



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

MONOGRAPH

Audiovisual Aids to Develop Listening and Speaking Skills in Eighth Grade at Genesis School 2023

To obtain the Bachelor's degree in Science of Education with a mention in English

Authors: Br. Artola Pérez Albin José

Br. Cubas Ronald Javier

Tutor: Freddy Javier Chamorro Sady

Nueva Guinea, August 2023

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First of all, I thank God for allowing me to complete my studies, since He gives me wisdom and helps me in the most difficult moments, and strengthens me to continue and fulfill my objectives.

I dedicate this work to my parents for their unconditional support in this long process; they became my main force to achieve my dreams.

To URACCAN University and its teachers for providing me with their teaching professionalism for our knowledge.

Albin José Artola Pérez

This dedication is especially to God and to all the people who gave me their support during my technical training, because without their effort it would not have been possible for me to complete my career.

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Ronald Javier Cubas

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Albin José Artola Pérez

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Ronald Javier Cubas

Abstract

This research has investigated Audiovisual Aids for the development of Listening and Speaking Skills and its relevance in teaching and learning.

It is descriptive research with a qualitative approach, focused on the Eighth Grade at Genesis School, who were the unit of analysis for this study.

The main results show that the teacher occasionally uses audiovisual media as support in her academic work. The findings confirmed that all students have a smartphone or any other electronic device that can help them improve their English learning if they are used as a didactic medium for the development of different contents, as well as for evaluating those contents.

It is concluded that audiovisual media are primarily used to introduce a new topic if it demands oral interaction from students, resulting in their limited use in the English subject.

Keywords: Audiovisual Aids, listening and speaking skills, teaching-learning

Resumen

Esta investigación ha indagado sobre los Medios Audiovisuales para el Desarrollo de las Habilidades de Escucha y Habla y su relevancia en la enseñanza-aprendizaje.

Se trata de una investigación de tipo descriptiva con enfoque cualitativo, enfocada en el Octavo Grado de la Escuela Génesis, quienes fueron la unidad de análisis de este estudio.

Los principales resultados muestran que la docente en ocasiones utiliza medios audiovisuales como apoyo en su trabajo académico. Los hallazgos permitieron confirmar que todos los estudiantes tienen un teléfono inteligente o cualquier otro dispositivo electrónico que pueden ayudarlos a mejorar su aprendizaje del inglés si se usaran como medio didáctico para el desarrollo de los diferentes contenidos, así como para evaluar dichos contenidos.

Se concluye que los medios audiovisuales se utilizan principalmente para introducir un tema nuevo si esta demanda interacción oral de los estudiantes, por lo que su uso en la asignatura de inglés es muy escaso.

Palabras clave: Medios audiovisuales, habilidades de escuchar y hablar, enseñanza-aprendizaje

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I. Introduction

Audiovisual aids refer to any tools or equipment that can enhance the educational process by making it more tangible, lifelike, and engaging. In the digital age, the changing global landscape has elevated the importance of learning English. It has become essential for individuals seeking enhanced knowledge, improved job prospects, and consequently, a higher quality of life.

The study Audiovisual Aids to Develop Listening and Speaking Skills in Eighth Grade at Genesis School 2023, was developed with the intention to demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eighth grade students at Genesis School.

Extensive research was conducted at the university library in an attempt to locate relevant information or topics pertaining to the subject under investigation. Only a single piece of information was discovered and was a monograph titled "Pedagogical use of audiovisual media in the learning-teaching process of English language in the afternoon ninth grade of the National Public Institute Ruben Dario first semester 2012".

This research is descriptive and with a qualitative approach because the application of instruments such as an observation guide, interview to the teacher, and questionnaire applied to 10 students, sought to demonstrate the importance of the use of audiovisual aids in the teaching-learning process of the English language.

The founded results, show that the school has some audiovisual aids such as computers and projectors but the teacher cannot make use of these media because English class coincide with computing classes. Also, the teacher makes used of audiovisual media in the classroom, mainly to introduce a new topic or practice the proposed vocabulary.

II. Objectives

General:

- Demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eighth grade students at Genesis School.

Specifics:

- Identify the visual aids used by the teacher in eighth grade.
- Compare traditional strategies versus audiovisual strategies.
- Suggest strategies using audiovisual aids.

III. Theoretical framework

This research explores the significance of incorporating audiovisual aids in the English language classroom to enhance the development of listening and speaking skills among eighth-grade students at Genesis School. The study aims to provide insights into the benefits of audiovisual aids and Information and Communication Technologies (ICT from now on) integration for the improvement of listening and speaking abilities in students.

3.1 English macro skills

Reading to many authors, like Neeley (2012) it is possible to argue that English is the most widely spoken language in the world. It serves as a common language for international communication in various fields such as business, science, academia, and tourism. Knowing English allows you to connect with people from different countries and cultures, opening up a world of opportunities for personal and professional growth. English is often the language of instruction in universities and higher education institutions worldwide. If you aspire to study abroad or pursue higher education in an English-speaking country, proficiency in English is crucial. Additionally, a significant portion of academic research and resources are available in English, so being able to understand and use English effectively broadens your access to knowledge.

The English language consists of four primary skills: listening, speaking, reading, and writing. Among these skills, listening and speaking are considered crucial as it enables effective communication with others. Several factors contribute to the low proficiency in these skills, such as limited exposure, lack of confidence, and anxiety towards the English language. Addressing these issues becomes imperative to enhance these abilities of English as a Second Language (ESL from now on) learners. In the modern era of teaching and learning, educators have devised various strategies, incorporating ICT, to foster speaking skills among ESL learners. One such strategy involves the utilization of audio-visual materials to augment speaking proficiency.

3.1.1 Listening skill

Wipf (1984) cited in Sepúlveda (2018), explains that listening is an invisible mental process, making it difficult to be described. In this mental process listeners have to be able to:

- Discriminate between sounds.
- Understand vocabulary and grammatical structures.
- Interpret stress and intention.
- Retain and interpret the stress and intention within the immediate as well as the larger socio-cultural context of the utterance. (p. 7)

On the other hand, Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says. In order to do so, listeners must construct and represent meaning, negotiate meaning with the speaker and respond and create meaning through involvement, imagination and empathy. Rost also explains that listening is a complex and active process of interpretation in which listeners match what they hear with what they already know. In addition, Kline (1996) defines listening as the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. These definitions indicate the process of how listeners receive and decode the meaning of a message in terms of EFL listening comprehension listeners associate what they hear with a mental representation of the given message activating previous knowledge related to the context of the message.

Listening plays a crucial role in the process of learning English as a foreign language (EFL) due to its ability to facilitate the absorption of valuable linguistic input. It involves an engaged and purposeful act of choosing and comprehending information with the objective of understanding the intended messages conveyed by the speakers.

3.1.1.1 The significance of listening in English as a Foreign Language classrooms

Listening is the most frequently employed skill in daily language use. According to some studies, the time we spend communicating divides into 50 percent listening, 25 percent speaking, 15 percent reading and 10 percent writing Mendelsohn (1994). So, it is logical to pay more attention to teaching listening comprehension in EFL and ESL teaching contexts. In addition, listening is now regarded as an important skill in both EFL classrooms and SLA research. Richards (2003) explains that the view of listening has changed since the 1970's from being considered a very discrete skill to a more connected skill adopting new theoretical models of comprehension from the field of cognitive psychology in the 80s and 90s. During that particular period, Richards observed a notable trend among applied linguists where they started adopting fresh theoretical frameworks for comprehension from the realm of cognitive psychology.

Listening holds immense significance as it enables us to comprehend and engage with the world surrounding us. It is a vital component in establishing effective communication and is essential for its successful fruition.

3.1.1.2. The importance of Listening Comprehension

The interest in listening comprehension in language teaching arose in the 1970's when Gary (1975) stated that a focus on listening comprehension within the first stages of second language learning and teaching allows the creation of four different types of advantages: cognitive, efficiency, utility, and affective. The cognitive advantage of listening at an initial stage of second language learning allows the learners to develop a more natural way to learn the language. In relation to that, Krashen (1981) explained that learners first go for meaning in language

acquisition and acquire structure as a result of understanding the message. If students concentrate on speaking in the initial stages, they leave little room for listening and, as a result, little room for comprehension.

The advantage of focusing on listening comprehension in language learning is that it allows L2 learners to concentrate on understanding without immediate pressure to speak. This approach prioritizes comprehension, and it is crucial to expose students to proficient language models, such as teachers and authentic recordings, to provide them with realistic language examples.

