University of El Salvador

School of Arts and Sciences

Foreign Languages Department

RESEARCH PROJECT:

"The Effect of Using Audiovisuals in Communicative Activities in English Learners to

Activate the Speaking Skill. Case: Saturday English Program for Kids, Year 2016, University

of El Salvador"

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TABLE OF CONTENT

Content

INTRODUCTION

The present undergraduate project has been done to determine the impact of using audio-visuals in communicative activities in the classroom to activate speaking in students of two levels, level I and level III from beginner's English students into the English teaching and learning process in a free course.

There are two main categories of authentic materials, prints and auditory. The print authentic material is the one that the researcher team used in few times, we use magazines, newspapers, greeting cards, calendars, report cards, etc. the team developed some topics to put into practice those strategies in order to they got the class' objectives. Each activity was designed according to the topic. For an instance, many examples gathered from the theory of the audio-visual material were developed in every single class that the team shared with students.

One of the activities developed to carry out this research was when the researchers introduced the topic "Wild Animals". In this case the team used auditory and prints authentic materials because the researchers worked with movies, videos and DVDs, podcasts, taking into consideration an authentic practice. Also, it is important to mention that a "gallery art" about animal was interactive since students had the opportunity to move around the classroom and listen, talk, know and ask interesting information about each animal.

The strategies were adapted with the only purpose of students to learn. Another example of this strategies is when the team played a video in a class the video was related to a birthday party, they learned different ways to ask for a dessert and drinks by watching a video, then having the practice with a real party in the classroom using the vocabulary learned from the video.

The description of this research is detailed in the following chapters described below:

First of all, the chapter one deals with the statement of the problem, the objectives (general and specific), research questions, justification, and delimitation, which are the basis of this project.

The chapter two presents the theoretical framework which provides different pieces of information regarding the effect of using audio-visuals in communicative activities in the

classroom to activate the Speaking Skill of the English Language. Likewise, part of the history, real facts based on the study of the groups, important definitions and experiences of some students and teacher is provided.

Then, Chapter three includes the applied methodology by the researchers to the two groups of level I and III English courses of students from different public schools of the metropolitan area of San Salvador gathered in the University of El Salvador in the first semester. Also, this chapter provides information about the purpose of the study, type of research, sampling technique, data collection techniques, type of instruments and content analysis.

The chapter four contains the data analysis and interpretation. The results of the survey given to students from English course level I and III; these results are shown to give an idea about the level and quality of knowledge students have towards the speaking skill field. Furthermore, some conclusions and recommendations are provided to the readers which are interested with the topic in order to improve the speaking skill in students through the use of audio-visual material during the teaching-learning process.

In addition, bibliographic references are presented, containing the different authors, psychologists, learner's parents, theoreticians and writers consulted by the researchers to support this graduation project.

Finally, this paper includes the appendices as an example of the different instruments applied during this academic teaching process, all the documents which were necessary to carry out this research project and a glossary for a better guide and easy comprehension of the project.

I.   STATEMENT OF THE PROBLEM

The Speaking skill is one of the most common problems that affect hundreds of students that are learning English in public schools, in fact; that in most of public schools in El Salvador English is taught in a very traditional way.

The traditional way to teach English in schools is based on the grammar structure of the sentences that are focused on the writing and reading skills; this is not enough to the learning process of English as a second Language since the other two macro-skills which are listening and speaking are important as well. The most of the time when learning a language speaking is not emphasized as it should be; for this reason, students are afraid to make mistakes in their oral presentations, or the simple fact to provide an opinion in front of the whole class, they have many difficulties when trying to speak in English. This problem is presented in all ages, and it is because they do not feel confident about themselves speaking in another language. If this problem was taken into account from the beginning of their learning process, when they were in an advanced level, they were more confident when speaking and they were more participative in the classroom.

This traditional way to teach does not allow students to participate since they are only making sentences with the vocabulary that they learn during the class, following the teacher's instructions who only use as teaching materials: a book, a marker, the board, and sometimes a CD player with some audios of the book with the pronunciation of the sentences or vocabulary. For a language learning process, it is also necessary to use some extra materials besides the text books; this material can be created or authentic. Created material are the ones designed for the classroom and authentic material are print, video and audio materials such as magazine articles, movies and podcasts. It is important to use all kind of material, but always taking into consideration the level and age of students.

As most of the children are visual learners, it is needed to use audiovisual material more than other material, since of this way they have a better understanding of the topic and they

retain more information for a longer time of the vocabulary and grammar structures taught in the classroom. But is not enough only using audiovisual material for them to memorize the vocabulary, it is necessary to implement some interactive activities in the classroom using this material for them to get motivated to participate orally during the class.

The audiovisual method "Audiovisual documentation of oral consent (video and audiotape recording and photography) is used as a new method of informed consent designed for illiterate populations". The Lancet, Volume 359, Issue 9315, Pages 1406 - 1407, 20 April 2002. applied in the classroom includes the use of technology as the computer, canon projector, tape, speakers, CD´s, DVD´s, audios, music, songs, bulletin boards, posters, wall words, charts, flash cards, TV, a Big Book with pictures from the text book, a variety of colorful pictures on the board, creativity in designing the topics with real materials, etc.

For this reason, it is important to say that using audiovisual aids in the classroom is really helpful to improve the speaking skill in their oral activities not only in the classroom but also, in the real life. If students are exposed to audiovisual material since the beginning, they are more in touch with the real language and situation, they get more confidence when speaking and they improve their listening skill as well. The effectiveness of the methods and techniques that teachers apply in their English courses have to be focused on the level of students and the age.

The use of the audiovisual material (FREYRE (1070), said, "Audio-visual method: most audio-lingual courses consisted of short dialogues and sets of recorded drills. The method was based on a behaviorist approach, which held that language is acquired by habit formation. Based on assumption that a foreign language is basically a mechanical process and it is more effective if spoken form precedes written form. The stress was on oral proficiency and carefully- structured drill sequences "mimicry/memorization" and the idea that quality and permanence of learning are in direct proportion to amount of practice carried out.) mentioned before in the English lessons is really interesting because students prefer watching demonstrations, have intense concentration and ability to visually imagine information; a way to get their attention is presenting a variety of visual tools, students like

to find things to see, look around and study their environment, facial expression is a good indication of emotions.

In this case, it is necessary to take into account that children are very active and they need to be interested in the class, and for catching their attention, the teacher has to design activities for them not to get distracted from the topic; and using a video or a song is a good way to get their interest in the class.

Since the majority of the educational institutions do not have access to technology, classes are always the same, without any change in the way to expose students to the ESL. Audio-visual methods in teaching can improve classroom instruction and student's learning.

Today, technology offers many possibilities for the teachers that want to capitalize on the appetite of a new generation of multimedia presentations. Lesson plans on the use of the media must be consistent with the objectives of the program and not to go wrong taking into account the tools of the audiovisual method.

In fact, students and teachers must work together as a team because if students want to improve their speaking skills, they have to self-study, only in this way they will have good results in their future opportunities to speak.

A. OBJECTIVES

GENERAL OBJECTIVE

To determine the effects of using audiovisuals, in communicative activities in English learners to activate the speaking skill: Case Saturday English program for Kids, year 2016, University of El Salvador" by using audiovisual material and technology in the classroom.

SPECIFIC OBJECTIVES

- ✓ To activate the English learners' speaking skill enrolled in the Saturday English program for Kids, levels I and III by exposing them to a variety of audiovisuals and technology in communicative activities in the classroom.

- ✓ To measure how the use of audiovisuals in communicative activities correlates with speaking skill by means of using Pearson correlation.

- ✓ To identify what types of audiovisuals better help students to improve their speaking skill by exposing them to different kinds of oral activities.

B. RESEARCH QUESTIONS

1. GENERAL QUESTION

What are the effects of using audiovisuals in communicative activities in kids to activate the speaking skill in an English program for kids in the University of El Salvador?

2. RELATED QUESTIONS

1. Do speaking skill difficulties in students of an English program levels I and III depend on the quality of the teaching techniques and technological tools, which teachers apply in the classroom?

2. How does the use of Audio visual material and technology in the classroom correlate with speaking skills in the oral activities?

3. What are the methods and techniques that better help students to improve their speaking skill when being exposed to different oral situations?

C. JUSTIFICATION

The purpose of this research study is to examine the effects of using audio visual material in children's speaking skill in the classroom, to respond to the lessons taught through the exposure of videos, songs, charts, technology, charts, and many audio visual aids; to find out whether the use of the audiovisual material is helpful or not in the groups that were studied.

The program were this research project was carried out is called "Saturday English Program for Kids from the metropolitan area of San Salvador" developed in the University of El Salvador. This program is a space created by the coordinator of SUPS of the Foreign Language Department where students from the University of El Salvador can perform their social service or their teaching practice by helping children that are selected from their schools to improve their English level according to their grades in the English subject. The team selected this population by convenience since it had the choice of working with kids and it was accessible for all the members of the team.

When teaching English to children, it is important to take into account that most of children are visual, and that they retain more information by watching the objects and learning the vocabulary from a real context. For this reason it is important to use audiovisual material in the activities used to teach to children and develop interactive activities so that they can use the vocabulary learned in class.

Using audio-visual materials in the classroom is one of the most suitable ways to teach English to children, educators have recognized the power of audio-visual materials to capture the attention of learners; specially kids, because when students see the material increase their motivation and enhance their learning experience.

Not many public educational institutions try to improve the speaking skill through the use of the audio-visual methods in teaching and learning English when it is important to do it since the proper use of the audio-visual material into education is so useful, based on the fact that it helps children and teens to have a better understanding.

Both the content of audio visuals and the technology have developed considerably since these students were exposed in the first class, increasing the availability and the value of Audio Visual materials in classrooms.

Furthermore, technology is an important part of the human activities and it has a potential role to play in the field of education, especially in the teaching area. The need of changing the traditional way to teach English brings the opportunity to use audiovisual aids in teaching.

In fact, this research is based on carrying out some communicative activities to develop speaking skill in beginner learners by selecting the most successful ones according to the observations. Each activity was designed according to the level and the age of students and incorporated of the topic of the lesson plans using different materials to develop each topic.

