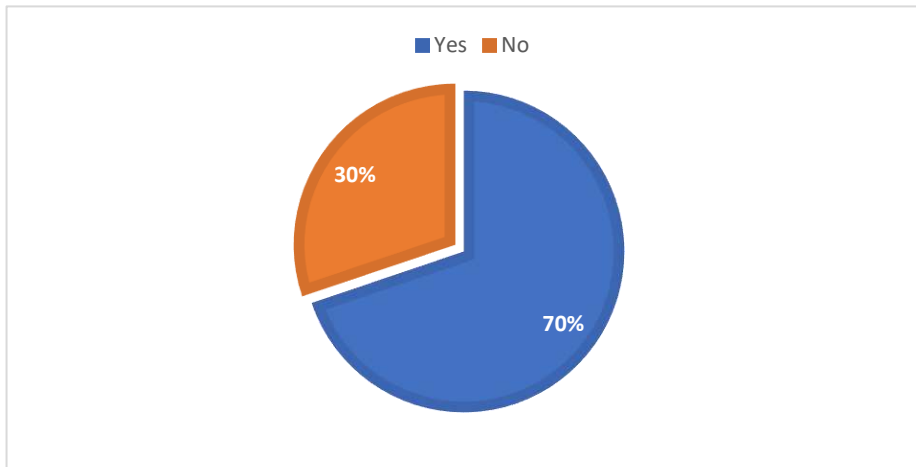


The graph indicates that most students report a positive attitude toward English classes, suggesting that the current teaching environment fosters interest and engagement. This outcome can be associated with the emotional and motivational climate established in the classroom. As Alrabai (2015) asserts, students' willingness to communicate in a foreign language increases significantly when their emotional needs are met, and their motivation is actively stimulated. Thus, it can be concluded that classroom teaching practices help lower students' emotional blocks, thereby easing language learning. However, students showing low fun levels highlight the need to vary teaching plans. This ensures all learners' needs are met well.

Question 2: Do you like learning English with audiovisual aids?

Figure 4

Student's preference for Audiovisual Aids



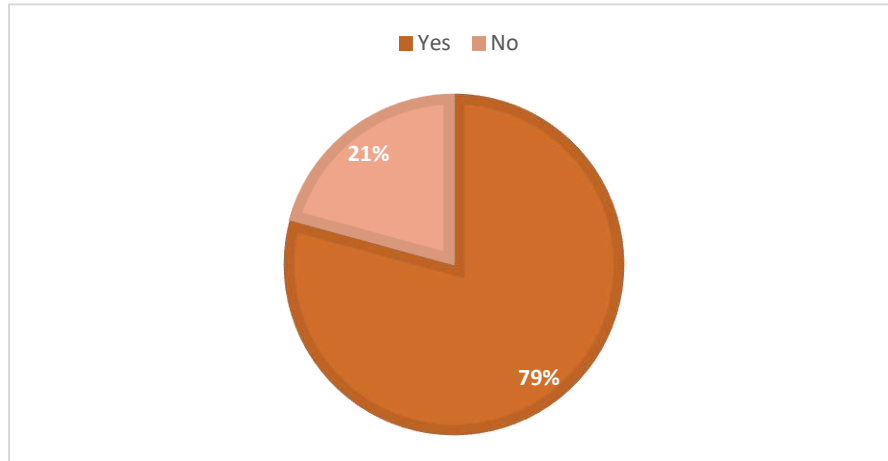
The graph reveals that most students display a favorable disposition toward learning English through audiovisual aids. This suggests that such tools are perceived as effective in making the learning process more engaging and accessible. According to Basal (2016), audiovisual

materials increase learners' motivation and attention by presenting content in a dynamic and multisensory format, which enhances their capacity to process and retain information.

Question 3: Does your English teacher use audiovisual aids in the English classes?

Figure 5

Use of Audiovisual Aids by Teachers

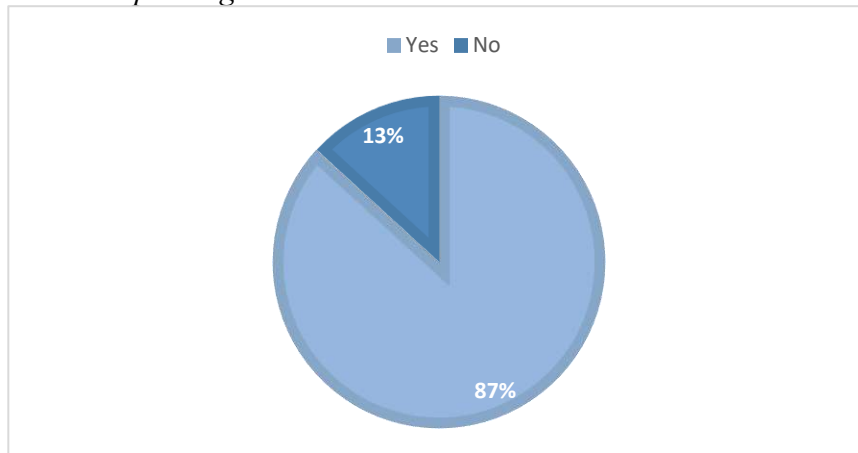


The chart illustrates considerable variation in students' perceptions regarding the frequency with which audiovisual aids are used by their English teachers. While a significant number recognize their occasional or frequent implementation, others report rare or nonexistent use. This disparity suggests inconsistency in instructional practices across classrooms. Reinders and White (2016) emphasize that the systematic integration of technological tools in language teaching contributes to more equitable learning experiences by ensuring consistent exposure to diverse and authentic language input. Consequently, the observed divergence could cause an unbalanced development of speaking skills in learners. In addition, suggests an institutional orientation for the systematic and graded application of audiovisual supplements in all English classes.

Question 4: Do you think that the use of audiovisual aids can help you improve speaking skills?

Figure 6

Audiovisual aids and Speaking Skills

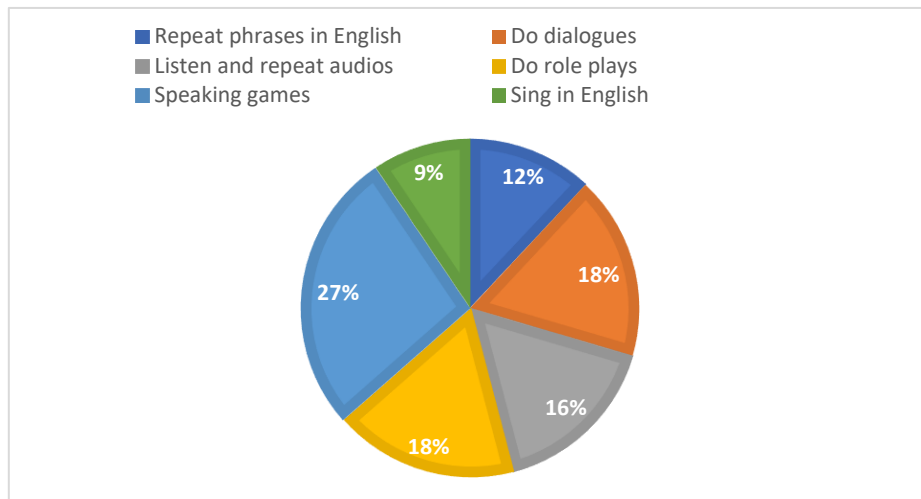


The findings from the graph reveal that most of the students think that audiovisual aids help them improve their speaking proficiency. This view is consistent with more recent research in production-oriented second language acquisition. Hafour, M. F. (2024) claims audiovisual materials offer learners the opportunity to access authentic language models to improve pronunciation, fluency, and vocabulary retention. It is hoped that by listening to real-life conversations and situational speech, the students can internalize linguistic forms and use them appropriately. As such, the students' positive attitudes seem to extend from their subjective knowledge of the advantages of using such media for improving oral production in the target language.

Question 5: Which of the following activities do you like the most?