3.1.2. Speaking skill

Currently, the acquisition of English has become a crucial skill for students due to several key factors. Firstly, it enables individuals to engage in global communication using a single language. Secondly, English has emerged as the predominant language utilized in various mediums such as magazines, books, newspapers, electronic devices, guides, and notably, the internet. This means that citizens of this world need to communicate in English. (Clavijo, 2016, p.22). Finally, speaking English is very important because it occurs in everyday life. Human beings use spoken language in every single situation of their lives. People are talking wherever they go, and having skills in any spoken language helps in face-to-face conversation, to know what to say, where to say it, and when to say something. (Gudu, 2015, p. 55)

Gómez & Rodriguez (2008) stated that “The speaking skill is the ability to communicate our thoughts, feelings, needs and ideas by means of oral or verbal expressions” (p. 16). It is a productive skill that is difficult for some people and students to acquire because it involves more than just saying words. The speaker has to pronounce the distinctive sounds of a language, stress and rhythmic

patterns, and intonation patterns of the language clearly enough so that people can understand what they say.

Recognizing the significance of cultivating English as a foreign language (EFL) speaking abilities, it is essential to identify the specific speaking skills second language (SL) or foreign language (FL) learners need to acquire in order to engage in conversations with native speakers. Moreover, by incorporating appropriate speaking activities into classroom instruction, speaking skills can effectively enhance learners' motivation and transform the English language classroom into an enjoyable and dynamic environment.

3.2 Audio visual aids

Instructional materials, also known as audiovisual aids, encompass tools and resources that facilitate understanding knowledge through auditory and visual means. They create learning environments that simulate real-life situations and provide firsthand knowledge through the combined utilization of hearing and seeing. As a result, any device or resource that enhances the concreteness, effectiveness, realism, and dynamism of the learning experience can be categorized as audiovisual material.

González (2008) cited in Chamorro (2012) argues that Audiovisual aids are valuable teaching tools that educators use to enhance their academic lessons. They can take various forms, such as videos, music clips, flip charts, slideshow presentations, and overhead transparencies. It is important to note that audiovisual aids should not be relied upon as the sole teaching method but rather be integrated periodically within lessons to offer additional information and support to students. By incorporating audiovisual aids strategically, educators can supplement their instruction and create a more engaging and comprehensive learning experience. (p. 4)

Noorul & Wani (2021) Instructional aids is a common term that is used for audio-visual aids and refers to any device or material that are used by instructors or tutors to assist them in teaching. Moreover, these also help them to prepare lessons, unit plans for pupil. Moreover, these also help in the preparation of prepared lessons, units of the study. These are popularly known as teaching-learning materials. (p. 4)

Audiovisual aids have gained significant prominence in contemporary educational programs, becoming indispensable for creating vibrant and visually engaging classroom environments. These aids are instrumental in assisting teachers to elucidate, establish, and interrelate concepts, enabling students to comprehend and appreciate them effectively. By employing various sensory channels, such as sight and sound, teachers can utilize audiovisual aids to enhance the learning experience. This integration of multimedia elements enriches the classroom teaching process, making it more dynamic, interactive, and stimulating for students.

3.2.1 Pedagogical use

Audiovisual aids involve acting as an intermediary to resolve or reconcile a situation. In the context of education, media refers to the resources employed by teachers to effectively deliver, support, and ensure students' comprehension of the content presented during the teaching-learning process in the classroom.

The use of audio-visual aids allows teachers to make significant changes to the classroom atmosphere and teaching methods. When audio-visual aids are integrated into the classroom, teachers can effectively convey information both verbally and visually, leading to improved student engagement during lectures. The successful incorporation of information and communication technology (ICT) into the curriculum is linked to a fresh approach to teaching that transforms the responsibilities of educators and empowers students to take charge of their learning, regulate their own progress, and collaborate with others.

The use of Information and Communication Technology in pedagogical practices is an essential resource for developing new skills in students and bringing them closer to the dynamics of the contemporary world. Hence, the Educational Revolution proposes to improve learning by promoting the use of electronic media, television, radio, cinema, video and print in the classroom.

The challenge is to move from teaching to learning and use the media and new technologies at the service of a new learning model. It is not just about incorporating technology as a resource to promote education or development; it is our own educational vision and action that make the difference. (Chamorro, 2012, p. 28)

Using ICT in a classroom as a tool for language learning has a lot more benefits. It gives stimulus to undertake the tasks that the students may otherwise avoid. In an ICT enabled language learning class, the students would conduct the activities on the computer software platform and they will not have any sorts of hesitations or inhibitions. It would make repetitive tasks more interesting and would have content which could be in multi-media formats. The use of multi-media while learning English could help in creating a long-lasting impact on the learners. The role of Teacher will change from an instructor's role to that of a Coordinator. Self-paced independent learning methodology is what is being propagated with the help ICT enabled English Language Teaching. (Zybro, 2020, para. 4)

Audiovisual resources, in particular, serve as means to transmit knowledge from the teacher to the students, facilitating simpler and faster assimilation of the information. By utilizing audiovisual resources as a medium, teachers can enhance the communication and transfer of knowledge within the educational setting. These aids facilitate the connection between spoken and visual communication, as well as between abstract and concrete scenarios.

3.3. Importance of Audiovisual aids

Through the review of different literature, many investigations have demonstrated the significant benefits of incorporating audio-visual aids in the classroom, particularly when it comes to fostering students' comprehension of complex concepts. These aids play a crucial role in enabling students to grasp these concepts more efficiently and effortlessly. With the latest technological advancements, teachers now have a wide range of options available to them, making their work more convenient and effective. As a result, teachers worldwide have increasingly embraced the integration of audio-visual aids into their lesson plans.

Now, let's explore into the primary advantages of audiovisual learning that contribute to its current prominence as a popular learning approach.

Padhi (2021) states that audio-visual aids used in the teaching-learning process have wide significance from the viewpoints of teachers as well as learners. So, for him the importance of audio-visual aids is:

- **Use of maximum senses** – Senses are said to be the gateway of knowledge. Audio-visual aids call for the utilization of as many senses as possible and thereby facilitate the acquisition of maximum learning on the part of the students.
- **Based on maxims of teaching** – The use of audio-visual aids provide assistance to the teacher for following maxims of teaching like '*simple to*

complex', 'concrete to abstract' 'and 'known to unknown' and 'learning by doing', etc.

- **Helpful in the process of attention** – Attention is the key factor in any process of teaching-learning. Audio-visual aids help the teacher in creating proper situations and environments for capturing as well as maintaining the interest and attention of the students in classroom activities.
- **Save time, money and energy** – Time and energy of both teachers and students may be saved due to audio. The abstract concepts may be easily clarified and understood through their use.
- **Meet the individual differences requirements** – There are wide individual differences among learners. The use of various types of Audio-visual aids helps in meeting the requirements of different types of pupils.
- **Solve the problem of indiscipline** – With the introduction of Audio-visual aids, there is less room for the creation of a passive, dull, and uninteresting environment in the classroom.
- **Help in the development of scientific attitude** – The use of Audio-visual aids helps in cultivating scientific attitudes among students.
- **A good motivating force** – Audio-visual aids match the inner urges, instincts, basic drives, and motives of the student and thus prove a potent motivating force for energizing learners to “learn effectively”.
- **Clarity of subject matters** – Audio-visual aids bring clarity to the various difficult, abstract concepts related to subjects. (pp. 247-248).

Audio-Visual aids are tools employed in the educational setting to improve learning by making it more interactive and accessible. They serve as effective alternatives when traditional teaching methods fall short in conveying messages or information.

3.4. Teaching strategy

“Teaching strategy is a generalized plan for a lesson which includes structure, instructional objective and an outline of planned tactics, necessary to implement the strategies” (Stone and Morris, in Issac, 2010, p. 17). Besides, Issac (2010) explains that teaching tactics are that teacher’s behavior which he manifests in the class, i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and son on.

The term "strategy" is employed at different levels - macro, intermediate, and micro. The micro level is closely associated with learning pedagogy, training theory, and practical application. “The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants” (Cerghit, 2006, p 23).

Teaching strategy refers to the systematic planning and implementation of methods, techniques, and approaches used by educators to facilitate effective learning and promote student engagement and understanding. A well-designed teaching strategy takes into account the specific needs of students, subject matter, and learning objectives.

3.5. Integrating audiovisual aids’ strategies in the classroom

The integration of technology in education involves utilizing technological tools to enrich the learning process for students. This entails incorporating various forms of technology, such as virtual classrooms, to foster active student engagement and achieve learning objectives. By incorporating technology, educators can also create customized approaches to teaching that cater to the specific needs of individual students within a larger classroom setting.

Employing technology during whole-class instruction can enhance student engagement, particularly benefiting auditory and visual learners. The incorporation of uncomplicated technologies such as PowerPoints, educational games, internet-based homework assignments, or online grading systems can significantly contribute to students' academic progress within the classroom.

The Drexel University School of Education (n.d.) describes some of these aids that can help the learning process and make it more interactive for students, so, among those strategies are the use of:

Power Points and Games

Powerpoint presentations can be used to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the Powerpoint can be embedded within the slides.

Internet Homework Assignments

Posting homework assignments online (via learning platforms like Blackboard, Brightspace, and Moodle) is one way many teachers can begin to integrate technology in the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organized.