Since there are two groups of selected students from the metropolitan area of San Salvador from public schools which are the main benefited. It is for that reason the research team decided to describe the results gathered from the implementation of the audiovisual method in the teaching-learning process in students from level I and level III from an English course for kids gathered in the University of El Salvador.

The importance of this research is based on the following facts:

1. Pretends to improve teaching techniques by applying the audiovisual materials in class.

2. Pretends to improve student´s speaking skill.

3. Pretends to develop self confidence in students and of this way a spontaneous and natural way to speak.

4. Pretends to enhance the classroom environment.

5. Pretends to encourage students to continue learning English in order they can have better job opportunities.

D. DELIMITATION

This research project was divided according to the following delimitations:

- **Time:** The investigation was developed from March to September 2016.

- **Place:** The project took place at the Foreign Language Department of University of El Salvador, on the Main Campus. At the Foreign Languages and Philosophy building.

- **Scope:** It was to analyze the effects in speaking activities that audiovisual has in students form an English Saturday course for kids.

- **Model:** The research was studied under the Descriptive Method.

- **Limitations:** Time, since the research team live away the university, sometimes was difficult to meet enough to plan the activities to develop in the course; it was made by e-mail mostly, another was the lack of Internet access in the building because every single media material presented was downloaded and saved to the computed previously.

II. THEORETICAL FRAMEWORK

2.1 Different approaches bring the real world to the language classroom through visuals.

Visuals have been an important component of the language classes over the years. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects. They have been considered a useful tool for teachers in almost every trend of second language teaching. Such was an impact of visual materials that several universities have even created catalogues of visual aids that trace the history of using visual literacy and visual education. In continuation, we are providing a brief overview on the use of visual aids throughout the history of the language teaching. Probably, the Direct Approach was the first one to give importance to the use of visuals in the language classroom. This teaching method, which became popular at the 20s - 30s of the last century, enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue.

The use of tape recordings and picture slides gained special importance in the 1950s - 1960s with the rise of the Audio-lingual method in the USA. Based on Skinner´s behaviorist theory, it claimed to provide students´ with best models to imitate native speakers. The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situational. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts.

Also in the 1960's, French Scholars developed the Audio-visual method. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation. Methods involved on the Humanistic Approach have made a great use of visuals too. For example, The Silent Way Method avoided the use of the mother tongue in the classroom. The teacher made use of several visual aids: colored wooden rods,

set of wall charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies. Another method, the Total Physical Response, involved a lot of physical manipulation and action in order to imitate the way 1L is acquired. Teacher's words followed by actions served as visual aid, as well as large pictures.

The Natural Approach developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages. Video tapes were considered the most appropriate visual aid when the teachers were not native, as the Comprehension-based Approach claimed. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning. Against the trends that gave prominence to the stage of receiving input, in the recent years, language teaching has been enhanced by a number of different communicative approaches. They have had as their main objective to enable students' communication in the real world.

These approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for students. As an example, Communicative Language Teaching puts much of the emphasis on the need for real life objects or texts to give authenticity to the communicative situation: 'Nonnative speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environments' (Brinton, 2001, p.459).

There are other methods that worth being mention regarding the use they make of visual aids. Task-based Learning arises from cognitive theories about processes such as memory, attention, and recall. In the initial stage of the lessons, input can be presented through visual aids or realia that will be followed by the performance of the tasks. As Snow (2001) suggests the visual materials use Content-based goes from gestures and pantomimes to pictures, photographs and slides. These aids help to make the activities more motivating and meaningful for the students.

2.2 A cognitive approach: the importance of the input, dual-coding theory and image schema theory.

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world. Cognitivists allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004).

It is assumed that the meaning constructed through the language is not independent module of the mind, but it reflects all of the human beings' experiences (Geeraerts, 2006). Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes as many times as possible. Visuals can support the input that the student receives. In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. Gass (1997) asserts that 'second language acquisition is shaped by the input one receives' (as cited in Fotos, 2000). Fotos also states that the input the students receive in the classroom can be manipulated in order to make it easier to understand, fitting their needs and level. She defends her position by arguing that teachers have been doing it over the years, with different strategies such as simplifying the grammar activities or physically highlighting the important points of a particular topic (grammar structures or vocabulary) in the presentations or in the prints that they hand to them (Fotos, 2000).

This directs our attention to Krashen's Input Hypothesis, which claims that 'we move along the developmental continuum by receiving comprehensible input. Comprehensible input is defined as second language input just beyond the learners' current second language competence in terms of syntactic complexity' (Krashen, 1985, p.2). Thanks to the visuals provided in the classroom, the second language input will be easily understood. They

provide conceptual scaffolding, through cultural context or other clues, and it helps with the natural associations of images and words (Nation and Newton 2009).

The dual-coding theory explains part of the way the brain process the new information (the input). As Paivio (1991) wrote, cognition is formed by two subsystems, a verbal one and a non-verbal one. The first is in charge of dealing directly with the language, and the second is specialized in dealing with non-linguistic objects and events. These two systems are assumed to work together in the language acquisition. Therefore 'combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level' (Paivio, 1991, p.163).

Another point developed by cognitivists, as it has been mentioned before, is the image schema theory. It derives from the claim that knowledge is not static, propositional and sentential, but is grounded in and structure by various patterns of our perceptual interactions, bodily actions and manipulation of objects (Gibbs, 2006). Following Johnson and Latkoff studies, they suggest that over two dozen different image schemas and several image schema transformations appear regularly in people's everyday thinking, reasoning and imagination (as cited in Gibbs, 2006). These image schemas are defined as 'dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of our visual, auditory and kinesthetic bodily experience' (Gibbs, 2006, p. 240).

Lakoff and Johnson also coined a new term called the Experiential Realism that is based on the assumption that there is a reality "out there", and that the purpose of our perceptual and cognitive mechanisms is to provide a representations of this reality (as cited in Evans and Green, 2006). According to this, if we want to set our students in a meaningful context, they should be placed in the reality they live in. In order to do it we must bring the reality "out there" inside the classroom.

2.3 The importance of visuals in Second Language Acquisition.

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000). According to Bamford (2003), it must be taken in to account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009).

It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

Visual aids can be a helpful tool in the language classroom as Mannan (2005) points out they 'help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid' (p.108). Visual material or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998).

Researchers as Kemp and Dayton (1985) claim that visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2003). Watkins and Brobaker have collected in their paper several studies from different researches that conclude that visuals clarify and enhance students learning, and that this information is recognized and remembered for longer durations than verbal information alone.

Early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) seem to agree with the idea that the memory for picture-word combination is superior to memory for words alone or pictures alone (Petterson, 2004). Branch and Boom explains that memory for pictures is superior to memory for words and this effect has been called the Pictorical Superiority Effect (as cited in Petterson, 2004). More recent researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004). Some other researches as Barry (1998) has claimed that persuasion tend to be accomplished in both children and adolescents almost exclusively through imagery, and that those images and visuals speak directly to us in the same way experience does: holistically and emotionally. Taking this into account Piaget and Inhelder (2000) states that young students have little knowledge of the living world and developing conceptions. Therefore they need more visual information to represent their thoughts (as cited in Arif and Hashim, 2009).

Moriarty (1994) also claims that human beings develop their visual language skills before the verbal language development and severs as the foundation for the last one. This is a possible explanation for the need of pictorical information rather than textual among young students (Arif and Hashing 2009). Paivio (2009) had already explained this with his theory based on the idea that cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning. Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words.

Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2004). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang agrees with these benefits and adds others such as promoting creativity, serving as mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2002). Studies carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it's a great help for students, given that they can understand 30% more than without the visual support. Following this path, CanningWilson (2000) researches suggest

that visuals can be used to enhance the meaning of the message conveyed by the speakers thanks to the paralinguistic cues.

Another important thing to note is that visuals may help in order to build mental models, and communicate relationships among content objects in a more efficient way than can words alone (Clark and Lyons, 2004). According to Canning-Wilson (1997) the importance of the visual aids is highlighted when focusing on the way language is processed. Clark and Lyons (2004) explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. When the visual and phonetic information is received then it is organized to form a cohesive idea.

Finally this idea must be integrated with active prior knowledge from long term memory. As it is seen, the two memories work together in complementary ways, to form what is called an updated mental model that will be stored in long-term memory, where it lasts indefinitely (Clark and Lyons, 2004). The virtual capacity of the working memory is affected by how much related the knowledge of the long-term memory is with the domain studied. The more it is related, the more is the virtual capacity.

Taking into account that in a learning environment this related knowledge may not be too much, cognitive overload can take place if the working memory cannot process all the new information during learning. In order to avoid this cognitive overload the two subcomponent of the working memory should be used in their best way. One of these subcomponents is specialized in visual input and the other one in auditory input. For example, if a graphic is explained by words presented in audio, learning the new information is better than if the words are presented in text (Clark and Lyons, 2004, p.chapter 6) The mental models that have been mentioned before are the schemas stored in the long-term memory and are the basis of thinking, and visuals are claimed to help building them.

2.4 Using visuals through Media in the language Classroom.

Some authors differentiate between Media with "M", and media with "m", when relating the term to the language classroom. The first one, Media, refers to all of the technological advances such as new software, hard-wares and the use of computers and projectors. And media for the non-mechanical aids, such as charts or even props for the daily life adapted for teaching purposes (Brinton, 2001). Both kinds of media seem to have the same beneficial outcomes.

Brinton also points out the different reasons why it is helpful to use media in the class. The main reason is that the media appeal to student's senses and help them process the information, in this way the teacher does not have to give extra explanations as the teaching point has already been reinforced. It is remarkable that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete communicative context. And instead of taking up additional class hours (a traditional worry of the teachers) they help to economize the teaching task (Brinton, 2001).

The students with different learning styles must be taken into account too, and using media help the teachers a way to address the needs of visual, auditory and kinesthetic learners. It is important to say that the use of media-based material must be perfectly integrated in the lesson in order to be effective, and not treated as something extraneous to it.