Figure 7

Favorite Classroom Activity



pie chart

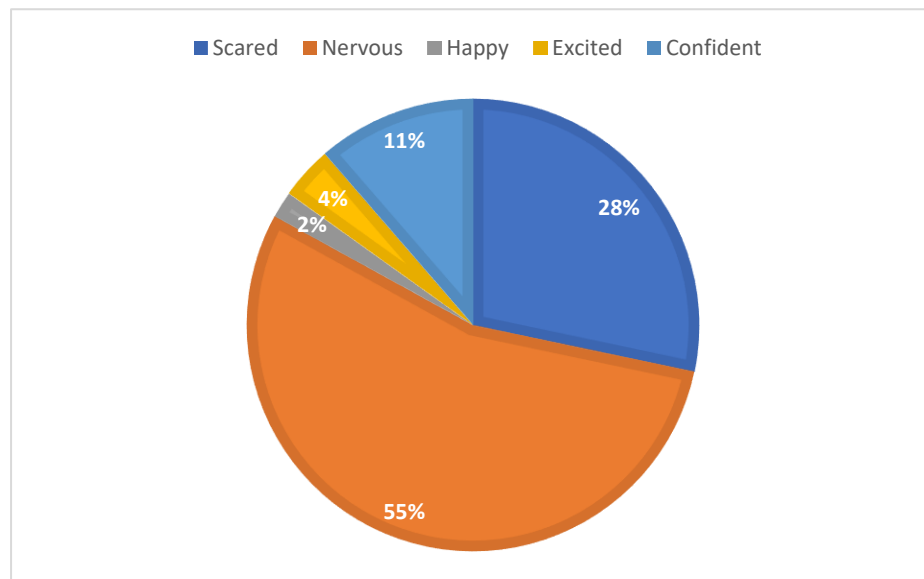
The indicates

that yes, students are considerably interested in interactive speaking activities, in games, in fact, dialogues and role-plays. They also support contemporary communicative language teaching methodologies that postulate learner-centered teaching and emphasize offering interaction for promoting language development. Meihua Liu. (2009) comments, tasks, such as those involving authentic communication, are not only motivating for students but also provide students with opportunities to develop fluency as they authentically use the language. Hence, the attraction of these activities to students could also be considered in terms of the latter being effective in promoting an interactive learning format conducive to oral language development.

Question 6: When you have to speak in English in front of your classmates, do you feel?

Figure 8

Feelings when students speak.

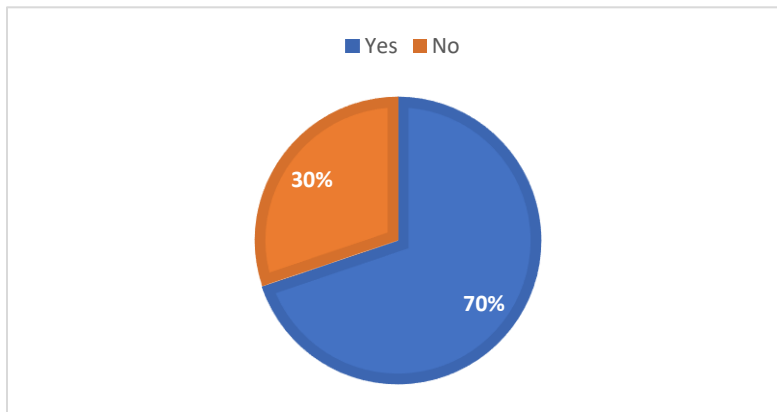


The chart shows that a big part of students' feelings are bad feelings like worry and fear, when they talk English in front of friends. This can be blamed on foreign language worry, which is a main block to mouth join in ELF places. Teimouri (2018) explains that worry hits students' want to share, often leading to skipping actions or drop show in talk activities. As such, the data points out the need for easy-worry talk chances and growth-trust plans that help students to use the language more comfortably and well.

Question 7: Do you think audiovisual aids will help you improve your speaking?

Figure 9

Audiovisual aids and Speaking improvement.

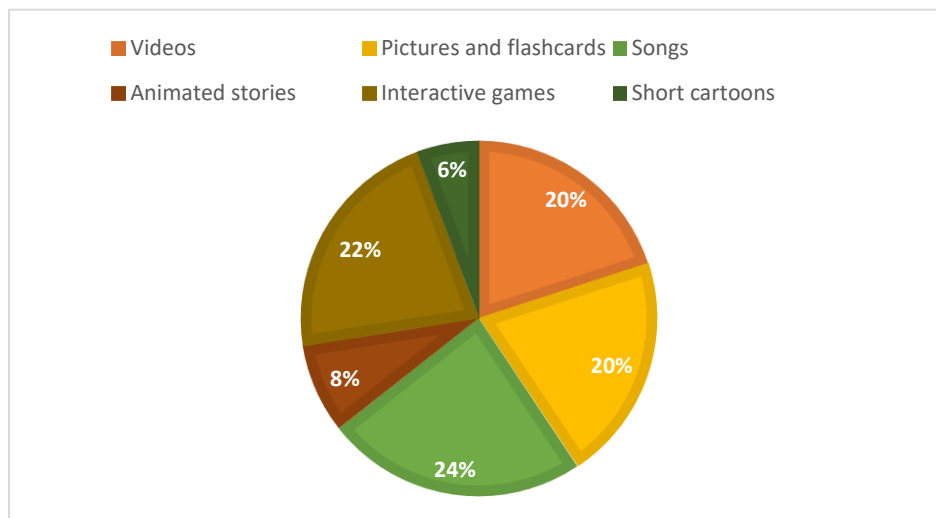


The chart shows that the biggest part of students see audiovisual aids as a good help for better oral skills. This view gets support from real proof. Lian and Lan (2022) found that a mix of audiovisual stuff in ELF teaching adds to the right sound and word getting by giving learners steady ear and eye input. Moreover, these aids cut the brain work needed to get language, making learners focus more on mouth out. Therefore, students' good answers show the teaching power of audiovisual aids in the growth of talk ability.

Question 8: Which of these audiovisual aids do you think will help you the most?

Figure 10

Most helpful Audiovisual Aids



The pie chart shows that students identify songs, interactive games, videos, and flashcards as the most helpful audiovisual aids for speaking development. This preference suggests that

students value materials that are both engaging and pedagogically effective. As Yükselir (2019) asserts, multimedia materials provide rich input and stimulate language learning by presenting vocabulary and sentence structures in meaningful contexts. The multisensory nature of these tools offers diverse learning styles, increasing the likelihood of retention and application in communicative situations. Consequently, the students' preferences highlight the importance of integrating diverse audiovisual aids into the curriculum to support speaking skills in an inclusive and motivating manner.

3.5. Discussion

The interview and the survey conducted show a clear interest among students and teachers in using audiovisual aids to improve speaking skills in English. The qualitative data obtained from

the interviews with the sub-principal, the English coordinator, and classroom teachers highlight the need to move away from traditional, passive teaching methods and focus more on dynamic and student-centered strategies. As Richards (2021) points out, “*communicative competence develops when learners are given meaningful and engaging opportunities to speak*” (p. 45). One of the main problems discussed is the lack of oral practice and the fear students feel when speaking in front of others, often caused by limited opportunities to use English and an overemphasis on memorization tasks.

Likewise, teachers agree that introducing more interactive resources, such as videos, songs, and speaking games, can make learning more enjoyable and reduce students’ anxiety. As both the sub-principal and teachers mentioned, audiovisual tools help students feel more comfortable because they can see, listen, and repeat real language in context. This supports what the student survey shows: most students feel motivated when audiovisual aids are used, and they believe these tools can help them speak more fluently and with better pronunciation. According to Brown & Lee (2019), “*multimodal input such as images and sounds supports different learning styles and encourages students to participate more actively*” (p. 78).

Furthermore, the survey results reveal that speaking games, dialogues, and role plays are the students’ favorite activities to practice speaking. However, many students still feel nervous or scared when they have to speak in front of their classmates. This indicates that although students enjoy interactive speaking activities, they need more exposure and practice to build their confidence. As Campbell (2022) highlights, “*using music, videos, and stories in the classroom can help lower students’ affective filters, making them feel safer to experiment with language*” (p. 14).

In conclusion, both talks and poll results confirm that a mix of old talk jobs with fun audiovisual stuff could make a better and more engaging learning place. Using a teach book with songs, videos, and play tasks would help teachers and give students more shots to train talk in ways that feel easy and joyful. As Feng & Xiao (2024) argue, “teachers’ grasp of students’ needs and use of new tools are key for growing motivation and learning results.” This way could cut fear, boost smooth talk, and change the English class into a spot where students feel strong to speak.