Classroom Tablets

For classrooms that are fortunate enough to have tablets for students, technology can allow teachers to implement differentiation throughout instruction. Students can work at their own pace during assignments and teachers have the opportunity for one-on-one instruction. (para. 5-7)

People have a tendency to forget things over time. However, through the use of imaginative techniques such as incorporating images of characters and objects along with engaging voiceovers, Audio-Visual aids captivate students' attention. Furthermore, they facilitate better retention of the information learned.

3.6. Integrating ICTs in classrooms

Integrating ICT in classrooms is important for several reasons. Through the bibliographical review, it has been understood that they permit enhance learning experiences. ICT tools such as computers, tablets, cellphones, interactive whiteboards, and educational software provide opportunities for more interactive and engaging learning experiences. They can incorporate multimedia elements like videos, simulations, and interactive exercises, which can help students grasp complex concepts more effectively.

ICT tools facilitate personalized and differentiated learning. They allow teachers to cater to the individual needs and learning styles of students. They can provide customized instruction, offer adaptive learning platforms that adjust to students' progress, and deliver targeted interventions to help struggling learners. This flexibility supports differentiated instruction, ensuring that every student can learn at their own pace.

3.6.1. Integrating cellphones in class

At present, there is a significant conflict between teachers and students regarding the use of mobile phones in the classroom. However, given that we are living in the era of technology, there is an opportunity to transform this situation into a positive one for students' education. By understanding how to incorporate phones into educational settings and harness their potential, we can effectively utilize them as valuable tools in students' academic and personal lives. Below are some of the benefits of using mobile phones in the classroom.

Looking for information regarding this topic, it was found some contributions from Jovana (2023) who has described some benefits such as:

Responsible digital citizenship: When integrating phone time into the classroom environment it serves to teach students digital boundaries and enforces a positive screen time limit which will follow students off campus. Creating this boundary of situational cell phone use by having designated phone use on campus helps students live a life where their phone is a tool that they are not dependent on.

Safety: Ensuring all students are safe is constantly on the minds of faculty. With students having connection to their parents at any time and ongoing digital communication with their peers during breaks, they are almost constantly under the watch of their trusted individuals.

Accelerated learning: One proven fact is that cell phones in school can help accelerate a student's learning. Students involved in social outlets like sports or clubs are able to excel in the classroom. Using virtual social tools can have that same effect and help students stay engaged in a classroom environment.

Activities: Letting students use their phones for interactive classwork and activities is an amazing way to keep them present and raise participation to an all time high.

Fosters positive change and innovation: Innovation is one of the great forefronts of academic society, so embrace it, and help prepare students for the outside world where phones are now a large part of 83% of the workforce.

Intuitive learning: Since students today have grown up using cell phones, they are extremely comfortable with technology. Students of this generation have an intuitive sense of learning when it comes to tech and can help facilitate even the hardest of materials when made digital on a screen that the student is familiar with...

Group work: Another reason why cellphones should be allowed on high school campuses is because they enable group work in the classroom, especially if you have multiple groups working toward different objectives.

Creativity: Fostering creativity in the classroom is every teacher's goal. With tools like video editing, and cameras, students can grasp their creative sides and become more engaged in some topics through the expression of their artistic passion.

Memories and fun: Lastly, you should allow phones at middle and high school campuses because this allows students to document and build their memories and relationships as they grow and create a positive school life where they feel happy to attend everyday. (para. 2-11).

The aforementioned description highlights the positive impact of incorporating telephones in classrooms, which not only aids students academically and personally but also serve as an essential tool that supports teachers in their work. These additional advantages also contribute to academic achievements, as students who feel secure in their overall environment are more likely to feel a sense of security in their role as learners.

3.6.2. Integrating learning platforms and apps in classrooms

In addition to those described above, there are digital learning platforms and technological resources that is possible to integrate into classrooms and that are accessible to students. Some of the hundreds that exist were presented, clarifying that only a mention was made of them, since this study does not contemplate having to apply them. At the same time, after having searched among hundreds of options, these are the ones that can contribute the most to language learning, according to our criteria. So, among those applications are Kahoot, Google Classroom, Flipgrid, Quizalize, and many more, therefore, let's review these:

➤ **Kahoot**

According with Lynn (2121) “Kahoot is a virtual training tool teachers and students can use to learn new information, check progress through trivia and quizzes, or play fun educational games in class or at home! As teachers, game-based learning is a great way to utilize your students' mobile devices as a formative assessment tool for any subject and age”. (para. 1)

Lynn explains some of the features of this application and shares some of the activities that can be developed using it. Among them are:

- **Student-paced Game:** This feature is a super fun and accessible way to develop motivated students by making digital game-based learning something they can do on their own time. These student-paced challenges are free in the app and on computers and allow students to complete quizzes anywhere and anytime.

As the teacher, you can assign these student-paced games for homework, review before a quiz/test, or for additional study if students complete an assignment early in their conventional classrooms.

- **Live Play:** This feature is teacher-paced and a useful learning game to add to your lesson plans to influence classroom dynamics and promote healthy competition and interaction between students.
- **Classic vs. Team Modes:**
- **Classic:** This mode puts students against their fellow students in an individual player mode on their own digital devices. Each person is participating in active learning trying to provide the correct answer before their peers. Including this gamification element into your review lessons is great for intrinsic motivation, class attendance, and gives you timely feedback on students' knowledge and comprehension of complex concepts and technology-supported learning.
- **Team:** This mode lets you organize your class into teams to compete in a game-based student response system. Working and collaborating in teams helps with student motivation and promotes classroom environments where students use deeper learning strategies and gamification techniques for meaningful learning. With team mode, you receive real-time feedback on class participation, class discussion, knowledge retention, and student motivation regarding educational technology. (Lynn, 2021, para. 11 – 23)

➤ **Google Classroom**

Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as a way to get eliminate paper in classes and to make digital learning possible. It was initially planned for use with

laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments.

(Edwards, 2022, p. 5)

This resource is very useful for teachers and funny and easy for students to use since it permits to gamify the classes. Renard (2023a), shares some activities using Google Classroom and easy to customize into class plan, these activities are:

- **Bingo:** The first learning game is Bingo! Add your own images or words to the bingo widget from BookWidgets, and share the result with your students. Every student will get a different bingo sheet.

In this example the teacher calls out digital times and the students have to tick off the matching clock. When a student has ticked off 5 in a row, he has BINGO! (para. 4-5)

- **Crossword:** One of the most used learning games is the crossword puzzle. You're probably using it the ordinary way: you give a definition and students have to find the right term. Crossword can be used for Science, Geography and teaching languages. When you're teaching a foreign language, translations have to be made. Let your students translate the given word to the language you teach. (Renard, 2023a, para. 13)
- **Jigsaw puzzle:** Insert an image, choose how many pieces you want, and generate. That's it! Let students solve a jigsaw puzzle about an image. For example, an image of the bedroom. Students have to translate everything they see on the image to a foreign language. This way, they learn the

vocabulary, but toy can request to describe the image, involving speaking skill. (Renard, 2023a, para. 19)

- **Memory:** A memory game is used to train your students' memory, and can be used to make associations. Let students make associations. Match images with words, use synonyms and opposites, translations, arithmetics and their solution, statues with countries, etc. (Renard, 2023a, para. 23-24)
- **Randomness:** This is probably a learning game you've not seen before. Add images, numbers, words or emoticons to wheels. Spin the wheels, and see what comes up. Let students build a correct sentence with words given by the randomness widget. For example: You - To speak - Future perfect. (Renard, 2023a, para. 28-29)
- **Pair matching:** This game looks a lot like "Memory". The only difference is that students have to match pairs, without remembering their location. This game can be used presenting images to students and they have to describing with their own words. (Renard, 2023a, para. 34)
- **Spot the difference:** In education, a lot of things are compared to each other. It's important for students to know the differences. This learning game is exactly what you need. You could put together two images about ancient building styles and ask students to explain the differences. And what about the differences between plants, animals, vegetations, regions, ancient cultures, empires, warriors, gods, ... You name it! (Renard, 2023a, para. 38-39)

- **Hangman:** It's often used as an energizer or as lesson filler. But it can have an educational value as well. Use a hangman game to summarize a topic or story in a few words. Those words are important keywords that students have to guess. (Renard, 2023a, para. 40-41)
- **Mind map:** A mind map is mostly used to brainstorm on projects or to recall learning material. Use mind map to ask questions around a topic and to summarize a topic. (Renard, 2023a, para. 43-44)

➤ **Flipgrid**

Flip is a no-cost application developed by Microsoft that enables teachers to establish secure digital communities for students to share their thoughts in a non-simultaneous manner through concise videos, written messages, and audio recordings.

As Luke (2022) describes:

At its most basic, Flip is a video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond.

The response can be made using the software's camera to create videos that are then posted to the original Topic. These videos can be recorded as many times as needed before uploading, and can have the addition of emoji, text, stickers, drawings, or custom stickers. (para. 6-7).