Brinton (2000) devoted the end of her article to summarize the rationale behind the use of the media in the language classroom: "Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process."(p. 130)

2.4.1 Pictures, graphics and visual organizers in Power point and Prezi presentations.

Thanks to the projectors and multimedia classrooms that have been integrated in high school nowadays, teachers can use different resources to support their explanations, correct exercises or play games. In order to make these presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics and visual organizers affect the learners, what is the best way to use them and what are their benefits.

Carney and Levin (2002) reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones. The beneficial effects of the visuals and the reasons why pictures facilitate comprehension and learning are explained by Levin and Mayer. They proposed some principles called the seven "C". According to their words pictures make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent and codable.

Other authors have also numbered some reasons for the benefits of the pictures, such as Peeck (1993). This author highlighted that pictures help increasing motivation, focusing attention, depth of processing clarification of text content, dual-coding theory, decreasing interference decay, process support for the type of information and serve as mental models (as cited in Carney and Levin 2002). A research by Herron, Hanley and Cole (1995) indicates that listening comprehension is significantly facilitated by visual support in the form of descriptive pictures and visual organizers thanks to the richness of the context provided (as cited in Canning-Wilson 2000).

Graphic images also help students to create relations amongst the words, 'bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated' (Canning-Wilson 2001, p.56). Canning also points that the picture can help the student to work with more abstract thoughts and organizing skills through the use of

logical structure. Vekiri states that in order to help the working memory process the information, the graphical representations are effective because their processing require fewer cognitive transformations (as cited in Clark and Lyons 2004).

It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction. Clark and Lyons (2004) assert that this improvement is the result of dual-encoding. These authors agree with Carney and Levin's idea of the principle of conciseness that visuals provide in comparison with the texts: 'If the visuals used depict relationships they can help building cause-and-effect mental models which support deeper learning' (Clark and Lyons, 2004, chapter 1.2).

2.5 The importance of visual component

According to Quintana & Ferrés (2003), audiovisual media are those that present information on video or audio separately and titles formed by alternative media: video, sound recordings or slides; and in a generation where almost everything is digitized, it becomes necessary to keep education at the forefront and so say educational studies conducted in recent years, demonstrated the effectiveness of using video teaching.

Joan Ferrés states that the visual language exercises multiple perceptual attitudes, constantly provokes the imagination and can transform the thought processes and reasoning; it has proved effective in the dissemination of content and has a strong impact on emotionalism and sensitivity; it is extremely motivating and serves as a stimulus in the expression". Another important aspect to cognitive level is its influence on the mnemonic retention, which when learning a language is essential. According to data provided by an American company rates mnemonic retention increase considerably when the sight and hearing is used at the same time: hence 83% of what is learned is through sight and students retain 50% of what they see and hear at the same time, while only 10% of what they read, 20% of what they hear 30% of what they see.

It is necessary to state that one of the most interesting uses that can be made of audiovisual support in the classroom is the observation and analysis of non-verbal communication.

Thanks to linguistic studies conducted so far, it is known that to communicate, humans use verbal and nonverbal. The four systems of non-verbal communication, paralinguistic, responsible for matters Relating to the sound of interaction, kinesic, Which studies what the common people Understand as gestures and postures, proxemic, Which is Regarding the use and structuring the immediate space and cronemic person Who is interested in how people conceive, adapt and use the time in a communicational act; which play a major role in any act of communication, so they must be studied in a foreign language class. At the same time, the use of audiovisual can update and contextualize oral communication, which favors the interpretation of the message to include the image, where they stimulate and implement the aforementioned communication systems.

According to Rosales Arévalo, D. (1997) a teacher should not only make use of the oral exposure, but must make use of audiovisual aids, and use these contribute to improve the quality of communication, and thus of education; this because the aid audiovisuals collaborate in the following areas:

- Help make what is taught "left" or "stick"; and this is essentially to get students to learn. First we remember what we do; but secondly, we remember what we see.
- Help to make students "accept" what the teacher wants to accept. The instructor has to be like the good merchant, to arouse interest and attract students' attention to his product: what to teach and here the aids are helpful.
- Save time. You can talk the whole class on the subject, but let the students observe something for a few minutes; it achieves what is not achieved with a whole lecture or talk.
- "Simplify" teaching and learning. See something concrete help to understand. It is easier to "follow the thread" of an idea or concept, when the explanation appeals, both hearing and sight.
- When exposed somewhat difficult to convince, through audiovisual aids is convinced more easily.
- When a thing is hard to explain; when a child has never seen an elephant, how would you explain the shape of the animal, and that in the mind of the child is engraved with

the image of an elephant. The idea is to present a photograph, a drawing or take it to the zoo to observe it.

- By exposing a subject of complicated understanding, through audiovisual aids is more easily transmitted.

- When something is explained for the first time to relate an image with the statement encourages the use of memory for most of the information remains and learning through observation is given.

- Avoid fatigue and boredom of people who only listen.

- Is the teaching-learning process more efficient?

2.6 Teachers and the use of audiovisual material.

As for the advantages of using audiovisual material in classes, give value to the (Ferres & Hebe, 2001) audiovisual media in education from two aspects:

- Educational television: Roig refers to educational television as "a television with pedagogical intention that determines certain themes programming, and as a tool that enriches the teaching-learning." The barrier in the development of educational television remains that education achieves up the difference and give pedagogical sense to television teaching: change the order of the near and far, the record live, immediacy, constant flow of information, its proximity to the language of common use and the prevalence of the image, which becomes even more important when talking about television as a medium of instruction through cognitive stimulation in learning. As a teacher from this point of view may be worth this medium to present scientific and technological advances and Why not? Present through the same, different cultures in terms of foreign language.

- Video teaching: Joan Ferres says that "educational video struggle to find its specific identity as integrated into the educational process expressive medium" and mentions several features that assist in this process of teaching and learning: I viewing of

documentaries (function information); creativity and video art, drama from their own or other scripts (expressive function); the video-mirror (filming of own behavior to become aware of the identity, uses the evaluation function); filming surveys or focus groups (research function), among others.

In research conducted at the University of Palermo and Superior (Comenius, 2010) they were asked if commonly used technological support in their classes. Unanimously they answered yes, and some of their responses show the importance of the vanguard that was expressed earlier: "I facilitate the work of giving the theoretical contents, which in Marketing are many; Teaching is essential viewing advertising material; It is a good tool to see topics that may be a bit complex or too abstract; They make classes more dynamic and at this point the technology boom one cannot know them; They serve to use different "entry points" to knowledge, taking into account multiple intelligences; They serve to introduce students to these variants and not bored the board, if they are used alternately as support or support; I understand that you are a resource available in English, very valuable when setting didactic teaching skills; It is important to diversify strategies and enrich them with new possibilities, adapt to the culture that bring students, in which the image is very important "

The main advantage mentioned was his contribution to the processes of teaching and learning. And the answers were grouped into: "Magnify teaching resources; Basically it contributes greatly to students wanting to go look advertising; Internet use, when focused, is a good way for independent learning; I feel I have to explain less certain issues, because it is the visual or written content and support, and that allows me to work better examples; The advantages are more dynamic and attractive in presentation, and resource close to its reality; Allow to include the development of other non-conventional cognitive skills; Arouse interest; Streamline classes; Motivate, which can yield a significant learning; They help set knowledge, as well as in some cases provoke discussion...". Thus in such current research the importance of taking the audiovisual media as an indispensable part in the development of classes with any population in terms of age is demonstrated.

Audiovisual functions in teaching

When used properly in education, media can make use of the following functions:

Increase the effectiveness of the teacher's explanations as to enrich the limited results of conventional voice-based classes and printed text.

- Allow file sequentially an operation process and analyze relationships between two ideas.
- They help develop skills and attitudes that require a global processing of the information contained therein.
- The use of images facilitates comparisons between different elements and helping to analyze in detail various stages of complex processes.
- They can produce an emotional impact that generates favorable feelings toward learning, stimulating attention and responsiveness of the student.
- They help to better understand the past or see little usually accessible realities.
- Introduce the students in audiovisual technology is an important component of modern culture.
- By using an active and participative methodology by students they can develop other functions as are as follows:
- Encouraging participation and interest in a topic.
- Facilitate discovery learning and the use of images makes it possible to make comparisons.
- Develop creativity allowing the student to exercise in integrated materials and avoiding the exclusive use rote learning.
- Help students better understand himself and his environment, when some of the issues that concern students and the relationship they establish with their social and natural environment are analyzed.
- Improve the educational process and that video recordings can be recorded performances by students for feedback, critical analysis and search for solutions.

By making use of audiovisual media students get benefits like:

- Clarify thinking, you can see how ideas are connected and realize how you can organize or group information. While these allow new concepts are understood more easily by using the image.
- Reinforce understanding, as reproduced in their own words, that is, what they have learned; so to internalize the information they create their own ideas and their own learning.
- Integrating new knowledge. Updated diagrams during a lesson encourage students to build on their prior knowledge and integrate new information.
- Identifying Misconceptions. By making use of these medium students demonstrate their learning in the information presented and this in turn expresses the points that do not yet understand or have understood incorrectly based on the same information presented depending on the assessment that teachers make.