CHAPTER IV: ACADEMIC PROPOSAL

This chapter presents a pedagogical proposal designed to strengthen speaking skills among fifth-grade students through the integration of audiovisual aids. The proposal is grounded in the perceptions gathered from students and teachers during interviews and surveys, as well as in

theories that highlight audiovisual resources as effective tools for improving oral communication in a foreign language. The idea is to support students' oral development by providing motivating materials and interactive activities that enhance their confidence and communicative performance in English.

4.1. Topic of the Proposal

SPEAKING MINDS: AN AUDIOVISUAL GUIDE TO FOSTER SPEAKING

4.2. Introduction

The development of speaking skills in a foreign language has become an increasingly challenging aspect of education, particularly in elementary level, where students often struggle with confidence, pronunciation, and limited opportunities for oral interaction in English. For this reason, it is essential to implement pedagogical proposals that provide meaningful communicative practice supported by engaging resources. This didactic guide, entitled *Speaking Minds: An Audiovisual Guide to Foster Speaking*, is grounded in the principles of the Common European Framework of Reference for Languages (CEFR), and the topics and learning objectives have been selected in accordance with its descriptors. Likewise, the proposal aligns with the national curriculum established by the Ministry of Education for English as a Foreign Language, ensuring coherence with institutional educational standards.

The plan is split into three parts, each holding two 45-minute class times that mix audiovisual stuff, lead talk jobs, and share activities made to grow students' mouth out step by step. Add to the class plans, the guide has an answer end, talk score sheets at the end of each part, and a bit of stuff to back class use. The pics used all through the guide were made with machine brain to sharp eye learning, and teachers can pick any part or class time to match their students' needs and class spot. These bits aim to make the plan bend, work, and strong for building fifth-grade students' talk skills.

4.3. Justification

The make of the guide "*Speaking Minds: An Audiovisual Guide to Foster Speaking*" meets the need to build oral production in English among fifth-grade kids, who often fight to express themselves due to limited exposure to the language, no confidence, and little use of visual and auditory resources in the classroom. In this regard, audiovisual aids constitute an effective pedagogical strategy, as they help contextualize language, grab learners' attention, and ease comprehension of vocabulary and basic structures.

Furthermore, this guide aims to provide teachers with a practical and well-structured resource that supports the implementation of communicative, student-centered methodologies. Through interactive speaking activities and collaborative tasks, the proposal seeks to foster active participation, build learners' confidence, and promote meaningful use of English in class. In this

way, the guide contributes to improving both the teaching–learning process and teachers’ instructional practices through the innovative use of audiovisual materials.

4.4. Objectives

General Objective

- To foster speaking skills among fifth grade students by using audiovisual aids as an active and interactive learning strategy.

Specific Objectives

- To design audiovisual activities that promote oral interaction and encourage fifth grade students to express themselves in English.
- To encourage students’ confidence and active participation through communicative tasks that promote pair work, group discussions, and real-life speaking situations.
- To integrate audiovisual resources into classroom instruction to create motivating learning environments that support continuous and progressive improvement in students’ speaking skills.

4.5. Development

SPEAKING MINDS

**An Audiovisual Aids Guide To
Foster Speaking**

INTRODUCCTION

The development of speaking skills in a foreign language has become an increasingly challenging aspect of education, particularly in elementary levels, where students often struggle with confidence, pronunciation, and limited opportunities for oral interaction in English. For this reason, it is essential to implement pedagogical proposals that provide meaningful communicative practice supported by engaging resources. This didactic guide, entitled *Speaking Minds: An Audiovisual Guide to Foster Speaking*, is grounded in the principles of the Common European Framework of Reference for Languages (CEFR), and the topics and learning objectives have been selected in accordance with its descriptors. Likewise, the proposal aligns with the national curriculum established by the Ministry of Education for English as a Foreign Language, ensuring coherence with institutional educational standards.

The proposal is organized into three units, each containing two 45-minute lessons that integrate audiovisual materials, guided speaking tasks, and communicative activities designed to foster students' oral production progressively. In addition to the lesson plans, the guide includes an answer key, speaking rubrics at the end of each unit, and a section of resources to support classroom implementation. The images used throughout the guide were created with artificial intelligence to enhance visual learning, and teachers are free to begin with any unit or lesson according to their students' needs and classroom context. These components aim to make the proposal flexible, practical, and effective for strengthening fifth grade students' speaking skills.

JUSTIFICATION

The creation of the guide "Speaking Minds: An Audiovisual Guide to Foster Speaking" responds to the need to strengthen oral production in English among fifth grade students, who often struggle to express themselves due to limited exposure to the language, lack of confidence, and minimal use of visual and auditory resources in the classroom. In this regard, audiovisual aids constitute an effective pedagogical strategy, as they help contextualize language, capture learners' attention, and facilitate comprehension of vocabulary and basic structures.

Furthermore, this guide aims to provide teachers with a practical and well-structured resource that supports the implementation of communicative, student-centered methodologies. Through interactive speaking activities and collaborative tasks, the proposal seeks to foster active participation, build learners' confidence, and promote meaningful use of English in class. In this way, the guide contributes to improving both the teaching-learning process and teachers' instructional practices through the innovative use of audiovisual materials.

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Lesson 2: Talking About How I Feel

2

Unit 2 – Describing the World Around Us

Lesson 1: What I See in My Classroom

Lesson 2: Adding Details: Colors and Size

3

Unit 3 – Sharing About People in My Life

Lesson 1: Talking About My Family

Lesson 2: Talking About My Friends and Their Likes

Building Confidence to *Speak*



UNIT 1

UNIT 1

LESSON 1

First Conversations in English

Lesson objective

By the end of the lesson, students will be able to produce short guided oral exchanges using greetings, farewells, and basic classroom expressions, and introduce themselves using the verb to be.

SPEAKING FOCUS

Pronunciation and natural stress in short phrases (e.g., "My name is...", "I'm...", "Can you repeat, please?").

LESSON VOCABULARY

- Hello, Hi, Good morning,
- Bye, Goodbye, See you
- My name is... I'm... / I am...
- Can I go to the bathroom?,
- I don't understand.,
- Can you repeat, please?

TARGET LANGUAGE

- Greetings: Hello, Hi, Good mornin-
- Introductions: My name is...
- Farewells: Bye, Goodbye, See you

Classroom English:

- Can I go to the bathroom?
- I don't understand.
- Can you repeat, please?

AUDIOVIDUAL MATERIALS

1. Video - Greetings and Introductions

<https://www.youtube.com/watch?v=Eo3hw4Ey7g>

2. Audio recordings

Pronunciation models for all target expressions.

3. Flashcards

Visual flashcards with:

- Hello
- Hi
- Good morning
- Bye • Goodbye
- Can I go to the bathroom?
- I don't understand
- Can you repeat, please



Lesson procedure

Warm-up (5 minutes)

The teacher greets students using gestures and flashcards (Hello, Hi). Each flashcard is shown while saying the word aloud. Students respond chorally. Flashcards are briefly reviewed to activate prior knowledge.

Teacher language:

"Hello everyone!"

"Hi!"

"Repeat: Hello... Hi..."

Audiovisual input (7 minutes)

1. Students watch the video.



2. The teacher pauses the video after each greeting. At each pause, the teacher raises the corresponding flashcard and models pronunciation. Students repeat chorally using the visual support.

Teacher language:

"Listen first."

"Now repeat together."

"Good morning... again."

UNIT 1

LESSON 1

Guided practice (10 minutes)

Audio recordings are played for pronunciation practice.

The teacher shows classroom English flashcards and models each expression. The teacher highlights the structure "My name is..." and models the pronunciation of I'm / I am.

Sentence frames are displayed on the board:

Hello, my name is ____.

Hi, I'm ____.

Can you repeat, please?

I don't understand.

Bye / Goodbye.