From classroom utilization to hybrid learning and even remote work scenarios, Flip offers unlimited possibilities for enhancing communication between students and teachers, transcending physical boundaries.

Since its introduction in 2014, Flipgrid has rapidly gained popularity among educators and students around the globe, and for valid reasons. By incorporating this engaging and enjoyable platform into their classrooms, teachers introduce their students to fresh approaches to learning and collaborative interaction.

The Bay Atlantic University (2022) shares the benefits of using Flipgrid in a classroom. Let's explore some of the advantages of utilizing Flipgrid in an educational setting:

- **Students' interactivity**

Students interact with one another through Flipgrid by using videos as their primary tool. The app allows students to record their responses as many times as they need, and when they feel comfortable with one version of their response, post it. They have more time and space to give their take on a discussion after using sufficient time and space to record their answer. Therefore, students can interact with the class, and while others can still see and hear them, the pressure of being there living in the classroom is gone.

- **Boosting students' creativity**

Secondly, using video recordings, texts, emojis, stickers, and other features on Flipgrid is always more than welcome for students who are growing up using technology and social media in their everyday lives. Videos make the learning process more attractive and give already engaged student's opportunities to be more creative and, to the more reserved ones, the opportunity to express themselves. Ultimately students will focus all their energy and attention on learning through participation instead of being anxious.

- **Deeper learning opportunities**

Lastly, but perhaps most importantly, Flipgrid eliminates the anxiety and stress associated with participating in a class discussion and gives students a chance to be more engaged. For example, instead of reading a textbook and becoming acquainted with a new culture, students in one country can interact with students worldwide and get the information they need firsthand. By constantly participating and contributing to class discussions, they have a hands-on, more profound learning experience – thus increasing information retention. (para. 5-7)

- **Practicing foreign language learning**

Another great thing about Flipgrid is that it is international. Students and teachers from different countries around the world can come together to share knowledge and learning experiences. This is an exceptionally useful tool for foreign language teachers, who, through Flipgrid, have the opportunity to expose their students to new ways of learning a language. Students who study a foreign language have the opportunity to communicate with their peers around the world who are also learning that language or are native speakers of said language. This gives them a chance to put their knowledge to practice as well as share different learning techniques and experiences. (The Bay Atlantic University, 2022, para. 15)

The significance of incorporating visual aids into education has been widely recognized for a considerable time. Flipgrid enables educators and students to utilize video recordings along with various annotation tools such as stickers, additional text, emojis, and more. These resources prove particularly

advantageous for individuals who are visual learners, as they enhance the retention of information. Through the utilization of these tools, teachers and students can effectively elucidate problem-solving procedures and articulate their thinking processes.

➤ **Quizalize**

Quizalize functions in a manner similar to other gamified tools such as Kahoot. Educators employ Quizalize to generate diverse quizzes, which students can access by utilizing a generated code. According with Kharbach (2023) “Quizalize is a gamified quiz making tool that you can use to drive students’ engagement, increase their participation, and enhance their learning.” (para. 1). Using a generated code, educators utilize Quizalize to generate a wide range of quizzes that students can access.

As students take their quizzes, teachers gather important insights and analytic data about their performance and track students’ progress in real time. These reports are especially useful in formative assessment providing teachers with key data to help them plan effective interventions, provide differentiated learning opportunities for students, and inform their lesson planning and teaching strategies.

As a teacher, you can use **Quizalize** to create quizzes from scratch or you can search the site’s internal library (i.e., Resources section) for existing quizzes created by other teachers. You can either allow students to take quizzes live in class using one of the two gaming modes Play Leaderboard or Team Vs Team, or you can assign your quiz as a homework for students to take on their own pace. (Kharbach, 2023, para. 3-4)

By analyzing students' scores as they take quizzes, teachers can identify any learning difficulties or challenges. Based on the generated results, teachers then offer follow-up activities and resources to address these issues effectively. The resources provided by teachers can encompass a variety of options, such as YouTube videos, PDF worksheets, web activities, or additional Quizalize quizzes.

3.7. Traditional strategies

Traditional strategies in education refer to conventional methods and approaches that have been widely used in traditional classroom settings. Some examples of traditional strategies in education include lectures, the use textbooks, worksheets and assignments, exams and tests, group of discussions, teacher direct instructions, homework, memorization and rote learning and finally, teacher evaluation.

These strategies have formed the basis of many educational systems for decades and have been used to impart knowledge and assess student understanding. While traditional strategies have proven to be effective in certain contexts, they are sometimes criticized for being rigid, teacher-centered, and lacking in student engagement.

Concerning traditional strategies, Green (2018) argues that:

Traditional teaching strategies are a group of strategies that were used in the past that are now considered to be largely outdated. These strategies were the primary teaching methods employed in the early days of the modern education system (circa 1800 -1930s) when teachers were not required to undertake any form of teacher training. In fact, there was no real government interest or control over the education system in most countries until the last 100 years or so. Before that, parents paid the teacher if they thought the service was worth paying for. There were no classrooms or

schools as we know them today and classes were held in churches, halls or outdoors. (para. 1).

Furthermore, he continues expressing that many of the strategies used in the past continue to be used in some way or another by teachers today. During this period, a significant number of teaching approaches focused on repetitive exercises that prioritized memorization over critical thinking, problem-solving, metacognitive abilities, and social skills. Students had limited opportunities to speak, while the teacher dominated the classroom, and disciplinary methods were often harsh by today's standards.

So, let's take a look at some of those strategies:

- **Lectures:** The traditional lecture method is a method that the teachers impart knowledge to students through oral language. Lecture method includes telling method, interpretation method, speak pronunciation and speech method. Teachers use all kinds of methods in teaching.
- **Textbooks:** They play a crucial role in language classrooms across various educational institutions worldwide, including public schools, colleges, and language schools. (Xing-ju et al., 2013, p.1)

Conforming to EuroSchool (2023),

A textbook in language teaching and learning is a textual tool that provides information, exercises, and activities to help students learn a language. This method encourages language development and is used by teachers as well as students. The main role of textbooks is to provide structured and ordered content that tackles a variety of language-related themes, including

vocabulary, grammar, reading, writing, speaking, and listening skills. (para. 1)

Despite its importance in education, textbooks are often considered boring, of course, this has to do with the way teachers and students use them in class.

- **Worksheets:** A worksheet refers to a paper document provided by a teacher to students, outlining a set of tasks or activities for them to complete. (Xing-ju et al., 2013, p.1)

Tefl.Net (2023), shares the use of worksheets in English teaching, therefore,

In English teaching, a worksheet usually concentrates on one specific area of learning and is often used to practice a particular topic that has recently been learned or introduced.

ESL worksheets designed for English learners may be found ready-made by specialist publishers and websites or may be made by teachers themselves. (para. 3-4)

- **Assignments:** Utilizing assignments as an assessment method offers numerous advantages. It allows for the evaluation of higher-order cognitive abilities and the practical application of specific skills and knowledge. Assignments can provide a reflection of future professional practices. Additionally, they can be employed to assess the integration of knowledge, skills, and attitudes (competencies).

For authors like Kuiphui-Aagten et. (2023), An assignment is a piece of (academic) work or task. It provides opportunity for students to learn,

practice and demonstrate they have achieved the learning goals. It provides the evidence for the teacher that the students have achieved the goals. The output can be judged using sensory perception (observing, reading, tasting etc.). The assignment can focus on a product as output (e.g., research report, design, prototype, etc.) and/or a process (e.g., research process, group process) and/or the performance of individual skills or competences (e.g., professional skills, communications skills). (para. 1)

When designing and implementing an assignment as a summative test, several factors need to be taken into account. These include deciding whether it will be an individual or group assignment, determining the number of assignments to be given, and ensuring that the assignment is both motivating and challenging. Additionally, there are considerations for assessing the final results, such as establishing reliable, objective, and consistent assessment methods, defining the criteria to be used, determining the weighting of different assignment elements, calculating grades based on scores, and implementing measures to prevent or detect free-riding and plagiarism. These issues are important to ensure a fair and valid assessment process.

- **Teacher direct instruction:** Direct instruction refers to a teaching approach in which teachers employ explicit instructional techniques to teach a particular skill or concept to their students. In this method, the teacher takes a central role and guides the learning process by presenting information from the front of the classroom. The instruction is focused on clear and direct communication of key concepts to facilitate student understanding.

“Direct instruction is a teacher-directed teaching method. This means that the teacher stands in front of a classroom, and presents the information. The teachers give explicit, guided instructions to the students”. (Renard, 2023b, para. 3).

Direct instruction is widely recognized as one of the most effective teaching strategies. Despite occasional misunderstandings, research indicates that students who are taught using the direct instruction method tend to achieve better results in areas such as reading, mathematics, and spelling compared to those who have not been exposed to this approach. The structured and explicit nature of direct instruction helps students develop a solid foundation of knowledge and skills, leading to improved academic performance.