Benefits of the use of audiovisual language in the classroom

An investigation by Outlook 2015: "The use of audiovisual classroom. The situation in Spain provides statistics on the limited use of audiovisual language in teaching Spanish "defends the importance of investing in the use of this medium. This research highlights the ability to capture the attention of students and facilitate learning. In addition, explicit ten specific benefits of the systematic introduction of this type of content in the classroom:

a) It favors the observation of reality. Audiovisual language facilitates students to approach reality through real or empirical facts.
b) It facilitates understanding and analysis. Interactive animations and graphics allow us to observe reality and more easily visualize the structures, processes and relationships between different factors.
c) It provides an element that motivates and engages students. As audiovisual highlights its capacity and feature easily draw attention and generate student learning with little difficulty.
d) Enter multiple languages and literacies. Complement the educational value of both oral

and written language in the language and abroad, a special feature when teaching language is spoken.

e) Improving the effectiveness of teaching activities. Professor facilitates the task of explaining the concepts and is an effective tool to address other specific needs of teaching beyond the exhibition.

f) Facilitates learning of audiovisual writing. By creating your own audiovisual material it familiarizes students with the language of our time, present in most activities of presentation and communication we do in any walk of life. To develop skills to express them in audiovisual format, the student adapts and integrates into the contemporary world.

g) Power the media skills and creativity. Students have access to new technological production systems; acquire skills of teamwork or problem solving.

h) It encourages the use and access to bank shares. Audiovisual language can take advantage of interesting teaching tools: Open Educational Resources (OER) and Internet platforms that streamline the use of materials and allow sharing tools, while develops in them a critical capacity regarding the reliability of sources electronic consulting.

i) Encourages the consideration of the audiovisual heritage. By using the audiovisual students learn to respect and value and, while enriching their cultural knowledge, also learn to appreciate its importance.

j) Enter aesthetic and creative criteria assessment. If the audiovisual as a tool of artistic expression focuses students develop their aesthetic skills and learn to recognize the visual and artistic value of a work, adding a greater mastery of audiovisual technologies.

2.7 Digital videos and YouTube.

Videos, like other theme-based materials, are effective springboards for other content based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities' (Stoller, 1993, p.3).

As Tomalin (1991) observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

The use of audio player CD´s with conversations between people is a common practice in the schools, but it seems rather unnatural for students, because they are avoided to see the speaker and the environment. Video provides this environment, and this helps learners to understand a particular discourse and improve their long-term listening comprehension, as well as their "confidence in speech" (Shrosbree 2008).

A study by Canning-Wilson (2000) notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening. For Canning what is more important is that video provides visual stimuli that can help students generate predictions and speculations activating their background schemata.

A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students' needs and interests (Shrosbree 2008).

The best way to use videos in class, as it has been said when talking about media in classroom, is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun.

Hobbs (2006) has described some wrong outcomes of particular uses of the video in language classroom. Most teachers seem to use the video as a reward or to control students'

behavior. One of the major concerns of language teachers is the limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective (as cited in S Nelson and Perkins 2008). As Stoller (1993) points out, video can introduce or provide different issues of a thematic unit in progress or a different closure to one, but to maximize its effect, teachers should integrate pre-viewing, viewing and post-viewing activities into the lesson plan. These activities are proposed to encourage the use of the language and develop several other language skills. The purpose of the pre-viewing activities should be focus on the comprehension of the video and the idea of enhancing the thematic unit. With the viewing activities, the teachers should help students to focus on important features, and avoid passive attitude that students usually take when watching a video. The post-viewing activities, the use of new knowledge should be stimulated (Stoller, 1993).

Another important point to highlight when selecting the video for the lesson is that it should be motivating and between 30 seconds and 4 minutes, with complete information, telling a whole story (a trailer) or a section of a story (scene). (Tomalin, 1991).

One of the most common worries among teachers when using technology is the cost of it, economically speaking, and the amount of time and skills that it requires (Brinton, 2001). But YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free (S Nelson and Perkins, 2009).

As it is a global online delivery system, current events, new and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations (Snelson and Perkins, 2009). Thanks to YouTube special features, teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic (S Nelson and Perkins, 2009). In YouTube the possibilities are almost infinite; teachers can find from videos of real life of trailers or movie scenes and TV shows' scenes.

III.   METHODOLOGY

A. Purpose of the study

The team developed a case study research which is a type of study that emphasizes on detailed contextual analysis of a limited number of events or conditions and their relationships (Spring 1997). In this case it was done through observations during the project development. The case study was very useful to determine and define the best research design, data collection method and selection of the subjects to be investigated.

The reason why the researchers decided to conduct a *case study research* was because the team is primarily interested in determining whether or not the use of audiovisuals in communicative activities is beneficial to improve their speaking skill by exposing the participants to the different kinds of activities designed for them. This study allowed the team to observe the participants in a detailed way, to use different techniques, in order to gather information, to identify the issue, describe it in detail and suggest some solutions based on the observations made during the study.

Furthermore, a *correlational study* was carried out since this type of study explores the cause and effect linkages among groups or the different elements of a group. In this case, a relationship between two variables was measured; the first variable was how much students' levels I and III improved their speaking skill by being exposed to the different kinds of activities. Observations, evaluations and communicative activities were some of the techniques that were used to examine the phenomenon.

This study presents a description of the outcome effects of the two groups under investigation and the results gotten from the study were used as a statistical representation of the findings, the researchers wanted to test a theory that is basically about using audiovisual in communicative activities in students from Kids' Saturday English Program, which helped students to activate the English speaking skill building confidence on them by using different activities such as exposing them to videos, songs, and slides among others.

The researchers aimed to know the effect that these activities caused on children. In addition, the researchers planned to collect and analyze the data with the aim of obtaining results that helped to answer the research questions suggested in this investigation and give a contribution that might be taken into account for the teaching process.

B. Mixed Method Research

The research team decided to use mixed method research so that the combination of both approaches, quantitative and qualitative research, could provide a more complete understanding on how the exposure to audiovisual material in communicative activities influenced students to activate their English speaking skill. Both groups were exposed to a lot of English communicative activities, in order to activate their speaking skill.

The audiovisual material was implemented during the study in order to produce their oral fluency and selected English videos about different topics, charts, flashcards, audios, power point presentations, songs, among others were used. These audiovisual materials were taken as the independent variable and it was involved in different communicative activities in order to motivate students to participate orally during the class. English speaking skill, was taken as the dependent variable, and was measured with some instruments, in order to be able to analyze the data by using the mixed research approach. The instruments used were: a speaking confidence questionnaire, a behavioral checklist of students' confidence, a material checklist, a pre and post-test, interviews made to some parents, and the tests developed during the course. Finally, the theory and literature were used to explain and reinforce the research findings.

C. Population and sample

This research project was about studying how using audiovisual in communicative activities influences in the development of speaking skill while students are learning English. This study was carried out among students from basic levels from Saturday English Program for Kids developed in the Foreign Language Department, in the University of El Salvador. The researchers developed an experimental research that lasted

around three months, from April to June year 2016**.** The groups selected were two, levels I and III. Level I had 23 students and level III had 23 students. The total population was 46 students. Both levels had students between 10 and 13 years old.

It is important to mention that to select the sample of the studied participants, the sample method applied was "Nonprobability samples: This can be used when demonstrating that a particular trait exists in the population" (Explorable.com, May 17, 2009). One of the nonprobability samples is *the convenience sampling;* it was used since it was the more convenient for the researchers because it was considered the easiest, the cheapest and the less time consuming. It was a convenient way because this English program had the elements that the researches needed to carry out the study; for example, kids were beginners in learning English, the ages in both levels were between 10 and 13 years old. To develop the experiment, both groups received the topics that had been assigned in the program curricula, the treatment was applied in both group that was using audiovisual in communicative activities to observe the effects that it caused on children learners and how it activated their speaking skill. Moreover, it allowed the researchers to study the entire population. It means that both groups were studied under this technique according to the stated objectives.

D. Data collection techniques

The researcher team studied two groups and the researchers had interaction with both groups and these groups had a wide English exposure through a variety of audiovisual material, such as videos, music, flash cards, papers, worksheets, charts, news, audios, etc. In the process, some specific designed evaluation techniques were implemented to both groups in order to get data to be analyzed and to get results.

Both groups were exposed to the treatment and the different tests such as diagnostic test, Level I and III were asked to answer and complete a designed written exam at the first week of the beginning of the project in order to know the level of knowledge students had at the beginning of the curse and a post-test to observe the effects in getting information

and produce their speaking skill after using the audiovisual material in the groups; the way the pre and the post-tests were organized was: students were sitting on their desks making the tests, and at the end of the project the post-test were administered in both groups in order to get the results and compare them (results of the diagnostic and post-test) so that conclude and provide the main findings that would help teachers to overcome some problems and the more implementation of the use of audiovisual and communicative activities in their classes. Moreover, the researchers wanted to demonstrate how the independent variable influenced on the dependent variable with the implementation of this plan, to show in other words, cause and effect. To achieve that, the researchers had to prove the variables through the design of instruments.

1. Pre and Post-test

An oral pre-test (diagnostic test) was administered to both groups by the researcher team in order to determine the English knowledge of both levels. Regarding to the post-test design, a second exam was administered to both groups in order to identify the effects obtained by this project. At the end, the researcher measured the differences in the speaking skill between the results of the pre and post-test those had been administered to both groups in order to get the results and compare them (results of the diagnostic and post-test) in order to provide the main findings and give a conclusion to the investigation which can help teachers know how to overcome some problems that can emerge during the development of the classes where students do not participate because of the lack of confidence when speaking in English. The research team aim is the more implementation of audiovisual in communicative activities in their language classrooms to overcome this problem.

2. Interview

The team administered an interview as an instrument technique for collecting data from the parents of the students involved in the research since it provided important information not only about the performance in their children's school, but also how they observed their improvement and motivation in learning the language.

The team employed the use of the interview because it was considered completely necessary to get as many details as possible in relation with the students development outside the program and what their parents thought about the performance and motivation of their children.

3. Speaking Confidence Questionnaire

The research team selected this questionnaire as another instrument in the English classroom, in order to understand how each student felt at during the participation inside the classroom. It was considered important since the aim of the project was to build student's confidence when using the language in the classroom.

4. Behavioral Checklist of Students' Confidence

Finally, a Behavioral Checklist of Students' Confidence was used to have a deep understanding of students' reaction about any activity taking place during the English class. The purpose of this study was to use different oral activities evaluated through a rubric based on the standards the students fit, and the researchers used a variable of findings to support the research.

5. Material Checklist

This instrument was selected in order to evaluate the material used to develop every class during the project. It consisted in different aspect related to the material such as how students reacted to the material, whether or not it had a positive effect on students, whether or not students catch the idea of the topic with the material implemented in the different classes, etc..