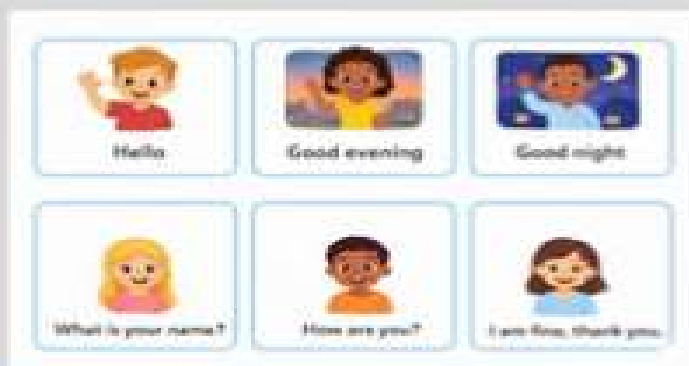
Students practice saying the sentences aloud with flashcards visible.

Teacher language:

"Say the full sentence."

"Listen to the stress: My NAME is..."

"Let's say it slowly, then normally."



Controlled speaking practice (10 minutes)

1. Students work in pairs. Flashcards are placed on their desks as prompts.

Teacher language:

"Turn to your partner."

"Use the flashcards and sentence frames to practice the dialogues."

UNIT 1

LESSON 1

Dialogue model 1

A: Hello!

B: Hi!

A: What is your name? _____

B: My name is ____, and,
What is your name?

A: I am _____. How are you?

B: I'm fine, thank you. And you?

A: I am good _____.

A: Goodbye!

B: Bye!

Dialogue model 2

A: Hello, my name is ____.

A: What is your name? _____.

B: Hi, I'm _____.

A: Sorry, can you repeat, please?

B: Yes, Of course.

B: I'm ____.

A:

A: Thank you. Bye!

2. Students practice both dialogues orally using the flashcards and sentence frames

Speaking production (8 minutes)

1. Students prepare a 5-6 minute role-play, and then the teacher will chose two pairs to perform in front of the class.

Student A is a student who is already in the school.

Student B is a new student.

They must:

Greet each other

Introduce themselves

Say goodbye

The teacher does not correct mistakes and focuses on fluency and confidence.

Assessment

Speaking checklist

Pronunciation is understandable

Student participates in the dialogue

Student uses at least three target expressions

Check Yourself

Can you do this?

Say hello and
goodbye

Say your name

Use one classroom
expression

Talking About How I Feel

Lesson objective

By the end of the lesson, students will be able to describe feelings using the verb to be (I'm + adjective) and respond to classmates using short oral exchanges.

SPEAKING FOCUS

Pronunciation and sentence stress in short emotional expressions (e.g., I'm happy, I'm tired).

LESSON VOCABULARY

- happy, sad, angry, bored
- I'm...
- Me too.
- I'm not.
- Why?

TARGET LANGUAGE

- Feelings: happy, sad, angry, tired
- Reactions:
- Me too.
- I'm not.
- Why?

AUDIOVIDUAL MATERIALS

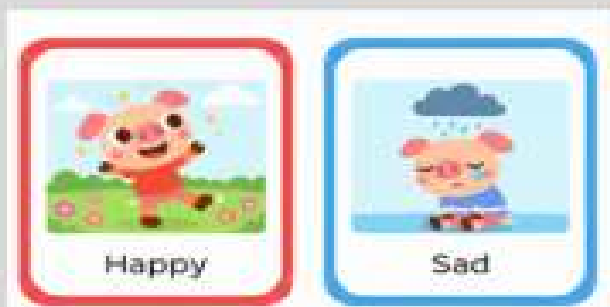
1. Video - Feelings by Super Simple Song

<https://www.youtube.com/watch?v=l4WNRvWjITw>

2. Flashcards

Visual flashcards with:

- Happy
- Sad
- Angry
- Bored



Lesson procedure

Warm-up (5 minutes)

1. Students watch the video. The teacher pauses after each feeling and raises the matching flashcard. Students repeat the word and gesture.

Teacher language:

"Listen."

"Now repeat: tired."



Audiovisual input (7 minutes)

- a. Look at the pictures and complete the sentences.



1. The pig is smiling.
He is _____.
2. The pig is crying.
She is _____.
3. The pig has his arms crossed and a serious face.
He is _____.
4. The pig is yawning.
She is _____.

UNIT 1

LESSON 2

Guided practice (10 minutes)

a. Match the sentence with the correct picture.



I'm tired

I'm angry

I'm happy

I'm sad

b. Complete the sentences with the correct words.

(am - happy - tired - sad)

1. I _____ happy.

2. I am _____.

3. I _____ sad.

4. I am _____.

Controlled speaking practice (10 minutes)

1. Complete and practice the dialogue. Write the correct feeling. Then practice with a partner.

A: How do you feel?

B: I'm _____.

A: Me too. / I'm not.

B: Why?

A: Because I'm _____.

2. Students sit in groups of 5, each holding a feelings flashcard.

Student 1 says:

I'm happy.

Student 2 responds (according to their card):

Me too. / I'm not.

UNIT 1

LESSON 2

Speaking production (8 minutes)

1. Students work in pairs and perform a short exchange.

Dialogue model

A: How do you feel?

B: I'm happy.

A: Me too.

OR

A: How do you feel?

B: I'm tired.

A: I'm not. Why?

2. Choose five classmates, ask them "How do you feel today?", write their answers, and then tell the class using full sentences.

Find Someone Who... (Student Chart)

Name	Happy	Sad	Angry	Tired
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment

Speaking checklist

- Attempts to speak
- Speaks with support
- Speaks independently

Check Yourself

Can you do this?

- Say how you feel
- React to a classmate (Me too / I'm not)
- Ask or answer How do you feel?

UNIT 1

Unit 1 – Speaking Rubric

Criteria	Emerging	Developing	Emerging
Use of target structure (verb to be)	Uses I'm / I am correctly in 3 or more sentences (name + feeling)	Uses the structure in 1-2 sentences with support	Unable to produce the structure without full support
Use of target expressions	Uses greetings, farewells, and at least one classroom expression appropriately	Uses some target expressions with prompting	Rarely uses target expressions
Pronunciation	Speech is clear and easy to understand	Some pronunciation difficulties, but meaning is understandable	Speech is often unclear
Participation & confidence	Speaks willingly and participates actively	Participates with encouragement	Reluctant to speak or avoids participation

This rubric is used to evaluate students' oral performance at the end of Unit 1

Describing the World Around Us



UNIT 2

What I See in My Classroom

Lesson objective

By the end of the lesson, students will be able to name classroom objects and produce short spoken sentences using "This is a..." and "I see a..." with visual and audiovisual support.

SPEAKING FOCUS

Pronunciation and rhythm in short noun phrases (e.g., a book, a chair) and simple sentences (This is a book).

LESSON VOCABULARY

book, chair, table, bag, whiteboard, window, eraser, pencil, pen, pencil.

- This is a...
- I see a...

TARGET LANGUAGE

- **Objects:** book, chair, table, bag, pencil, whiteboard, pen, desk, window, eraser, paper, scissors.
- **Structures:**
 - This is a ____.
 - I see a ____.

AUDIOVIDUAL MATERIALS

1. Video - Classroom Objects by Games4esl

<https://www.youtube.com/watch?v=hGZIWHMmqo8>

2. Flashcards

Visual flashcards with:

- book, chair, table, bag, pencil, whiteboard, pen, desk, window, eraser.



UNIT 2

LESSON 1

Lesson procedure

Warm-up (5 minutes)

1. Students watch the video. The teacher pauses the video to highlight each object. Students repeat the object names while looking at the flashcards..

Teacher language:

"Listen."

"Now say it together: chair."



Audiovisual input (7 minutes)

1. Find and circle the words in the word search puzzle.

CLASSROOM OBJECTS

PEN
WHITEBOARD
ERASER
PENCIL
BAG

K	R	E	R	A	S	E	R	X	L	D	D
L	E	C	E	Z	L	I	C	N	E	P	S
H	N	N	B	C	B	B	D	E	S	K	R
W	H	I	T	E	B	O	A	R	D	W	O
D	N	Q	B	M	E	L	B	A	T	U	S
V	Z	K	E	B	D	R	G	H	K	M	S
F	I	B	O	M	W	A	I	Q	X	O	I
V	R	O	N	I	B	O	E	A	C	S	C
X	K	E	N	N	U	M	I	X	H	F	S
B	P	D	W	K	W	D	P	Y	K	C	B
E	O	P	G	I	U	M	J	R	Q	T	R
W	I	R	C	T	H	T	K	I	J	E	L

WINDOW
DESK
CHAIR
TABLE
SCISSORS
BOOK

UNIT 1

LESSON 1

Guided practice (10 minutes)

1. Label the pictures. Write the correct word under each picture.

BOOK - CHAIR - WHITEBOARD - SCISSORS - BAG - TABLE
WINDOW - ERASER -



.....