The same author, Renard (2023b), proposes the 6 functions (or steps) of direct instruction, these are:

➤ **The 6 functions (or steps) of direct instruction**

Direct instruction doesn't stop at the teacher explaining a concept. There are 6 steps that are very important in the process, take a look:

1. Introduction / review

First, you set the stage for learning. This is the opening of the lesson, and it's intended to engage students, get their attention, and activate their prior knowledge.

Build upon a previous lesson, or get an understanding of their background knowledge of the subject you are about to teach them. To show your students what exactly they have to learn and what is expected from them, you can give them lesson objectives.

2. Present the new material

Use clear and guided instructions, so students can begin absorbing the new material. The lesson content should be carefully organized step-by-step, with the steps building on each other.

In the direct instruction method, you can present new material through a lecture or through a demonstration.

➤ **Lecture method**

There are a few essential steps for a lecture to be successful:

1. State the main points of the lecture.
2. Introduce a main organizing idea or theme.
3. Use examples to illustrate each idea.
4. Use repetition to reinforce the main points.
5. Summarize and refer back to the main organizing idea.

But how you go about these steps? This is where the fun comes in, and where every teacher gets to use their creativity. This is where you get to engage your students. So, if you think a lecture is boring, you got it all wrong.

➤ **Demonstration**

Here, the teacher demonstrates the skill or principle in small steps. Visual demonstrations will engage more students than a pure auditory lecture. This method is often used in science classes.

3. Guided practice

Here, the teacher and students practice the concept together. The student attempts the skill with the assistance of the teacher and other students.

The guided practice is conducted by the teacher. The purpose of this step is to guide initial practice, correct mistakes, reteach (if necessary) and provide sufficient practice so that students can work independently.

It's very important to ask good questions to verify your students' understanding.

4. Feedback and correctives

If students don't understand the lesson material, the teacher has to correct them and give feedback. This is also very important in the guided practice, as students have to understand everything in that phase.

There are 4 types of student responses to questions and actions a teacher should take depending on the answer.

Student answer	Teacher action
Correct, quick, and firm	Ask a new question to keep up the pace of the lesson.
Correct, but hesitant	Provide encouragement.
Incorrect, but careless	Simply correct and move on.
Incorrect and lacking knowledge	Provide hints, ask a simpler question, or reteach.

5. Independent practice

After guided practice and receiving the right feedback, students are ready to apply the new learning material on their own. Independent practice gives the students the repetitions they need to integrate the new information or skills with previous knowledge or skills. Independent practice also helps students to become automatic in their use of the skills.

During this phase, students usually go through two stages: unitization and automaticity. During unitization, the students are putting the skills they've learned together and use them in new situations. As they keep on practicing, students reach the "automatic" stage where they are successful and rapid, and no longer have to "think through" each step.

6. Evaluation/ review

Check whether your students know everything before moving on to a new concept that builds upon what they've just learned. Collect student data you can review and decide whether or not the lesson needs to be retaught. (para. 9-28)

It is important to recognize that traditional strategies have their merits, as they provide structure and a standardized framework for education. They can be particularly useful for conveying foundational knowledge and promoting discipline and academic rigor. While traditional strategies have been commonly used in the past, many modern educational approaches emphasize more student-centered and interactive methods to enhance engagement and critical thinking skills.

IV. Methodology and Materials

This study was focused on Audiovisual Aids to Develop Listening and Speaking Skills in Eight Grade at Genesis School 2023.

4.1. Location of the study

This study was developed at Genesis School of Nueva Guinea city located in zone number 1, in the urban area of the city. This research was made in the first semester of 2023.

4.2. Type of the study

This study is base in a descriptive type because it just tried to identify the visual aids used by the English teacher and that way, describe their importance in the teaching-learning process.

4.3. Approach of the study

This investigation was based on the qualitative approach since once the information of the key informants has been obtained, this was analyzed to demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eighth grade students at Genesis School, at the same time, to suggest strategies using this kind of resources.

4.4. Unit of analysis

In this research, the population was twenty students, ten man and fifteen women from eight grade of students at Genesis School plus the English teacher.

UNIT OF ANALISYS				
Participants	Grade	F	M	Total
Eight grade students	8th A	13	7	20
English teacher		1		
Total				21

4.5. Selection and criteria

4.5.1. Inclusion

The criteria taken into account in this research considered some important elements (mentioned later) which could provide fundamental information that help to support and to finish this study. Ten students and the teacher were chosen. *Students were chosen by placing their names on an electronic roulette wheel that chose them randomly.* They must meet the following criteria:

- ✓ Being English teacher.
- ✓ Students' availability to be part of this research.
- ✓ Willingness to provide information.

4.5.2. Exclusion

In the development of this study were excluded those who:

- ✓ Do not want to participate in the focus group
- ✓ Are not willing to give information
- ✓ All those who have not been chosen.

4.6 Information source

This part contains the sources and the all information that enriches this study. It is divided into two parts.

4.6.1 Primary sources

Primary sources were the instruments used to collect information from the participants of this research. They were an interview to the English teacher, a questionnaire to students and an observation guide that was applied in three different period of class.

4.6.2 Secondary sources

Secondary sources were all those bibliographies such as books, magazine articles, digital articles, conference proceedings, among others, that were consulted in order to find information that supports this study

4.7. Techniques and instruments

4.7.1. Interview to teacher

The interview took place with the teacher in order to find out from her own voice if she knows what audiovisual media are, how she integrates them into her lesson plans, the strategies she develops through these media, how the use of these media benefits the students' learning, particularly if they help to improve Speaking and Listening skills of the English language, among other relevant aspects.

4.7.2 Observation guide

This instrument was applied three times. Through its application, it was expected to know from the field some important aspects for this study, such as the use of audiovisual aids used by the teacher, the way she integrates them into her classes, if the strategies used in their integration are effective, and how the use of these tools helps students to improve their English language Speaking and Listening skills.

4.7.3. Focal group

The focus group technique was used because this allowed interaction with the students that represent the selected sample of the unit of analysis, which is made up of 10 eighth graders students. In the development of this technique, a questionnaire was used and the answers provided by those involved were recorded.

4.8. Data analysis and processing

The information found by the application of the instruments was processed and presented in this chapter of the investigation. This was analyzed using the information triangulation technique, and processed with Microsoft Word. Finally, the findings were presented in Microsoft PowerPoint, for their subsequent defense.

4.9. Descriptor's matrix

Specific objectives	Descriptor	Dimension of the descriptor	Techniques and instruments
Demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eight grade students at Genesis School.	Relevance Listening and Speaking skills	Having a significant and demonstrable bearing on the matter at hand. English language macro skills that allow to communicate with one another.	Teacher's interview Focus group Observation guide
Identify the visual aids used by the teacher in eighth grade.	Audiovisual aids Integration of visual aids into classroom	Valuable tools that educators use to enhance their academic lessons. The integration of technology in education involves utilizing technological tools to enrich the learning process for students.	Teacher's interview Focus group Observation guide
Compare traditional strategies versus audiovisual strategies	Traditional strategies Audiovisual strategies	Employing technology during whole-class instruction can enhance student engagement, particularly benefiting auditory and visual learners. Traditional strategies in education refer to conventional methods and approaches that have been widely used in traditional classroom settings.	Teacher's interview Focus group Observation guide

4.10. Ethical aspects

For the development of this research, the following ethical aspects were considered:

- ✓ Obtaining Prior Free and Informed Consent from the school administration.
- ✓ Use the results for academic purposes only.
- ✓ Respect the intellectual property of the authors from whom information is taken.
- ✓ Maintain the anonymity of the students participating in the study because they are minors.
- ✓ Respect the opinion of informants, including the teacher.

4.11. Delimitation and Limitation of the Study

This research was developed during the first semester of 2023 with students of eighth grade from Genesis School in the regular evening shift.

4.11.1. Limitation

This study did not have biggest limitation that affected its development more than some students did not want to participate in the focus group, even though they were chosen. Besides, in the appendixes did not appear pictures of students and there was not permission from parents.

V. Analysis and results

Once the data gathering tools were utilized, the subsequent processing took place to analyze them, this is because the generated information serves as an indicator of the findings obtained through this research, as it reflects the perspectives of both the English teacher and the eighth-grade students involved in this study regarding the utilization of audiovisual media for English language learning.

For better management of the information obtained, it was classified into three groups, **ICT integration: Student engagement and Interaction; Pedagogical use and Assessment; Traditional strategies vs audiovisual aids strategies and Audiovisual aids, educational platforms and applications suggested to use in classroom as teaching strategies.**

5.1. ICT integration: Student engagement and Interaction

The integration of ICT in education refers to the utilization of Information and Communication Technology by classroom teachers to introduce, reinforce, extend, enrich, assess, and remediate student mastery of curricular targets. In other words, teachers incorporate ICT tools and resources as part of their teaching methodology to support various aspects of the learning process, including introducing new concepts, reinforcing understanding, extending learning opportunities, enriching the curriculum, evaluating student progress, and providing additional support for students who may require remediation.