6. Content Analysis

This research technique was applied in order to examine the results of the instruments addressed to students and parents were easier. Due to the fact that through this research is extremely necessary to analyze in a deep way the content gathered by the data, selecting this technique made easier the process to understand the results obtained and provide a detailed information.

The instruments involved in the content analysis were the following:

a) <u>**Test:**</u> the pre/post-tests that was administered to both groups and the different exams carried out during the research were evaluated in order to compare the record of every student. It provided quantitative and qualitative data at the same time

b) <u>**Speaking confidence questionnaire:**</u> it was administered to every student at the beginning and at the end of the investigation in order to know how they felt when using the language in the classroom before and after the research. It was an open questionnaire that provided qualitative data.

c) <u>**Behavioral checklist of students' confidence:**</u> this checklist was carried out with the aim of gathering qualitative data. It consisted in a list of items related to the students' behavior during the class development.

d) <u>**Material checklist:**</u> this instrument helped the team to know whether or not the material used to develop the class was useful. It gathered qualitative data, which was the material that the team analyzed to get the results.

e) <u>**Interviews:**</u> they were administered to some parents in order to determine the record of the students in the English subject in their schools and compare the results of their grades before and after the English classes using audiovisual. With this, the team got some quantitative data since the students' grades were compared. Furthermore, the interview included some questions about whether or not they were motivated to learn English with audiovisuals.

IV.   ACTION PLAN

ACTION PLAN OF THE PROJECT

❖ GENERAL OBJECTIVE:

To determine the effects of using audiovisuals, in communicative activities in English learners to activate the speaking skill: Case Saturday English program for Kids, year 2016, University of El Salvador" by using audiovisual material and technology in the classroom.

❖ SPECIFIC OBJECTIVES:

✓ To activate the English learners' speaking skill enrolled in the Saturday English program for Kids, levels I and III by exposing them to a variety of audiovisuals and technology in communicative activities in the classroom.

✓ To measure how the use of audiovisuals in communicative activities correlates with speaking skill by means of using Pearson correlation.

✓ To identify what types of audiovisuals better help students to improve their speaking skill by exposing them to different kinds of oral activities.

TO ACHIEVE THIS WAS NECESSARY TO:

✓ Have meetings with the advisor and the whole team members to plan all activities that were going to be performed with population studied.

✓ Have interactions with the students of the course.

✓ Select carefully the audiovisual material used according to students needs and the achievement objects.

✓ Read theory that will support the project topic.

✓ Design tests.

A. **List of activities to develop the research paper:**

✓   **Research Question Formulation:** It was made in the two first weeks of March with the advisor's help.

✓ **Statement of the Problem:** the team studied the phenomenon and trough the reading of some literature the problematic situation was given.

✓ **Problem Formulation:** It consisted of just one sentence that the team wrote to give a general idea to everyone what was the research problem about. The problem formulation was the core of this project sometimes was needed to return while writing process. It was done in the third week of March.

✓ **Objectives:** A general and three specific objectives were presented to achieve the goals of this research project. They were focused on the teaching English with audiovisual materials.

✓ **Historical backgrounds:** The teaching of English with the helpful tools of Audiovisual, use of supplementary teaching aids, such as recordings, transcripts, and tapes; motion pictures and videotapes; radio and television; and computers, to improve learning in the groups studied. The team researched historically the use of those materials in the classroom and its effectiveness.

✓ **Statement of the Variables:** The team took time to generate some values. It was the fundamental ideas that were written as a sequence of statements.

✓ **Statement of hypothesis:** It served as the basis for an experiment to test whether the relationship holds true. It generated in the research process which created experiments that determined the best combinations of factors for a process.

✓ **Type of Research:** The team selected the mixed method. a *case study research* was selected because the team was primarily interested in determining if the use of audiovisuals in communicative activities is beneficial or not. This study also allowed the team to observe the participants in a detailed way, to use different

techniques, observations made during the study and the ***correlational study*** was carried out since this type of study explores the cause and effect of groups.

✓ **Research design:** It refers to the strategy that the chose to integrate the different components of the study in a coherent and logical way, in this step of the research project the team looked for the blueprint for the collection, measurement, and analysis of data.

✓ **Sampling**: This part of the research was done a process used in statistical analysis in which a predetermined number of observations were taken from the students studied.

✓ **The Pre - test administration:** An oral pre-test (diagnostic test) was administered to both groups by the researcher team in order to determine the English knowledge of both levels. Regarding to the post-test design, a second exam was administered to both groups in order to identify the effects obtained by this project**.**

✓ **The observation:** It was done in every single class, the team was observing the students procedure when learning English with the audiovisuals.

✓ **The Post - test administration.** the results of the pre and post-test those had been administered to both groups in order to get the results and compare them (results of the diagnostic and post-test) in order to provide the main findings and give a conclusion to the investigation which can help teachers know how to overcome some problems that can emerge during the development of the classes where students do not participate because of the lack of confidence when speaking in English.

✓ **Data Analysis Procedure:** The instruments' application took place in different phases. Every instrument was very important for these students because of the

information acquired. Moreover, every single instrument was checked and analyzed in every question or item so that the team had a deep understanding about the study. The technique that was applied to analyze all the data was the **content analysis.**

✓ **Conclusions and Recommendations:** Through the development of this research project, and according to the information gathered from students, the students' parents, the team and some background information some conclusions were made, they are detailed at the end of this project.

✓ **Timetable:** A timetable was designed in order to describe all the activities done in the dates programmed

B. Delimitations:
✓ **Time:** The investigation was developed from March to September 2016.

✓ **Place**: The project took place at the Foreign Language Department of University of El Salvador, on the Main Campus. At the Foreign Languages and Philosophy building.

✓ **Scope**: It was to analyze the effects in speaking activities that audiovisual has in students form an English Saturday course for kids.

✓ **Model**: The research was studied under the Descriptive Method.

❖ **Limitations:**

✓ Time, since the research team members live away from the university, sometimes a member of the group was absent in the meetings to plan the activities to develop in the course.

✓ Lack of financial budget some activities involve expenditures on materials that facilitate the development of the classes in the most appropriated manner.

✓ The lack of Internet access in the building because every single media material presented was downloaded and saved to the computed previously.

C. List of communicative activities used to develop the program:

During the implementation of the program, the research team carried out some communicative activities using audiovisual material in 10 sessions that are described below:

SESSION	TOPIC	ACTIVITY	MATERIAL
1	The alphabet	Singing and spelling	A video and a song with the alphabet.
2	The numbers	Singing and playing Bingo in pairs	A song and Bingo cards
3	The colors	Singing, playing "Touch", coloring a picture, describing a picture	The Rainbow song and some pictures.
4	Preposition of place	Singing and	A song, the furniture of the classroom and an interactive video
5	Wild animals	Oral presentation describing the animal	Flashcards and a video describing animals
6	Party time	Role-play	A video about the topic and realia material: cake, balloons, snacks, etc.
7	Parts of the body	Singing, playing Simon says and working in pairs	The "Head, shoulders, knees, and toes" song, flashcards and a video
8	Adjectives	Describing a friend and playing "big, small, short, long"	A short video, the "describe your friend" song and some flashcards, and some objects from the classroom
9	Daily routines	Singing, group conversation	A short video, the "Morning routine" song, flashcards, Power Point Presentation
10	Family members	Oral presentation, describing themselves and their family	A video, flashcards, pictures, photos, charts

All the activities carried out in the classroom by using the different audiovisual material to develop the different topics were really successful, since they not only motivated the learners but also encourage active participation and keep students interested in the different topics. With visual aids, learners retain more information for a longer time; they have a better understanding about a topic because they can relate images with the vocabulary. During the development of the activities, observations were made by using some checklists and some evaluation to gather information for the study.

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGES DEPARTMENT
"Saturday English Program for Kids"

TIMETABLE

N°	ACTIVITIES	MARCH			APRIL				MAY				JUNE				JULY				AGOUST				SEPTEMBER				OCTOBER				NOVEMBER			
	WEEKS	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Research Question Formulating	X	X	X	X																															
2	Statement of the Problem	X	X																																	
3	Problem Formulation			X	X	X																														
4	Objectives			X	X	X																														
5	Introduction		X	X	X	X																														
6	Timetable			X	X	X																														
7	Historical backgrounds			X	X	X	X																													
8	Statement of Hypothesis			X	X																															
9	Statement of the Variables				X	X	X																													
10	Type of Research				X	X	X	X																												
11	Research design				X	X	X	X																												
12	Sampling					X	X																													
13	The Pre - test administration						X																													
14	The observation					X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X									
15	The Post - test administration																X	X	X	X	X															
16	Data Analysis Procedure																					X	X	X	X	X	X									
17	Conclusions and Recomendation																									X	X	X	X	X	X					
18	Review of all work done																											X	X	X	X	X	X			
19	Corrections																X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20	Presentatioin of the final work																														X	X	X	X	X	X

V.   DATA ANALYSIS AND INTERPRETATION

The instruments' application took place in different phases. Every instrument was very important for this study because of the information gathered. Moreover, every single instrument was checked and analyzed in every single question or item so that the team had a deep understanding about the study. The technique that was applied to analyze all the data was the **content analysis**, since it allows examine the results of the instruments addressed to students and parents more easily and deeply.

First of all, the research team administered a diagnostic test in order to determine the English level of the students. Moreover, it consisted on some questions related to how they felt about speaking in front of the class at the beginning of the course. All this with the purpose of comparing the results regarding to a post-test, which was a second exam administered to both groups in order to identify the effects obtained in this project. It provided quantitative and qualitative data at the same time.

After that, a speaking confidence questionnaire was administered to all the students involved in the project at the end of the investigation; in order to understand how each student felt at during the participation inside the classroom in a clear way at the beginning and at the end of the project. It was considered important since the aim of the project was to build student's confidence when using the language in the classroom. It was an open questionnaire that provided qualitative data.

Another instrument used in the project was the behavioral checklist of students' confidence. It was conducted so that the research team will have a deep understanding of students' reaction about any activity taking place during the English class. This checklist was carried out with the aim of gathering qualitative data. It consisted in a list of items related to the students' behavior during the class development.