.....



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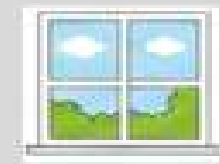
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Controlled speaking practice (10 minutes)

1. The teacher models short sentences using the flashcards.

- This is a book.
- This is a chair.
- I see a table.
- I see a bag.

Students repeat chorally, then individually.

2. The teacher highlights the structure "This is a..." and "I see a..." so students focus on full sentences, not only words.

Teacher language:

"Full sentence: This is a book."

"Again — together."

UNIT 2

LESSON 1

Speaking production (8 minutes)

1. Students work in pairs and perform a short exchange.

1. Look at the picture carefully.
2. Do not say the word.
3. Read the questions and choose the correct answer.

- a) Is it in the classroom?
 Yes, it is. No, it isn't.
- b) Is it big?
 Yes, it is. No, it isn't.
- c) Is it a book?
 Yes, it is. No, it isn't.
- d) Is it on the table?
 Yes, it is. No, it isn't.

Now check your answers with a partner.

Say the object aloud.

It is a _____.

Assessment

Speaking checklist

- Names an object correctly
- Uses a complete sentence
- Pronunciation is understandable

Check Yourself

Can you do this?

- Name a classroom object
- Say This is a ____
- Say I see a ____

Adding Details: Colors and Size

Lesson objective

By the end of the lesson, students will be able to describe classroom objects using adjectives of size and color in short spoken sentences with the structure "This is..." and "It is...".

SPEAKING FOCUS

Pronunciation and rhythm in short descriptive sentences (e.g., This is a big book, It is red).

LESSON VOCABULARY

- Book, chair, table, bag
- big, small, red, blue, green

Structures:

- This is a ____
- It is ____

TARGET LANGUAGE

Objects: book, chair, table, backpack

- Adjectives:
- size — big, small, soft, hard
- color — red, blue, green, yellow.

Structures:

- This is a big ____.
- This is a small ____.
- It is red / blue / green.

AUDIOVIDUAL MATERIALS

1. Video - Colors and Objects by Kis Academy

<https://www.youtube.com/watch?v=ybt2jhCQ3IA>

2. Flashcards

Colors:

- Red
- Green
- Yellow
- Blue

3. Size

- Big
- Small
- Hard
- Soft



Lesson procedure

Warm-up (5 minutes)

1. The teacher shows object flashcards. Students name the objects chorally. Then the teacher shows color flashcards and students repeat.

Teacher language:

“Look — book.”

“Repeat: book.”

“Red... blue... green.”



Audiovisual input (7 minutes)

1. Match the picture with the correct word.



BIG

GREEN

BLUE

SMALL

YELLOW

HARD

UNIT 2

LESSON 2

Guided practice (10 minutes)

a. Look at the picture and answer.

1. Is the book big or small?

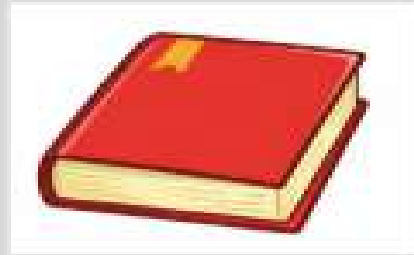
big small

2. What color is the bag?

red blue green

3. Is the bag big or small?

big small



b. Sort the words into the correct groups.

big - small - red - blue - green - yellow - orange
book - bag - chair

SIZE	COLOR	OBJECT

Controlled speaking practice (10 minutes)

1. Complete the sentences.

- Look at the pictures.
- Read the words in the box.

big - small - red - blue

a. Look at the book.

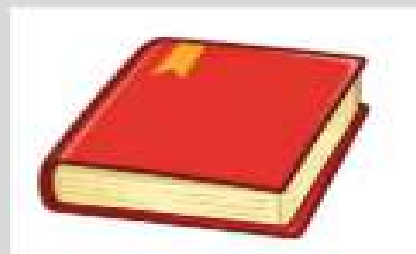
This is a _____ book.

It is _____.

b. Look at the bag.

This is a _____ bag.

It is _____.



Now check your answers with a partner.

Read the sentences aloud.

UNIT 2

LESSON 2

2. **Students work in pairs. Each pair receives:**

- one object flashcard
- one color flashcard
- one size flashcard

Student A: describes the object:

This is a big book.

It is red.

Student B: listens and points to the

correct flashcards

Then, students switch roles.

Speaking production (8 minutes)

Project Work: Work in small groups.

- Choose one object in the classroom.
- Draw the object.
- Write two sentences about it.

Use:

This is a _____.

It is _____ and _____.

- **Practice saying your sentences.**
- **Share your project with the class.**

Assessment

Speaking checklist

- Names the object correctly
- Uses at least one adjective
- Produces a complete sentence
- Pronunciation is understandable

Check Yourself

Can you do this?

- Name an object
- Say the color
- Describe an object

UNIT 2

Unit 2 – Speaking Rubric

Criteria	Emerging	Developing	Emerging
Use of target structure (verb to be)	Produces full sentences such as This is a.... It is.... or It is not... independently	Produces sentences with some support or hesitation	Uses single words or cannot form the sentence
Use of target expressions	Uses object names and at least one descriptive word (color or size) correctly	Uses object names but needs help with descriptions	Uses limited vocabulary or incorrect words
Pronunciation	Speech is clear and easy to understand	Some pronunciation difficulty but meaning is understandable	Speech is often unclear
Participation & confidence	Participates actively in speaking tasks and games	Participates with encouragement	Reluctant to speak or avoids participation

This rubric is used to evaluate students' oral performance at the end of Unit 2

★ Sharing About the People in My Life



UNIT 3

UNIT 3

LESSON 1

Talking About My Family

Lesson objective

By the end of the lesson, students will be able to talk about their family members using have / has got in short guided spoken interactions.

SPEAKING FOCUS

Clear pronunciation and correct use of have / has got in simple sentences (e.g., I have got a sister.)

LESSON VOCABULARY

- mother
- father
- sister
- brother
- family.

TARGET LANGUAGE

- I have got a mother.
- I have got a brother.
- He has got a sister.
- She has got a father.

AUDIOVIDUAL MATERIALS

1. Video - My family by Maple Leaf Learning

<https://www.youtube.com/watch?v=upGVvQ5r6II>

2. Flashcards



UNIT 3

LESSON 1

Lesson procedure

Warm-up (5 minutes)

1. Students watch the My family video. The teacher pauses the video and points to family members.

Teacher language:

"Listen carefully."

"Look at the family."

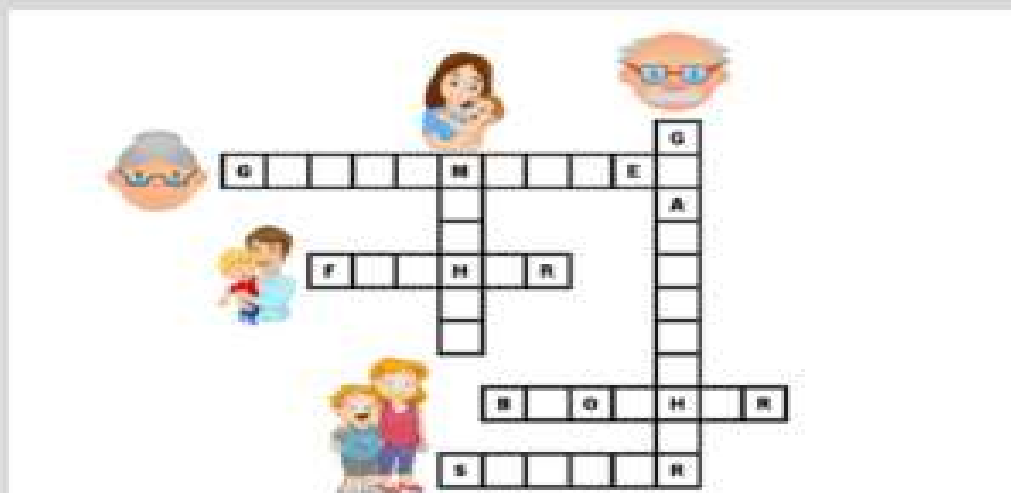


Audiovisual input (7 minutes)

1. Look at the pictures and the words. Complete the crossword puzzle by writing the correct family member's name in the corresponding boxes.

mother - father - sister - brother - grandmother - grandfather

FAMILY CROSSWORD



UNIT 3

LESSON 1

Guided practice (10 minutes)

1. Read the subjects and the forms, match them to make a correct sentence, and say it aloud with your teacher.

Subjects

- I
- He
- She

Forms

- A. have got
- B. has got

Match

Write the letter.