In that sense, the teacher was asked if she knew what audiovisual aids and ICT tools are, she correctly replied that they are tools such as Computers, Projectors, Television, Telephones, Social networks, Applications, or Platforms that can be used to facilitate students' learning by incorporating them as didactic tools, and many are free, she pointed out. Also, the same question was made to students, in this case, all of them said that they did not know what these tools are, so, it was necessary to provided them a brief explanation and the question was repeated.

This time, the students gave their opinion again and expressed that these tools (audiovisual aids and ICT tools) are Telephones, Computers, Tablets, the Internet,

YouTube channels, Social Networks and Applications such as Duolingo. This can be interpreted as for them these means are not unknown and they are even familiar with these tools, which would allow an easy integration to the learning of the English language since there would not be much resistance from them.

When the group of students that make up the unit of analysis of this study was visited for the first observation, was possible to verify that during that class the teacher did not use any audiovisual aid or ICT for the development, reinforcement or evaluation of her class, partly because the classroom is not equipped with these tools. It is necessary to mention that this first visit took place on a day when class time is 45 minutes, so the teacher dedicated this time to reviewing the assigned tasks and to provide some feedback on the topic under development.

The students and teacher were consulted about the means that the school has and they can make use of them as didactic tools for the development and practice of English classes, and they (students and teacher) agreed that the school has a projector, computers, and internet access, but despite their availability, they do not use them since in the case of computers, during the days and hours in which the English language is taught, which are Monday and Tuesday, there are other groups receiving computing classes, and that is why they do not use them in English class.

Indeed, this was verified visually at the time of developing the second observation of the class. Certainly, despite having some resources, as they are few and destined for other subjects, such as computing, the teacher of the English subject cannot make use of these resources.

The teacher was asked if she had any of these resources that were her own, and she replied that in addition to the phone, she has a computer, which she uses to find activities that are more attractive to students and thus get everyone involved in the development of activities. Likewise, students were asked about the resources they have, and among their answers are telephones, computers, tablets, and the Internet.

During the development of this first observation, it was verified that the 20 students in the classroom have a smartphone, some more advanced than others, but finally, they have one, likewise, the teacher has a smartphone. This represents an opportunity to take advantage of the smartphone as a learning tool and give it a use that allows reinforces the listening and speaking skills of the students, in any case, it was found that they are always using their phones even during classes, despite that the management of the center forbids the use of phones during classes.

Currently, there exists a notable disagreement between teachers and students regarding the usage of mobile phones within the classroom. Nevertheless, considering the era of technology in which we live, there is an opportunity to turn this situation into a positive one for students' education. By comprehending how to integrate phones into educational settings and harness their potential, we can effectively employ them as valuable tools in students' academic and personal development. Presented below are some advantages of utilizing mobile phones in the classroom.

The author Jovana (2023), previously cited, describes some benefits of the use of cellphones, those that have scope beyond the academic environment such as responsible and digital citizenship, which integrating phones into the educational environment serves to teach digital boundaries to students; Accelerated learning because using social virtual tools can have the same effect and help students stay engaged in classroom environment; Activities that turn the classwork activities more amazing and keep them active all the time; Intuitive learning since students are comfortable using technology today, actually, they have grown up using it, among others.

5.2. Pedagogical use and Assessment

Audiovisual aids serve as intermediaries in resolving or reconciling a situation. In the realm of education, media refers to the resources utilized by teachers to deliver, support, and enhance students' understanding of the content presented during the teaching-learning process in the classroom.

Chamorro (2012) explains that:

The use of Information and Communication Technology in pedagogical practices is an essential resource for developing new skills in students and bringing them closer to the dynamics of the contemporary world. Hence, the Educational Revolution proposes to improve learning by promoting the use of electronic media, television, radio, cinema, video and print in the classroom. (p. 28)

Regarding the pedagogical use of audiovisual aids and ICTs, the teacher was asked how and how often she incorporates these resources in the development of the classes, answering that the frequency with which she uses them depends on the objectives of the course if these are intended to improve some of the listening and speaking skills. She also stated that the moment in which she uses them the most is when she is going to introduce a new subject in which students are required to intervene orally, giving as an example the subject of daily activities, in which students must describe their routines using the simple present tense. Furthermore, she uses a head projector to play audio with vocabulary that students have to use, putting into practice the listening skill.

During the focus groups, students were asked about the kinds of audiovisual aids or ICTs uses by the teacher, and most of them reaffirm what teacher said, and just of them said that they did not remember that.

In the second moment of applying the observation guide, which was in the long period, it was possible to verify that indeed the teacher occasionally makes use of audiovisual resources such as a projector and speakers with the intention that the students hear how the words are pronounced by an English native speaker. Then, she did a repetition exercise, which is more of a traditional technique, but very successful in foreign language learning.

As for whether the teacher uses more audiovisual or traditional strategies, she was asked to mention the strategies for the development of her classes, and she said that regarding audiovisual strategies, she occasionally incorporates the reproduction of videos, or audio, for the translation of paragraphs or sentences allowing students to use an online translator, particularly Google. She added that on a couple of occasions, she has designed an activity with Kahoot and that it was part of the evaluation of content, an activity that was developed in the classroom in order to assist students if necessary.

Students were asked to mention if the teacher uses any audiovisual media or ICT to develop or evaluate a class, and most mentioned that sometimes, a little, but yes. One of the students said ***"I remember once we did an activity of listening to an audio and choosing the meaning. It was an application, and the teacher sent a code to the WhatsApp group, and it was worth 10 points."*** Another of the students mentioned the name of the app and said it was Kahoot.

For his part, another of the participants in the focus group said, ***"What I remember the most are some videos about sports that she showed us, and also about the things we do every day."***

The other participants agreed that what the teacher mainly does is writing some vocabulary on the whiteboard, she pronounces it and they repeat it after her. They also mentioned that the teacher sometimes goes around something like cards with figures and asks them to describe them, and if they do it well, they get points.

They were also asked about the type of audiovisual media they own and if they have access to the internet to access any application or educational platform or if they used one. All of them claimed to have smartphones, some have tablets and computers, and of the 10 participants in the focus group, only 2 of them do not have internet at home, but they do have mobile internet.

Some mentioned that they use these resources to complete tasks, search for information, and 3 of them say that they use the Duolingo application to practice English. Another student said that what she does is writing a paragraph or idea in

Google translate, and then plays the audio and sometimes repeats it to prepare for some tasks that the teacher has left, especially if she has to read or speak in English.

Incorporating audio-visual aids enables teachers to bring about notable transformations in the classroom atmosphere and teaching methodologies. By integrating audio-visual aids, teachers can effectively communicate information through both verbal and visual means, resulting in enhanced student engagement during lectures, however, it was found that the teacher uses more traditional strategies, which makes the students sometimes feel that the English class is boring.

5.3. Traditional strategies vs audiovisual aids strategies

While both traditional and audiovisual teaching strategies have their advantages, audiovisual strategies generally excel in terms of engagement, comprehension, and catering to diverse learning styles. However, the choice between these approaches depends on various factors, including the available resources, classroom setting, subject matter, and the individual needs and preferences of students. An effective teaching approach often combines elements of both traditional and audiovisual strategies to create a well-rounded and impactful learning experience.

The following comparison about traditional versus audiovisual strategies is based on the interpretation of what has been outlined in the theoretical framework, specifically in sections 3.2.1, 3.3., 3.4., 3.5., 3.6., 3.6.1., 3.6.2. and 3.7., therefore, citations will be omitted in this part, so let's take a look:

	Strategy	Traditional	Audiovisual
1	Engagement:	Traditional: Traditional strategies may have limitations in engaging students as they often involve passive listening and note-taking, which can lead to reduced attention and interest.	Audiovisual: Audiovisual strategies are generally more engaging as they leverage multimedia elements like videos, animations, and interactive content, capturing students' attention and making the learning experience more dynamic.