A material checklist was carried out with the aim of evaluating the material used to develop every class during the project. It consisted in different aspects related to the material such as how students reacted to the material, whether or not it had a positive effect on students,

whether or not students could get the idea of the topic with the material implemented in the different classes, etc. This instrument helped the team to know whether or not the material used to develop the class was useful. It gathered qualitative data, which was the material that the team analyzed to get the results.

Finally, the team administered some interviews as an instrument for collecting data from the student parents' involved in the research since it provided important information not only about the performance in their children's school, but also how they observed their improvement and motivation in learning the language. With this, the team got some quantitative data since the students' grades were compared. Furthermore, the interview included some questions about whether or not they were motivated to learn English with audiovisuals.

A. ANALYSIS ON THE DIAGNOSTIC TEST

1-¿Cuál es el uso correcto del verbo "TO BE" en la oración: "*My name ___ Tom*"?

■ a. is ■ b. are ■ c. am

17% — 39%
44%
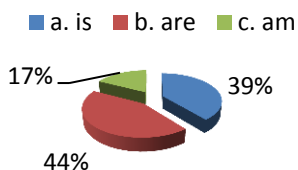
Answer	Students	Percentage
a. is	18	**39%**
b. are	20	**44%**
c. am	8	**17%**
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to the graphic, the 44% answered that letter B is the correct word for the sentence. Followed by 39% said that letter A was the correct and a 17% said that letter C was the correct. It means that most of the students were not able to use the verb to be in the correct way at the beginning of the course. The correct answer is a. "is".

2- ¿Cuál es el uso correcto del verbo "TO HAVE" en la oración: "*She ____ a cat*" ?

■ a. has ■ b. had ■ c. have

41% — 37%
22%
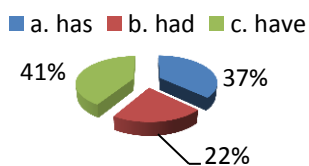
Answer	Students	Percentage
a. has	17	37%
b. had	10	22%
c. have	19	41%
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to the graphic, it can be observed that a 41% of the students chose letter C for the correct use of the verb TO HAVE in the sentence; followed by a 37% of students who answered that letter A was right use of the verb and a 22% said that letter B was the correct answer. This means that the most of the students were not able to use the verb TO HAVE in the correct way. The correct answer is literal a. "has".

3- ¿Cuál es el uso correcto del verbo "TO BE" en la oración: *You ____ a doctor*?

■ a. is ■ b. are ■ c. be

37% — 28%
35%
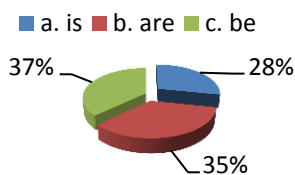
Answer	Students	Percentage
a. is	13	**28%**
b. are	16	**35%**
c. be	17	**37%**
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this graphic, it is easy to see that a 37% of the students said that the option C was the correct, followed by a 35% that chose the option B and a 28% that answered letter A. it shows that for the most of the students, it was difficult to conjugate the verb TO BE in the present.

4- ¿Cuál es la preposición de lugar correcta en la oración: *"I am _____ El Salvador"*?
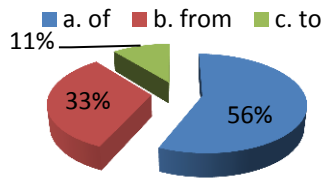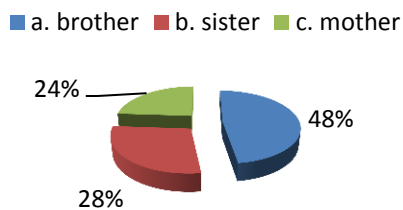
Answer	Students	Percentage
a. of	26	56%
b. from	15	33%
c. to	5	11%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this graphic, it can be observed that a 56% chose option A as the correct preposition to the sentence. While a 33% of the students chose option B and the reminding 11% said that option C was the correct word. It means that the most of the students did not know the correct use of the preposition of place.

5-¿Cuál es la palabra correcta en la oración: "He is my _____ _____"?

Answer	Students	Percentage
a. brother	22	48%
b.sister	13	28%
c. mother	11	24%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this graphic, the results show that a 48% selected option A as the correct word for the sentence. The other 28% chose option B, while a 24% said that option C was the correct one. It means that the most of the students did not know the family members at the beginning of the course.

6- ¿Cuál es el significado en español de la palabra "WHAT"?
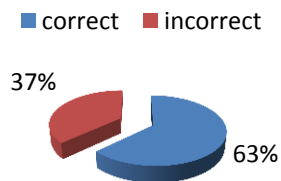
Answer	Students	Percentage
Correct	29	63%
Incorrect	17	37%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex

According to this chart, the 63% of the students gave a correct answer to this question, while the other 37% of the students answered incorrectly. This shows that the most of the students know the correct meaning of this word in Spanish.

**7- ¿Cuál es el significado de la palabra (color) "GREY" en español?**

correct   incorrect

35%

65%
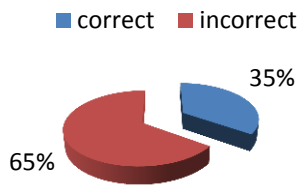
Answer	Students	Percentage
Correct	16	35%
Incorrect	30	65%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this chart, a 65% of the students give a wrong answer to this question. While only the remaining 35% answered correctly. It means that the most of the students did not know the color at the course.

8- ¿Cuál es el significado de la palabra (preposición) "BETWEEN" en español?

correct   incorrect

39%

61%
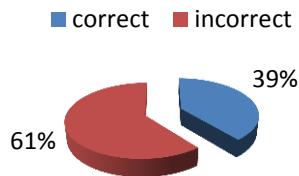
Answer	Students	Percentage
Correct	18	39%
Incorrect	28	61%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

The 61% of the students answered incorrectly to this question and only the other 39% guessed the meaning of this word. Most of the students did not know the meaning of the word "*Between*" at the beginning of the course.

9-¿Cuál es el significado del verbo "DO" en español?

correct   incorrect

46%   54%
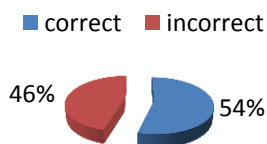
Answer	Students	Percentage
Correct	25	54%
Incorrect	21	46%
TOTAL	46	100%

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this chart, the 54% of the students provided the correct meaning of the word *Does*, while the other 46% answered incorrectly. It means that the most of the students knew the meaning of this word in Spanish at the beginning of the course.

10- ¿Cuál es el significado en español de la palabra "FOOD"?
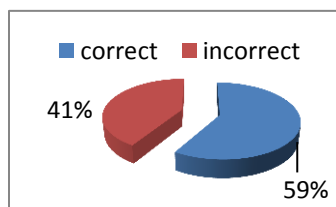
Answer	Students	Percentage
Correct	27	**59%**
Incorrect	19	**41%**
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this graphic, a 59% of the students answered correctly to this question and a 41% answered incorrectly. It is clear that the most of the students did know the meaning of the word "FOOD".

Part III

This part of the test consisted on some questions about the students' feeling during the English class and what they already knew in English, all this with the aim of determining their confidence at the beginning of the English course, and of this way the team was able to compare the results of this test with the results of the post test at the end of the course.

The questions where:

	Questions	Yes	No	Total
1	¿Te gusta hacer presentaciones orales frente a la clase?	0	46	
2	¿Te gusta participar en tus clases de inglés?	5	41	46
3	¿Te gusta aprender solo usando el libro como material de apoyo?	3	43	
4	¿Consideras que el uso de material audiovisual te motivaría a participar en las actividades realizadas en clases?	6	40	

As it can be seen, the most of the students answered that they would not be able to make oral presentations in front of the class, and they did not like to participate in the English class because of the lack of confidence in their selves. Also, the most of them expressed that they did not like to learn using just the book and that using audiovisual material would motivate them to participate during the class.

B. ANALYSIS ON THE SPEAKING CONFIDENCE QUESTIONNAIRE IN THE ENGLISH CLASSROOM.

1- ¿Te gusta ver videos, escuchar audios y usar "flash cards" en las clases de Inglés?
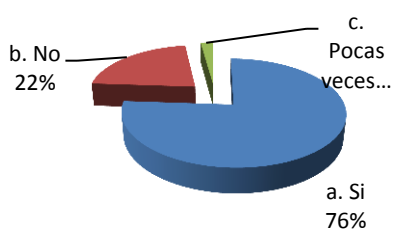

Answer	Students	Percentage
a. Si	32	70
b. No	12	26
c. Pocas veces	2	4
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 70% answered that they like to watch videos, listen to music and use flash cards. Followed by 26% said that they like to watch videos, listen to music and use flash cards in few time and a 4% said that they do not like that. It means that most of the students love to use videos, music and flash cards during classes.

2-¿Piensas que usar "flash cards", videos y audios es una buena herramienta para aprender a hablar en inglés?

Answer	Students	Percentage
a. Si	35	76
b. No	10	22
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, it can be observed that a 76% of the students think the use of flash cards, watch videos and play audios is a good tool in the classes; followed by a 22% of students think that is not a good tool and a 2% said that: it is not a good tool and they used to use those in a few time. This means that the most of the students used to use those important tools during classes.

3- ¿Te sientes motivado a participar en la clase después de utilizar un audio interesante?
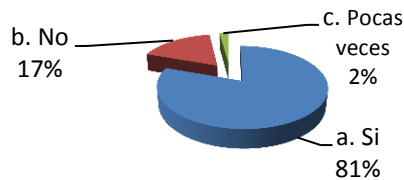

Answer	Students	Percentage
a. Si	28	61
b. No	12	26
c. Pocas veces	6	13
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it is easy to see that a 61% of the students said that feel motivation to participate in classes after playing an audio, followed by a 26% that chose the option B and a 13%

that answered letter C. it shows that for the most of the students, it is easy to get motivation to participate after playing an interesting audio.
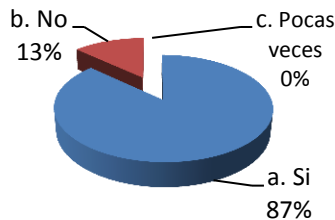
4- ¿Crees tú que aprendes más cantando en Inglés?