- I →
- He →
- She →

Build the sentence

Now complete the sentences using your match.

- I _____ a family.
- He _____ a brother.
- She _____ a sister.

Say each sentence aloud together.

Think and say

Answer with your teacher:

- Do we say I has got? Yes No
- Do we say She has got? Yes No

2. Choose the correct form: have got or has got: Circle the correct answer, and say the sentence aloud with your teacher.

1. I (**have got** / **has got**) a sister.
2. He (**have got** / **has got**) a brother.
3. She (**have got** / **has got**) a mother.
4. We (**have got** / **has got**) a family.
5. My friend (**have got** / **has got**) a grandmother.

Controlled speaking practice (10 minutes)

1. Complete the family chart

Work with a partner.

- Read the information in the chart.
- Ask your partner questions to complete the missing information.
- Write the answers using have / has got.

UNIT 3

LESSON 1

Questions to ask:

- Have you got a sister?
- Has your brother got a sister?

Family chart (example):

PEOPLE	SISTER	BROTHER
YOU		
YOUR PARTNER		

Speaking production (8 minutes)

1. My family mini-poster

Work in small groups.

- Choose one person in your family.
- Draw the person on a small paper.
- Write two sentences about that person using has got.
- Practice saying the sentences together.
- One student shares the sentences with the class.

Use:

He has got a _____.

She has got a _____.

Assessment

Speaking checklist

- Names a family member
- Uses have / has got correctly
- Participates orally

Check Yourself

Can you do this?

- Talk about my family
- Use have / has got
- Speak in class

Talking About My Friends and Their Likes

Lesson objective

By the end of the lesson, students will be able to talk about their friends' likes and dislikes using the simple present in short spoken interaction sequences.

SPEAKING FOCUS

Sentence stress and fluency when expressing likes and dislikes (e.g., My friend likes music.)

LESSON VOCABULARY

- friend, best friend
- Activities: music,
- soccer,
- games,
- reading,
- drawing.

TARGET LANGUAGE

Simple present (third person singular)

- My friend likes music.
- He likes soccer.
- She doesn't like reading.

AUDIOVISUAL MATERIALS

1. Flashcards

- Activities: music,
- soccer,
- games,
- reading,
- drawing.



Lesson procedure

Warm-up (5 minutes)

a. Complete the sentences

- Read the sentences.
- Choose the correct word and write it.

likes – doesn't like

My friend _____ music.

She _____ games.

He _____ reading.

Read the sentences aloud.

Audiovisual input (7 minutes)

1. Match sentence to meaning

Read the sentences.

Match each sentence with its meaning.

- She likes music.
- He doesn't like games.

A. She is happy with music.

B. He is not happy with games.

Write the letter.

Say why with your partner.

UNIT 3

LESSON 2

Guided practice (10 minutes)

Listen to your teacher.

- Draw a 3 × 3 bingo grid.
- Write activities (music, games, reading, sports).
- The teacher says sentences using likes / doesn't like.
- Mark the correct square.
- Say "Bingo!" and read your sentences aloud.

BINGO		

Controlled speaking practice (10 minutes)

1. True or False? Fix it

Work with a partner.

- Read each sentence carefully.
- Write True or False.
- If the sentence is False, write it again correctly.
- Read the correct sentence to your partner.
- Listen to your partner and help if needed.

UNIT 3

LESSON 2

Sentences

1. My friend likes music.

True False

Correct sentence: _____

2. He don't like games.

True False

Correct sentence: _____

3. She likes reading.

True False

Correct sentence: _____

 Remember:

Use **likes** with he / she.

Use **doesn't like** for negative sentences.

Speaking production (8 minutes)

My friends poster – Project work

Work in small groups.

- Choose one friend (real or imaginary).
- Draw your friend in the center of the paper.
- Write three sentences about what your friend likes and doesn't like.
- Practice saying the sentences together as a group.
- One student presents the poster to the class.

Use:

My friend likes _____.

My friend doesn't like _____.

Assessment

Speaking checklist

- Uses likes / doesn't like correctly
- Names an activity
- Speaks in full sentences
- Participates actively

Check Yourself

Can you do this?

- Talk about my friend's likes
- Use likes / doesn't like
- Speak clearly

UNIT 3

Unit 3 – Speaking Rubric

Criteria	Emerging	Developing	Emerging
Use of target structures (have/has got – likes/doesn't like)	Uses have/has got and likes/doesn't like correctly in several full sentences independently	Uses the structures in some sentences with support or hesitation	Uses single words or cannot form the sentence
Use of target expressions	Names family members and activities correctly and expresses likes/dislikes clearly	Uses some vocabulary but needs help or prompting	Uses limited vocabulary or incorrect words
Pronunciation	Speech is clear and easy to understand	Some pronunciation difficulty but meaning is understandable	Speech is often unclear
Participation & confidence	Participates actively in speaking tasks, projects, and pair work	Participates with encouragement	Reluctant to speak or avoids participation

This rubric is used to evaluate students' oral performance at the end of Unit 3

ANSWER KEYS



UNIT 1

LESSON 2

Lesson procedure

Warm-up (5 minutes)

1. Students watch the video. The teacher pauses after each feeling and raises the matching flashcard. Students repeat the word and gesture.

Teacher language:

"Listen."

"Now repeat: tired."



Audiovisual input (7 minutes)

- a. Look at the pictures and complete the sentences.



1. The pig is smiling.
He is happy.
2. The pig is crying.
She is sad.
3. The pig has his arms crossed and a serious face.
He is angry.
4. The pig is yawning.
He is bored.

UNIT 1

LESSON 2

Guided practice (10 minutes)

a. Match the sentence with the correct picture.



I'm bored

I'm angry

I'm happy

I'm sad

b. Complete the sentences with the correct words.

(am - happy - bored - am)

1. I am happy.

2. I am bored.

3. I am sad.

4. I am happy.

Controlled speaking practice (10 minutes)

1. Complete and practice the dialogue. Write the correct feeling. Then practice with a partner.

A: How do you feel?

B: I'm happy.

A: Me too. / I'm not.

B: Why?

A: Because I'm bored.

2. Students sit in groups of 5, each holding a feelings flashcard.

Student 1 says:

I'm happy.

Student 2 responds (according to their card):

Me too. / I'm not.

UNIT 1

LESSON 2

Speaking production (8 minutes)

1. Students work in pairs and perform a short exchange.

Dialogue model

A: How do you feel?

B: I'm happy.

A: Me too.

OR

A: How do you feel?

B: I'm tired.

A: I'm not. Why?

2. Choose five classmates, ask them "How do you feel today?", write their answers, and then tell the class using full sentences.

Find Someone Who... (Student Chart)				
Name	Happy	Sad	Angry	Tired
MARIA	X	<input type="checkbox"/>	X	<input type="checkbox"/>
PEDRO	<input type="checkbox"/>	X	X	<input type="checkbox"/>
JUAN	X	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment

Speaking checklist

- Attempts to speak
- Speaks with support
- Speaks independently

Check Yourself

Can you do this?

- Say how you feel
- React to a classmate (Me too / I'm not)
- Ask or answer How do you feel?

UNIT 2

LESSON 1

Lesson procedure

Warm-up (5 minutes)

1. Students watch the video. The teacher pauses the video to highlight each object. Students repeat the object names while looking at the flashcards..

Teacher language:

"Listen."

"Now say it together: chair."