2	Retention and Understanding:	Traditional: Retention may vary as students rely primarily on verbal explanations and written notes. Some students may struggle to grasp complex concepts without visual aids.	Audiovisual: Audiovisual strategies enhance understanding and retention by providing visual and auditory cues, making it easier for students to comprehend abstract ideas and complex topics.
3	Accessibility:	Traditional: Traditional strategies are usually more accessible, requiring minimal technological resources. They can be implemented in classrooms with limited technology infrastructure.	Audiovisual: Audiovisual strategies might require access to technology, which can be a limitation in some settings, especially in schools with limited resources.
4	Learning Styles:	Traditional: Traditional strategies may cater better to auditory learners but may not be as effective for visual and kinesthetic learners.	Audiovisual: Audiovisual strategies address a broader range of learning styles, accommodating both auditory and visual learners. Interactive elements can also benefit kinesthetic learners.
5	Teacher-Student Interaction:	Traditional: Traditional strategies often allow for more direct teacher-student interaction during lectures and classroom discussions.	Audiovisual: Audiovisual strategies may reduce face-to-face interaction during content delivery, but teachers can still engage with students during activities and discussions.
6	Concept Clarity:	Traditional: Traditional methods might rely on abstract verbal explanations, making it challenging for some students to grasp certain concepts fully.	Audiovisual: Audiovisual strategies can provide concrete examples and real-life applications, leading to clearer conceptual understanding.
7	Flexibility and Adaptability:	Traditional: Traditional strategies can be rigid, as they often follow a linear approach to content delivery.	Audiovisual: Audiovisual strategies offer more flexibility, enabling teachers to customize content and adapt to different learning needs and paces.
8	Interest and Motivation:	Traditional: Interest and motivation may vary, as traditional strategies might not always capture students' imagination and curiosity.	Audiovisual: Audiovisual strategies can spark interest and motivation, especially when using visually stimulating and interactive content.
9	Innovation and Creativity:	Traditional: Traditional methods might limit opportunities for teachers to employ innovative teaching techniques.	Audiovisual: Audiovisual strategies encourage creativity in designing multimedia materials and

			exploring innovative teaching methods.
10	Assessment and Feedback:	Traditional: Traditional assessments may focus more on written exams and paper-based assignments.	Audiovisual: Audiovisual strategies can incorporate interactive assessments and immediate feedback through online platforms and multimedia quizzes.

Own creation.

In conclusion, both traditional and audiovisual strategies have their merits. A balanced approach that combines elements of both can create a more effective and engaging learning experience for students. It's essential for educators to be flexible and adapt their teaching methods based on the specific needs of their students and the learning objectives of the curriculum.

5.4. Audiovisual aids, educational platforms and applications suggested to use in classroom as teaching strategies

The need for diverse techniques in teaching English as a Foreign Language (EFL) drives teachers to employ technological tools that help in facilitating learning and satisfy to the needs of their learners. Audiovisual materials hold great significance for academic purposes and play a crucial role in education. Additionally, the utilization of audiovisual aids in teaching and learning can incentive students' interest in acquiring new concepts.

Authors like Padhi, besides of explains that these resources have an extensive meaning for teachers and learners in the teaching-learning process, he added other benefits such as the use of maximum senses, provide assistance to teachers, encourage students' attention, save time, money and energy, meet the individual differences requirements, help to solve problems of indiscipline, help to develop scientific attitude, provide good motivation and clarify subject matters of students, therefore, the use of some platforms, applications and audiovisual media is proposed below.

➤ **Audiovisual aids:**

- **PowerPoint presentations:** This can be used to introduce a new topic and gain students' attention by using graphics, images, links to video related to the topic and attaching audio to practice vocabulary.
- **Internet homework assignments:** Posting homework assignments online (via learning platforms like Google Classroom and Moodle) this way teacher begin to integrate technology in the classroom. The accessibility of assignments makes it easier for students, they can efficiently manage and keep track of their tasks.
- **Integrating cellphones in class:** By acquiring an understanding of how to integrate mobile phones into educational settings and harness their potential, teachers can effectively employ them as valuable tools in students' academic and personal lives. Here are some of the benefits of using mobile phones in the classroom:
 - ✓ Access to information
 - ✓ Enhanced collaboration and communication
 - ✓ Personalized learning
 - ✓ Engaging learning experiences
 - ✓ Digital literacy skills
 - ✓ Real-world relevance
 - ✓ Accessibility and flexibility.

➤ **Educational platforms and apps:**

- **Kahoot:** Kahoots are fun and interactive games that help students practice their English and develop their language skills. Kahoots are free and can include music and images to engage students and make learning challenging and enjoyable. Among the activities that can be carried out are:
 - ✓ Multiple choice activities
 - ✓ Activities to order words or phrases
 - ✓ Fill in activity
 - ✓ Questions and answers
 - ✓ Practicing wh-questions

- ✓ Order adjectives, verbs and adverbs
- ✓ Among others that will depend on the creativity of the teacher.
- **Google classroom:** Google Classroom is a platform that integrates teaching and learning in one place. It is a secure and easy-to-use tool that helps educators manage, evaluate, and enrich learning experiences. What can teachers create with it?
 - ✓ Start video conferences to practices listening and speaking
 - ✓ Create and manage classes, assignments and grades online, paperless
 - ✓ Add materials to your tasks, such as YouTube videos, Google Forms surveys, and other Google Drive items
 - ✓ Send direct feedback in real time
 - ✓ Use Class News to post announcements and ask students questions to spark discussion
 - ✓ Invite parents and guardians to sign up to receive email summaries of upcoming or pending work for students in their charge, among others.
- **Flipgrid:** Flip is a no-cost video tool application developed by Microsoft that permits:
 - ✓ Students' interactivity with one another or the teacher
 - ✓ Boosting students' creativity using video recordings, texts, emojis, stickers and others
 - ✓ Deeper learning opportunities eliminating the anxiety and stress by participating in a class discussion
 - ✓ Practicing foreign language learning with students and teachers from different countries
- **Quizalize:** Quizalize functions in a manner similar to other gamified tools such as Kahoot. It is a formative assessment and quiz creation tool, that permits:
 - ✓ Multiple choice quizzes
 - ✓ One word answers
 - ✓ Can be connected to Google Classroom activities

- ✓ The teacher can see the progress in real time
- ✓ Allows the teacher to intervene if a student needs help

ICT tools play a vital role in facilitating personalized and differentiated learning. They empower teachers to address the unique needs and learning styles of individual students. These tools enable customized instruction, offering adaptive learning platforms that adapt to students' progress and providing targeted interventions to support struggling learners. This flexibility promotes differentiated instruction, ensuring that each student can learn at their own pace and receive the necessary support for their learning journey.

VI. Conclusions

This study has inquired about the use of Audiovisual Aids to Develop Listening and Speaking Skills in Eighth Grade at Genesis School and their relevance to help students to improve these two English macro skills. Among the relevance benefits found after the applications of the instruments and the bibliographical review, was found that audiovisual aids favor the students' engagement capturing their attention and maintain their interest; Help to develop learning styles developing visual, auditory, and kinesthetic learners; Support comprehension, accessibility, promote teacher-student interaction, creativity and innovation.

The Genesis School has some means such as projector, computers and access to internet that teacher can use like a didactic tool to develop her classes, however, they do not use computers because computing classes coincide with English class.

The teacher mentioned that the time when she uses these means the most is when she is about to introduce a fresh topic that necessitates student participation through verbal interaction. An illustration of this would be the topic of daily activities, where students are expected to describe their routines using the present simple tense. Moreover, she utilizes a projector to play audio recordings containing vocabulary that students need to incorporate, thereby enhancing their listening abilities.

Finally, teachers must adapt their strategies and methodologies using applications and platforms such as Kahoot, Google Classroom, Flipgrid, Quizalize among others that teachers deem appropriate.

VII. Recommendations

The recommendations that will be made below are based on the results obtained during the development of this study, and are made with the sole intention of helping that the teaching-learning process of the eighth grade students of the Genesis school to be more meaningful. Therefore:

For the English teacher:

- ✓ Set clear learning objectives: Determine the specific educational goals you want to achieve and then, decide what audiovisual aid you should incorporate.
- ✓ Start small: Begin by introducing one or two ICT tools that align with your teaching goals and are easy to implement. Gradually expand your use of technology as you and your students become more comfortable and proficient.
- ✓ Provide training and support: Offer training sessions or workshops to familiarize yourself and your students with the selected ICT tools.
- ✓ Conduct a technology audit: Assess the available technology resources in your classroom or school. Propose a role for the use of the computer lab and thus be able to have access to it.
- ✓ Promote digital literacy: Help students develop the necessary skills to navigate and effectively utilize ICT tools. Teach them how to find reliable online information.
- ✓ Encourage collaboration and creativity: Incorporate ICT tools that facilitate collaboration among students. Platforms such Google Classroom, Kahoot, Flipgrid, Quizalize and others you considered relevant as online discussion forums.
- ✓ Evaluate and reflect: Regularly assess the effectiveness of the ICT tools you are using. Gather feedback from students and reflect on how technology is impacting their learning experience. Adjust your approach as needed to optimize the integration process.

- ✓ Stay up to date: Keep abreast of new technologies and educational trends. Attend conferences, join professional networks, and explore online resources to stay informed about the latest ICT tools and their applications in education.
- ✓ Remember, integrating ICT tools should enhance and complement your teaching strategies, not replace them entirely.