Answer	Students	Percentage
a. Si	37	81
b. No	8	17
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it can be observed that a 81% chose option A, they can improve their knowledge by singing. While a 17% of the students chose option B and the reminding 2% said that option C, it was not necessary to sing. It means that the most of the students love to sing.

5-¿Has aprendido vocabulario con los videos y "flash cards" presentados en clases?

Answer	Students	Percentage
a. Si	40	87
b. No	6	13
c. Pocas veces	0	0
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, the results show that 87% they improved their knowledge by watching videos, listening to music and using flash cards. The other 13% chose option B, while no one chose the letter C. It means that the most of the students used to learn vocabulary when they are using those important tools.

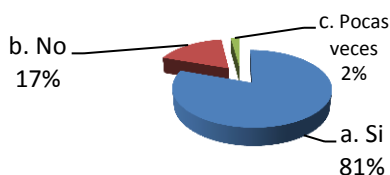### 6- ¿Empleas palabras aprendidas cuando conversas con tus compañeros?

Answer	Students	Percentage
a. Si	38	83
b. No	6	13
c. Pocas veces	2	4
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex

According to this chart, the 83% of the students use the new words, while the other 13% of the students said they do not use them and the other 4% they use in a few times. Results show that the most of the students used to use the new vocabulary in different conversations.

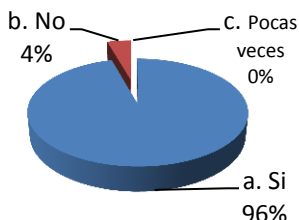**7- ¿Asimilas con facilidad el significado de las palabras aprendidas?**

Answer	Students	Percentage
a. Si	37	81
b. No	8	17
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, an 81% of the students assimilate in an easy way the meaning of some words. While only the remaining 17% answered they do not use it and the 2% said that they do not assimilate the meaning of some words. It means that the most of the students assimilate in an easy way the meaning of some words.

8- ¿Te resulta fácil pronunciar por sí sólo nuevas palabras?

Answer	Students	Percentage
a. Si	44	96
b. No	2	4
c. Pocas veces	0	0
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

The 96% of the students answered that it is easy to pronounce by themselves the new words; the other 4% said that it is not easy to pronounce by themselves the new words. Most of the students said that it is easy to pronounce by themselves the new words. No one chose the option C.

9- ¿Identificas fácilmente palabras aprendidas solo con ver un dibujo que le represente a la misma?
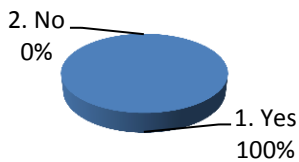

Answer	Students	Percentage
a. Si	44	96
b. No	2	4
c. Pocas veces	0	0
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 96% of the students said that identify the words by using pictures in an easy way, while the other 4% answered they do not. It means that the most of the students identify the words by using pictures in an easy way.

C. ANALYSIS ON THE BEHAVIORAL CHECKLIST OF STUDENTS' CONFIDENCE
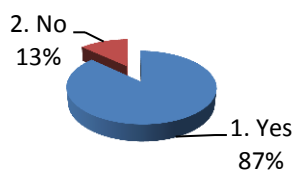
1. Maintains eye contact when speaking

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	10

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 100% answered that they maintain eye contact when they are speaking. It means that the whole group of students maintains eye contact when they are speaking.

2. Has erect open posture and positive body language.

2. No
13%

1. Yes
87%

Answers	Students	Perdentaje
1. Yes	40	87
2. No	6	13
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, it can be observed that an 87% of the students have an open posture and positive body language while they are talking; followed by a 13% of students think that they do not have an open posture and a positive body language. This means that the most of the students can talk with their gestures and body language.
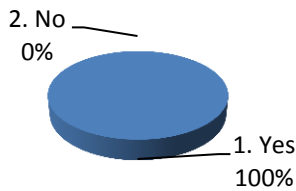
3. Speaks clearly and audibly

2. No
9%

1. Yes
91%

Answers	Students	Percentage
1. Yes	42	91
2. No	4	9
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it is easy to see that a 91% of the students said that they Speaks clearly and audibly in an easy way, in the other hand, the 9% they do not considered the same. It shows that for the most of the students, it is easy to Speaks clearly and audibly.
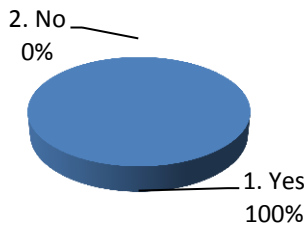
4. Takes risks

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	4	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it can be observed that the whole group were motivated to take risks.
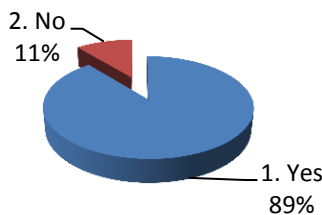
5. Has happy disposition

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, the results show that 100% has a happy disposition for any activity during classes. That means they have a great attitude and disposition.
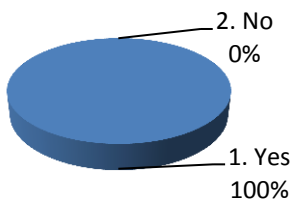
6. Communicates feelings appropriately

2. No
11%

1. Yes
89%

Answers	Students	Percentage
1. Yes	41	89
2. No	5	11
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 89% of the students used to Communicates their feelings appropriately, while the other 11% of the students said they do not.
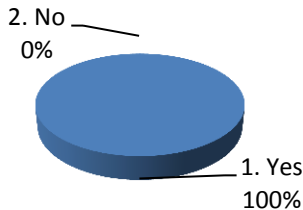
7. Displays initiative

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

57

According to this chart, a 100% of the students get initiative for developing some activities in classes. It means that they used put in practice their knowledge.
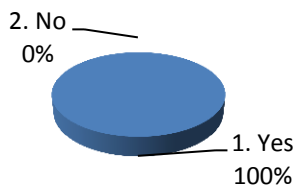
8. Completes tasks

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

The 100% of the students answered that they complete the tasks they used to take in classes.
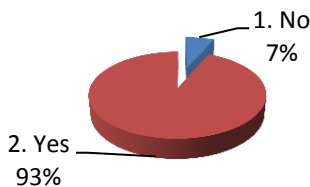
9. Requests help

2. No
0%

1. Yes
100%

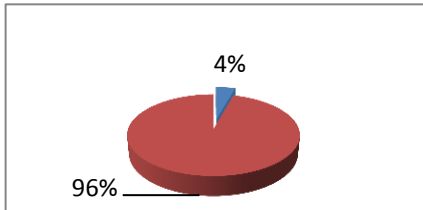| Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 100% of the students request for some help when they are practicing and suddenly they do have any doubt because their purpose is to improve their knowledge.

10. Is an active participant?

1. No
7%

2. Yes
93%

Answers	Students	Percentage
1. Yes	43	93
2. No	3	7
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 93% answered that they like to participate in classes.
Followed by 7% said that they do not like. It means that most of the students love to participate in classes.

D. ANALYSIS ON THE POST-TEST

Part I

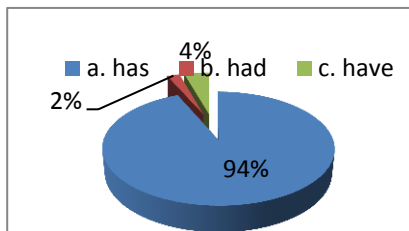**1- ¿Cuál es el uso correcto del verbo TO BE en la oración: "*My name ___ Tom*"?**

Answer	Students	Percentage
a. is	44	96%
b. are	2	4%
c. am	0	0%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, a 96% of the students selected the option *B* which was the correct one, the 4% selected option *A,* and a 0% selected the option *C*. It means that the most of the students learnt the correct use of the verb TO BE in the course.

**2- ¿Cuál es el uso correcto del verbo TO HAVE (simple present) en la oración: "*She ____ a cat*"?**

Answer	Students	Percentage
a. has	43	94%
b. had	1	2%
c. have	2	4%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, a 94% of the students chose the option *A* which was the correct one, while a 4% selected the option *C*, and the other 2% chose the option *B*. It means that the most of the students learnt the correct use of the verb TO HAVE during the course.

**3- ¿Cuál es el uso correcto del verbo TO BE en la oración: "*You ____ a doctor*"?**
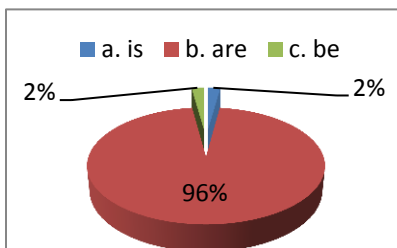
Answer	Students	Percentage
a. is	1	2%
b. are	44	96%
c. be	1	2%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this chart, the 96% of the students answered that the correct use of the verb TO BE was the option *B,* while a 2% chose option *A,* and the other 2% selected option *C* as the correct one. It means that the most of the students learnt the correct use of the verb TO BE in the course.

**4- ¿Cuál es la preposición de lugar correcta en la oración: "*I am _____ El Salvador*"?**
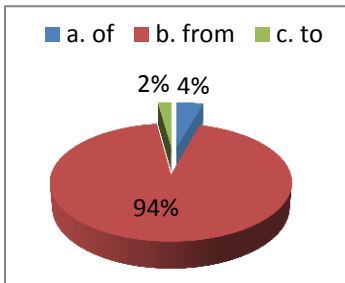
Answer	Students	Percentage
a. of	2	4%
b. from	43	94%
c. to	1	2%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, a 94% of the students chose the option *B,* while a 4% selected the option *A,* and a 2% chose the option *C.* it means that the most of the students learnt the preposition of place accurately.