Audiovisual input (7 minutes)

1. Find and circle the words in the word search puzzle.

CLASSROOM OBJECTS



PEN

WHITEBOARD

ERASER

PENCIL

BAG

WINDOW

DESK

CHAIR

TABLE

SCISSORS

BOOK

UNIT 1

LESSON 1

Guided practice (10 minutes)

1. Label the pictures. Write the correct word under each picture.

BOOK - CHAIR - WHITEBOARD - SCISSORS - BAG - TABLE
WINDOW - ERASER -



chair



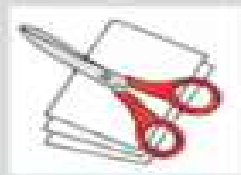
book



table



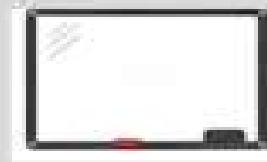
bag



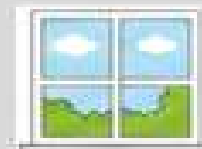
scissors



eraser



whiteboard



window

Controlled speaking practice (10 minutes)

1. The teacher models short sentences using the flashcards.

- This is a book.
- This is a chair.
- I see a table.
- I see a bag.

Students repeat chorally, then individually.

2. The teacher highlights the structure "This is a..." and "I see a..." so students focus on full sentences, not only words.

Teacher language:

"Full sentence: This is a book."

"Again — together."

UNIT 2

LESSON 2

Lesson procedure

Warm-up (5 minutes)

1. The teacher shows object flashcards. Students name the objects chorally. Then the teacher shows color flashcards and students repeat.

Teacher language:

“Look — book.”

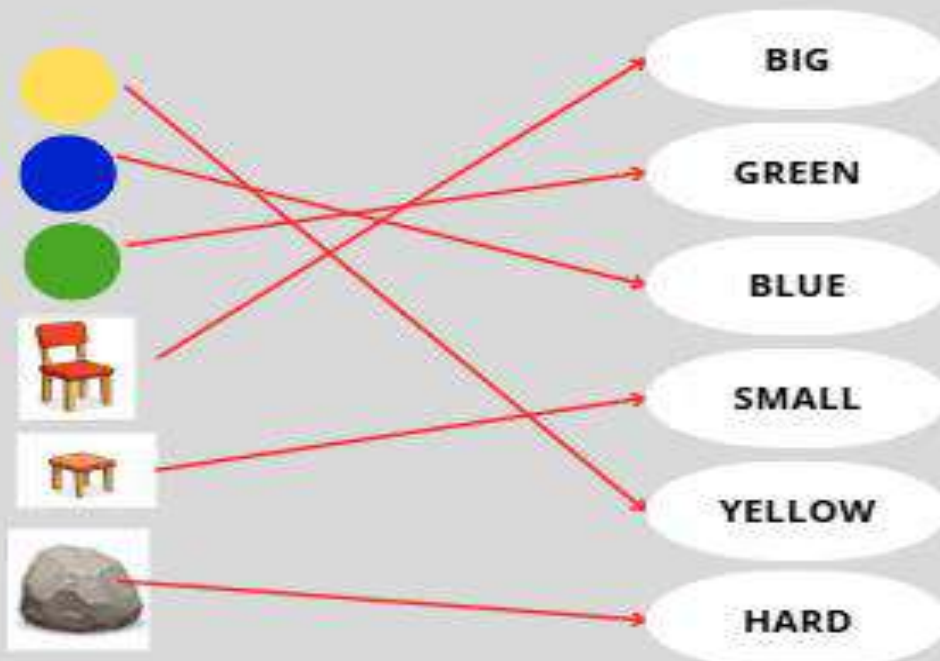
“Repeat: book.”

“Red... blue... green.”



Audiovisual input (7 minutes)

1. Match the picture with the correct word.



UNIT 2

LESSON 2

Guided practice (10 minutes)

a. Look at the picture and answer.

1. Is the book big or small?

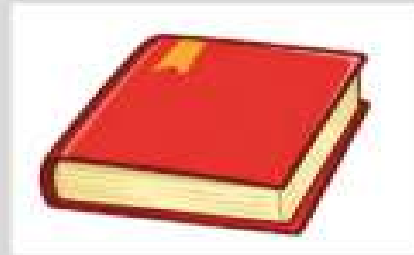
big small

2. What color is the bag?

red blue green

3. Is the bag big or small?

big small



b. Sort the words into the correct groups.

big - small - red - blue - green - yellow -
book - backpack - chair

SIZE	COLOR	OBJECT
big	red	chair
small	green	chair

Controlled speaking practice (10 minutes)

1. Complete the sentences.

- Look at the pictures.
- Read the words in the box.

big - small - red - blue

a. Look at the book.

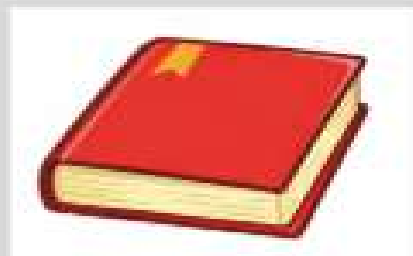
This is a red book.

It is big.

b. Look at the bag.

This is a blue backpack.

It is small.



Now check your answers with a partner.

Read the sentences aloud.

UNIT 3

LESSON 1

Guided practice (10 minutes)

1. Read the subjects and the forms, match them to make a correct sentence, and say it aloud with your teacher.

Subjects

- I
- He
- She

Forms

- A. have got
- B. has got

Match

Write the letter.

- I → A
- He → B
- She → B

Build the sentence

Now complete the sentences using your match.

- I have a family.
- He has a brother.
- She has a sister.

Say each sentence aloud together.

Think and say

Answer with your teacher:

- Do we say I has got? Yes No
- Do we say She has got? Yes No

2. Choose the correct form: have got or has got: Circle the correct answer, and say the sentence aloud with your teacher.

1. I (have got / has got) a sister.
2. He (have got / has got) a brother.
3. She (have got / has got) a mother.
4. We (have got / has got) a family.
5. My friend (have got / has got) a grandmother.

Controlled speaking practice (10 minutes)

1. Complete the family chart

Work with a partner.

- Read the information in the chart.
- Ask your partner questions to complete the missing information.
- Write the answers using have / has got.

UNIT 3

LESSON 1

Questions to ask:

- Have you got a sister?
- Has your brother got a sister?

Family chart (example):

PEOPLE	SISTER	BROTHER	MOTHER
YOU	I have got sister	I have not got a brother	I have a mother
YOUR PARTNER	I have not got a sister	She has got a brother	She has a mother

Speaking production (8 minutes)

1. My family mini-poster

Work in small groups.

- Choose one person in your family.
- Draw the person on a small paper.
- Write two sentences about that person using has got.
- Practice saying the sentences together.
- One student shares the sentences with the class.

Use:

He has got a **sister**.

She has got a **brother**.

Assessment

Speaking checklist

- Names a family member
- Uses have / has got correctly
- Participates orally

Check Yourself

Can you do this?

- Talk about my family
- Use have / has got
- Speak in class

RESOURCES



UNIT 1: RESOURCES

Video - Greetings and Introductions

<https://www.youtube.com/watch?v=Eo9HwdEyZag>

Flashcards



Video - Feelings by Super Simple Song

<https://www.youtube.com/watch?v=l4WNRvVnTw>

Flashcards



Name	Happy	Sad	Angry	Tired
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 2: RESOURCES

Video – Classroom Objects by Games4esl

<https://www.youtube.com/watch?v=hGZlWHMmqe8>

FLASHCARDS



PUZZLE

FLASHCARDS



Video – Colors and Objects by Kis Academy

<https://www.youtube.com/watch?v=svbt2ihGQ3IA>

UNIT 3: RESOURCES

Video - My family by Maple Leaf Learning

<https://www.youtube.com/watch?v=upGVyDSrEII>

FLASHCARDS



CROSSWORD



FLASHCARDS



BINGO TEMPLATE

BINGO		

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- ✓ Based on the theoretical foundation and the research results, it was concluded that speaking skills are essential in English learning; however, traditional teaching strategies still limit students' opportunities to practice oral communication effectively.

- ✓ The proof demonstrated that audiovisual aids contribute in a good way to students' development in pronunciation, fluency, and comprehension by exposing students to authentic language models and contextualized communication.