For the students:

- ✓ Identify learning goals: Determine your specific learning goals and how ICT tools can help you achieve them.
- ✓ Explore available resources: Familiarize yourself with the ICT tools available to you. Research and experiment with various platforms, software, and applications that can support your learning. Take advantage of online tutorials and user guides to gain proficiency.
- ✓ Seek guidance and support: If you're unsure about using a specific ICT tool, reach out to your teacher or peers for guidance. They may provide valuable insights, tips, or resources to help you effectively incorporate the tool into your learning process.
- ✓ Practice digital literacy: Develop essential digital literacy skills to navigate and evaluate online information critically. Learn how to verify sources, distinguish between reliable and unreliable information, and practice responsible digital citizenship.
- ✓ Collaborate and share: Utilize ICT tools that enable collaboration and knowledge sharing.
- ✓ Experiment and be creative: Don't be afraid to experiment with ICT tools creatively. Explore multimedia creation tools, presentation software, or virtual reality platforms to present your ideas in engaging and innovative ways.
- ✓ Reflect on your experience: Regularly reflect on how the ICT tools are enhancing your learning experience. Evaluate their effectiveness in achieving your learning goals and make adjustments as needed.

For the Principal:

- ✓ Make a role between the computer and English teachers so that both can use the computers.
- ✓ Seek training opportunities in the use of educational platforms and educational applications that promote student learning.
- ✓ Authorize the teacher to allow students to use the phones as long as it is for academic purposes.

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IX. Appendixes

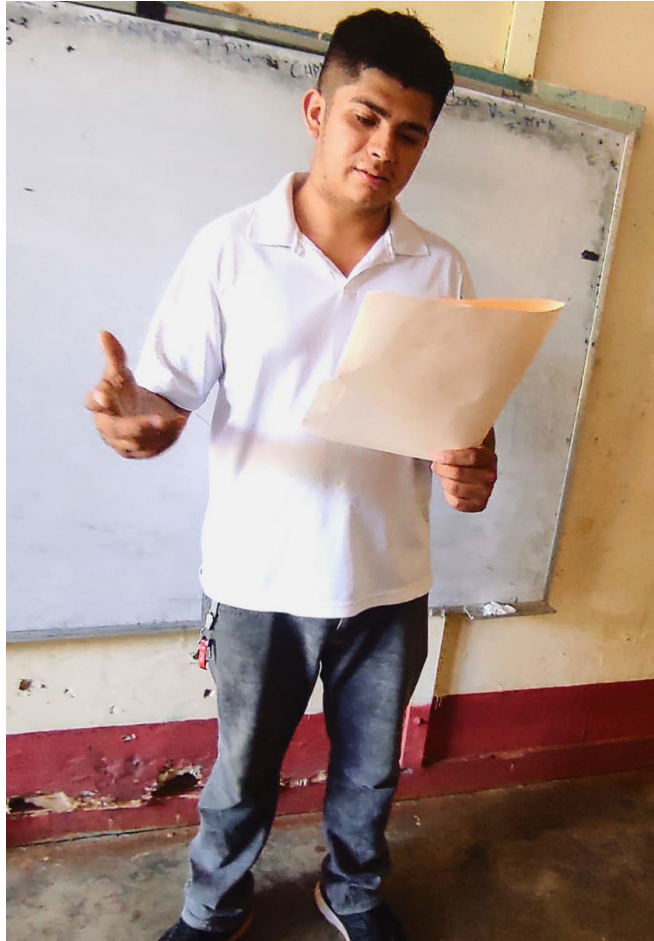
Photographs



Interview to teacher applied by Albin Artola Pérez,
picture by: Ronald Javier Cubas.



Interview to teacher applied by Albin Artola Pérez,
picture by: Ronald Javier Cubas.



Explanation of audiovisual aids to eight grade students by Ronald Javier Cubas, picture by: Albin Artola.



Observation guide

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE
NICARAGUAN CARIBBEAN COAST
URACCAN**

Science of Education with mention in English

Audiovisual Aids to Develop Listening and Speaking Skills in Eight Grade at
Genesis School 2023

Subject		Teacher	
Degree		Observer	
Date		Hour	
Contents:			
School			
Attendance: F: M: T:			

Overall ICT Integration	Y	N	S	Notes:
Are ICT resources present in the classroom, such as computers, tablets, interactive whiteboards, or projectors?				
How frequently are ICT tools used during instruction?				
Do students have access to ICT resources for their learning activities?				
Specific ICT Tools and Resources:				
What specific software or applications are being used for educational purposes?				
Are there any educational websites or online platforms utilized?				
Are there any specific subject-specific software or tools being employed?				
Student Engagement and Interaction				
How are students actively engaged with ICT tools during lessons?				
Do students collaborate with their peers using ICT tools?				
Are students given opportunities to express their				

creativity or problem-solving skills through ICT activities?				
Teacher Facilitation				
How does the teacher facilitate the use of ICT tools in the classroom?				
Does the teacher provide clear instructions and guidance on using ICT tools effectively?				
How does the teacher address technical issues or challenges that arise during ICT activities?				
Assessment and Feedback				
How are students' ICT skills assessed and monitored?				
Do teachers provide feedback on students' use of ICT tools and their integration with learning tasks?				
Are there any specific assessment criteria or rubrics used for evaluating ICT-based work?				
What professional development opportunities are available for teachers to enhance their ICT integration skills?				
Is there technical support or training provided for teachers and students to effectively use ICT tools?				

III. Notes.

Firma del Docente Titular

Sello y firma de la Dirección

Firma del estudiante

Students' interview



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN

QUESTIONNAIRE FOR STUDENTS

Dear students, we are developing an investigation titled Audiovisual Aids to Develop Listening and Speaking Skills in Eight Grade at Genesis School 2023 with the main purpose to demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eight grade students. So, we appreciate the information you can provide us.

1. Do you know what are audiovisual aids and ICT tools?
2. Do you know if the school has these aids to use them in teaching?
3. How frequently does your teacher use these aids or ICT tools to develop the English class?
4. Has the school given you any training in using these media?
5. What kind of audiovisual aids do you have and how do you incorporate them into your learning?
6. Do you know or use any specific application to practice your English classes?
7. What is the biggest challenge you have faced using any application to learn or practice English?
8. Does the teacher use these aids or ICT tools to make any activity?
9. The teacher assesses activities using audiovisual aids or any ICT tools? How does she do?

Teacher's interview



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN

INTERVIEW TO TEACHER

Dear teacher, we are developing an investigation titled Audiovisual Aids to Develop Listening and Speaking Skills in Eight Grade at Genesis School 2023 with the main purpose to demonstrate the relevance of the use of audiovisual aids to develop Listening and Speaking skills in eight grade students. So, we appreciate the information you can provide us.

1. Do you know what are audiovisual aids and ICT tools?
2. Does the school provide any audiovisual aids or ICT tools to teach? Please describe them.
3. Do you have any personal audiovisual aid to use for teaching?
4. Has the school given you any training in the use of these resources? Please describe it.
5. How frequently do you incorporate AVAs and or ICT tools to develop your classes?
6. How do you incorporate the use of audiovisual aids and ICT tools in your class plan?
7. May you mention some strategies you use to incorporate AVAs or ICT tools in your classes?
8. What are the advantages/disadvantages of AVAs and ICT tools in teaching English?
9. May you describe the biggest challenge you've ever had using any of those tools?
10. How do you use these aids to assess your lessons?

Consentimiento Previo, Libre e Informado

Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense



CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Colegio Bautista Génesis ubicado en la ciudad de Nueva Guinea, por medio del presente Aval otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación **Audiovisual Aids to Develop Listening and Speaking Skills in Eighth Grade at Genesis School 2023**, con el objetivo principal de demostrar la relevancia del uso de medios audiovisuales para desarrollar las habilidades de Habla y Escucha del inglés en estudiantes de octavo grado, el cual se desarrollará entre los meses de junio y julio 2023 los días lunes y martes, días en los que la asignatura de inglés es desarrollada con el grado mencionado.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación previa validación y única y exclusivamente para fines académicos.

Nombre y apellido del representante: Damiris Abundón Ríos Castellano

Cargo: Directora

Firma: [Firma manuscrita]

Lugar: Nueva Guinea

Fecha: 02/08/23





UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE NICARAGÜENSE

URACCAN

AVAL DEL TUTOR

El tutor/a: **Freddy Javier Chamorro Sady**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
 - b. Informe Final
 - c. Artículo Técnico
 - d. Otra forma de culminación (especifique):
-

A la investigación titulada:

**Audiovisual Aids to Develop Listening and Speaking Skills in Eight
Grade at Genesis School 2023.**

To Obtain the Bachelor's Degree in English Teaching

Desarrollada por los estudiantes:

Br. Artola Pérez Albin José

Br. Cubas Ronald Javier

De la Carrera de: **Licenciatura en Ciencias de la Educación con
Mención en Inglés**

Nombres y apellidos del Tutor: **Freddy Javier Chamorro Sady**

Firma: Freddy Javier Chamorro Sady

Recinto: **URACCAN, Recinto Nueva Guinea**

Extensión: -----

Fecha: **Nueva Guinea, agosto, 2023**