- ✓ Finally, the research justified the design of the teaching guide "Speaking Minds: An Audiovisual Guide to Foster Speaking," which is aligned with CEFR level A1 and the Ecuadorian Ministry of Education's curriculum to strengthen the oral expression of fifth-grade students.

5.2. Recommendations

- ✓ Teachers should systematically integrate audiovisual aids into their speaking lessons through activities such as role-plays, storytelling, games, and oral descriptions, ensuring that these resources are aligned with lesson objectives and students' language level to promote interaction, motivation, confidence, and meaningful communicative practice.

- ✓ Educational authorities are encouraged to provide continuous professional development workshops for EFL teachers focused on communicative methodologies and the pedagogical use of audiovisual resources, as well as to improve classroom infrastructure by supplying technological equipment such as projectors, speakers, and computers that facilitate the effective implementation of multimedia materials.

- ✓ Finally, it is recommended that teachers implement this didactic guide frequently in their classes. Since it proposes structural lesson plans, carefully selected audiovisual aids, and assessment strategies that support the development of students' speaking skills.

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ANNEXES

Annex 1. Research Instruments Approval



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 02 de junio del 2025

Magister
FERNANDO FLORES
DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los Cuestionarios de Investigación del Proyecto "Audiovisual Aids As A Strategy To Foster Speaking Skills in Fifth Grade Students At Santa Luisa De Marillac High School" Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

A handwritten signature in blue ink that reads "Soraya Nieto".

Atentamente,
Soraya Nieto
235023530-1



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Audiovisual Aids As A Strategy To Foster Speaking Skills In Fifth Grade Students At Santa Luisa De Marillac High School

Objetivo: Propose audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac School

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INTERVIEW FOR THE SUB-PRINCIPAL
TITLE OF THE RESEARCH WORK Audiovisual Aids As A Strategy To Foster Speaking Skills In Fifth Grade Students At Santa Luisa De Marillac High School
Date: 02/06/2015
Research General Objective: Propose audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac School
Question 1. ¿Cree usted que el desarrollo de las habilidades orales en inglés es necesario para el futuro académico de los estudiantes?
Question 2 Según el currículo sugerido por el Ministerio de Educación, los estudiantes deben alcanzar un nivel de competencia en inglés A1.2. ¿Cuáles son los principales desafíos que los estudiantes de la institución suelen enfrentar para lograr este objetivo?
Question 3 En su opinión, cree que se puedan implementar recursos innovadores como una guía de audiovisales en la institución
Question 4 Desde su punto de vista cree que la guía didáctica puede aportar para el desarrollo de la habilidad oral en Inglés en los estudiantes de 5to año de básica.

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INTERVIEW FOR THE AREA COORDINATOR
TITLE OF THE RESEARCH WORK Audiovisual Aids As A Strategy To Foster Speaking Skills In Fifth Grade Students At Santa Luisa De Marillac High School
Date: 02/06/2015

Research General Objective: Propose audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac School

Question 1.

According to the curriculum suggested by the Ministry of Education, students must achieve an A1.2 level proficiency in English. What are the main challenges do the institution's students usually face to achieve this goal?

Question 2

Do you think that this institution has the necessary resources to provide a high-quality foreign language class for effectively developing students' language skills?

Question 3

In your opinion, what factors make it challenging to enhance students' speaking skills in an EFL classroom?

Question 4

Do you believe that incorporating audiovisual aids into speaking activities makes the learning process more significant?

Question 5

Would you consider beneficial to use a didactic guide that focuses on audiovisual aids to develop speaking skills to promote English language development in students?

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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

INTERVIEW FOR THE ENGLISH TEACHER

TITLE OF THE RESEARCH WORK

Audiovisual Aids As A Strategy To Foster Speaking Skills In Fifth Grade Students At Santa Luisa De Marillac High School

Date: 02/06/2015

Research General Objective: Propose audiovisual aids as a strategy to foster speaking skills in fifth-grade students at Santa Luisa de Marillac School

Question 1.

In your opinion, what factors make it challenging to enhance students' speaking skills in an EFL classroom?

Question 2

What specific strategies do you implement in the classroom to effectively develop speaking skills in English?

Question 3

What resources and tools do you find most effective for developing speaking skills in an EFL classroom?

Question 4

Do you consider that audiovisual aids are effective in developing speaking?

Question 5

Do you think Unidad Educativa Fiscomisional Santa Luisa de Marillac has all the necessary resources to develop speaking skills?

Question 6

Do you think it would be a good idea to have a didactic guide oriented to develop speaking skills using audiovisual aids?

Fecha de envío para la evaluación del experto:	02 de junio del 2025
Fecha de revisión del experto:	02 de junio del 2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

QUESTIONNAIRE

TITLE OF THE RESEARCH WORK

Audiovisual Aids As A Strategy To Foster Speaking Skills In Fifth Grade Students At Santa Luisa De Marillac High School

Date: 02/06/2015

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1. Do you enjoy English classes?

Yes
No

2. Do you like learning English with audiovisual aids?

Yes
No

3. Does your English teacher use audiovisual aids in the English classes?

Always
Sometimes
Rarely
Never

4. Do you think that the use of audiovisual aids can help you improve speaking skills?

Yes
No

5. Which of the following activities do you like the most?

- a) Repeat phrases in English
- b) Do dialogues with a classmate
- c) Listen and repeat audios
- d) Do role plays
- i) Speaking games
- j) Sing in English

6. When you have to speak in English in front of your classmates, do you feel?

- a) Scared
- b) Nervous
- d) Happy
- e) Excited
- f) Confident

7. Do you think audiovisual aids will help you improve your speaking?

Yes
No

8. Which of these audiovisual aids do you think will help you the most?

- a) Videos with subtitles
- b) Pictures and flashcards
- c) Songs and music videos
- d) Animated stories
- e) Interactive games
- f) Recorded dialogues
- g) Short cartoons

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			



Firma del Evaluador

C.C.: 1002188470

Apellidos y nombres completos	Darwin Fernando Flores Albuja
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Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
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UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0112-O
Ibarra, junio 06 de 2025

PARA: Sor Patricia Arcos
RECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL SANTA LUISA DE MARILLAC

ASUNTO: Trabajo de integración curricular Srta. Nieto Guajan Soraya Leonela

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización, para que se brinde las facilidades necesarias a la Srta. NIETO GUAJAN SORAYA LEONELA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el trabajo de integración curricular con el tema: "AUDIOVISUAL AIDS AS A STRATEGY TO FOSTER SPEAKING SKILLS IN FIFTH GRADE STUDENTS AT SANTA LUISA DE MARILLAC HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado digitalmente por
JOSE LUCIANO REVELO RUIZ
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Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

5 años A, B (trabajo con ellas)
Vicecoordinadora
Coordinadora



Patricia Arcos
09/06/2025

Annex 3. Instruments Application



Annex 4. Proposal Socialization







UNIDAD EDUCATIVA FISCOMISIONAL "SANTA LUISA DE MARILLAC"

HIJAS DE LA CARIDAD DE SAN VICENTE DE PAÚL

ATUNTAQUI - IMBABURA - ECUADOR

Atuntaqui, 24 de febrero 2026

CERTIFICADO

Yo MSc. María Elena Espinosa en calidad de Vicerrectora de la UEF "Santa Luisa de Marillac" certifico QUE: La Srta. NIETO GUAJAN SORAYA LEONELA con C.C. 235023530-1, estudiante de la Universidad Técnica del Norte, de la Carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, realizó la Socialización de su propuesta titulada "SPEAKING MINDS: AN AUDIOVISUAL GUIDE TO FOSTER SPEAKING", perteneciente al trabajo de integración curricular "AUDIOVISUAL AIDS AS A STRATEGY TO FOSTER SPEAKING SKILLS IN FIFTH GRADE STUDENTS AT SANTA LUISA DE MARILLAC HIGH SCHOOL", en el Área de Inglés de la institución el martes 24 de febrero de 2026 a las 13: 30.

Particular que certifico para los fines pertinentes.

Atentamente,



Firmado electrónicamente por:

**MARIA ELENA
ESPINOSA AVILA**

Validar únicamente con FirmaEC

MSc. María Elena Espinosa Ávila

VICERRECTORA