**5-¿Cuál es la palabra correcta en la oración: "*He is my _____*"?**
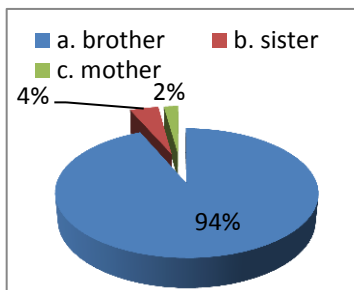
Answer	Students	Percentage
a. brother	43	94%
b. sister	2	4%
c. mother	1	2%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, a 94% of the students selected option *A,* while 4% chose the option *B,* and the other 2% chose option *C* as the correct word. It means that the most of the students were able to differentiate the gender of these nouns in the sentence.

Part II
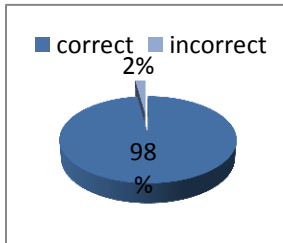**6- ¿Cuál es el significado en español de la palabra "WHAT"?**
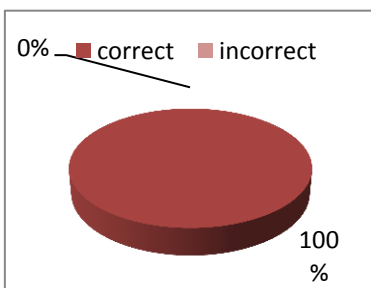
Answer	Students	Percentage
Correct	46	100%
Incorrect	0	0%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, all the students of the students knew the correct meaning of the word WHAT in Spanish. These results were because of the usage of the audiovisual aids in the course.

60

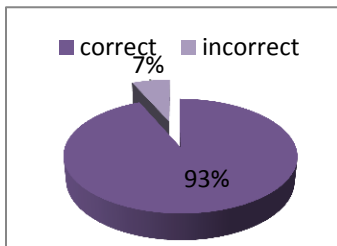**7- ¿Cuál es el significado de la palabra (color) "GREY" en español?**

Answer	Students	Percentage
Correct	45	98%
Incorrect	1	2%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this graphic, a 98% of the students answered correctly to this question and the other 2% failed. It means that the most of the students learnt the correct meaning for the colors in English, in this specific case was the word GREY in Spanish.

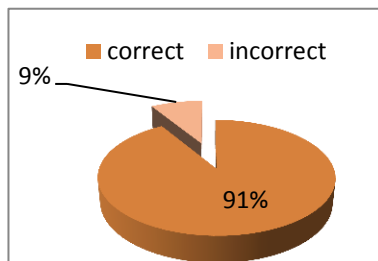**8- ¿Cuál es el significado de la palabra (preposición) "BETWEEN" en español?**

Answer	Students	Percentage
Correct	43	93%
Incorrect	3	7%
TOTAL	**46**	**100%**

Source: Results taken from the post-test addressed to students of level I and III of the Saturday English Program for Kids, annex 02

According to this chart, the 93% of the students gave a correct meaning for this word and the other 7% answered incorrectly. It means that the most of the students learn the meaning for the word BETWEEN in Spanish during the course.

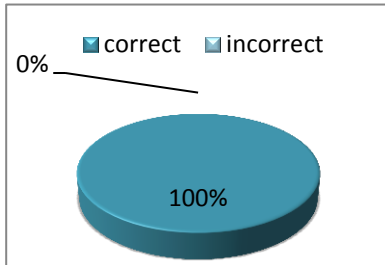**9-¿Cuál es el significado del verbo "TO DO" en español?**

Answer	Students	Percentage
Correct	42	91%
Incorrect	4	9%
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex

According to this graphic, a 91% of the students answered correctly and a 9% answered wrong. It means that the most of the students learnt the meaning of the verb TO DO in Spanish.

10- ¿Cuál es el significado en español de la palabra "FOOD" en español??

Answer	Students	Percentage
Correct	46	100%
Incorrect	0	0%
TOTAL	**46**	**100%**

Source: Results taken from the diagnostic test addressed to students of level I and III of the Saturday English Program for Kids, annex 01

According to this chart, the 100% of the students gave a correct meaning for the word "FOOD". It means that all the students learnt the meaning for this word accurately.
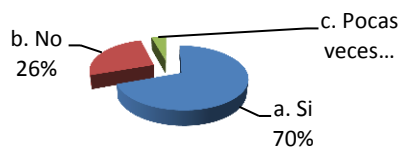
Part III

This part of the test consisted on some questions about the students' feeling during the English class and what they already knew in English, all this with the aim of determining their confidence at the end of the English course, and of this way the team was able to compare the results of the pre-test with the results of the post-test at the end of the course.

The questions where:

	Questions	Yes	No	Total
1	¿Te gusta hacer presentaciones orales frente a la clase?	43	3	
2	¿Te gusta participar en tus clases de inglés?	45	1	
3	¿Te gusta aprender solo usando el libro como material de apoyo?	46	0	46
4	¿Consideras que el uso de material audiovisual te motivaría a participar en las actividades realizadas en clases?	46	0	

E. ANALYSIS ON THE SPEAKING CONFIDENCE QUESTIONNAIRE IN THE ENGLISH CLASSROOM.

1- ¿Te gusta ver videos, escuchar audios y usar "flash cards" en las clases de inglés?
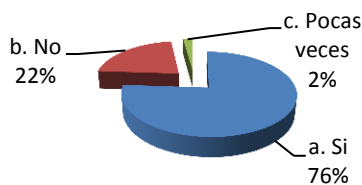
Answer	Students	Percentage
a. Si	32	70
b. No	12	26
c. Pocas veces	2	4
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 70% answered that they like to watch videos, listen to music and use flash cards. Followed by 26% said that they like to watch videos, listen to music and use flash cards in a few way and a 4% said that they do not like that. It means that most of the students love to use videos, music and flash cards during classes.

2-¿Piensas que usar "flash cards", videos y audios es una buena herramienta para aprender a hablar en inglés?
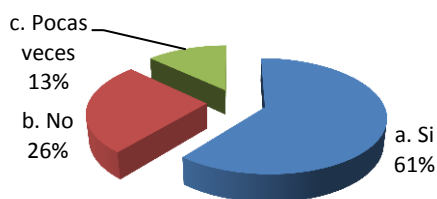
Answer	Students	Percentage
a. Si	35	76
b. No	10	22
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids,

According to the graphic, it can be observed that a 76% of the students think the use of flash cards, watch videos and play audios is a good tool in the classes; followed by a 22% of students think that is not a good tool and a 2% said that: it is not a good tool and they used to use those in a few time. This means that the most of the students used to use those important tools during classes.

### 3- ¿Te sientes motivado a participar en la clase después de utilizar un audio interesante?

Answer	Students	Percentage
a. Si	28	61
b. No	12	26
c. Pocas veces	6	13
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex

According to this graphic, it is easy to see that a 61% of the students said that feel motivation to participate in classes after playing a audio, followed by a 26% that chose the option B and a 13% that answered letter C. it shows that for the most of the students, it is easy to get motivation to participate after playing an interesting audio.
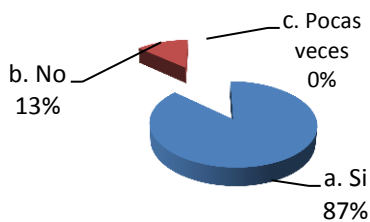
4- ¿Crees tú que aprendes más cantando en Inglés?
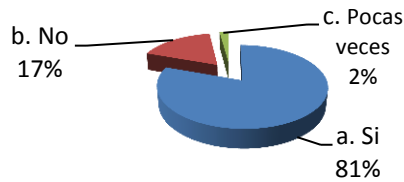
Answer	Students	Percentage
a. Si	37	81
b. No	8	17
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it can be observed that an 81% chose option A, they can improve their knowledge by singing. While a 17% of the students chose option B and the reminding 2% said that option C, it was in few times was necessary to sing. It means that the most of the students love to sing.

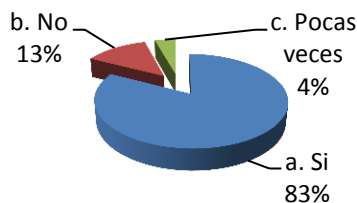**5-¿Has aprendido vocabulario con los videos y flash cards presentados en clases?**

Answer	Students	Percentage
a. Si	40	87
b. No	6	13
c. Pocas veces	0	0
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, the results show that 87% they improved their knowledge by watching videos, listening to music and using flash cards. The other 13% chose option B, while no one chose the letter C. It means that the most of the students used to learn vocabulary when they are using those important tools.

6- ¿Empleas palabras aprendidas cuando conversas con tus compañeros?

Answer	Students	Percentage
a. Si	38	83
b. No	6	13
c. Pocas veces	2	4
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 83% of the students use the new words, while the other 13% of the students said they do not use them and the other 4% they use in a few times. This shows that the most of the students used to use the new vocabulary in different conversations.

7- ¿Asimilas con facilidad el significado de las palabras aprendidas?

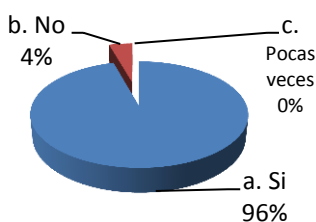| Answer	Students	Percentage
a. Si	37	81
b. No	8	17
c. Pocas veces	1	2
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, an 81% of the students assimilate in an easy way the meaning of some words. While only the remaining 17% answered they do not use it and the 2% said that they do assimilate the meaning of some words in few situations. It means that the most of the students assimilate in an easy way the meaning of some words.

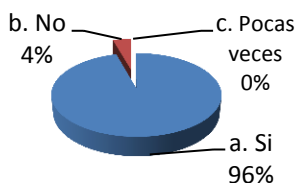**8- ¿Te resulta fácil pronunciar por sí sólo nuevas palabras?**

Answer	Students	Percentage
a. Si	44	96
b. No	2	4
c. Pocas veces	0	0
Total	46	100

Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

The 96% of the students answered that it is easy to pronounce by themselves the new words; the other 4% said that it is not easy to pronounce by themselves the new words. Literal C was not chosen. Most of the students said that it is easy to pronounce by themselves the new words.

9- ¿Identificas fácilmente palabras aprendidas solo con ver un dibujo que le represente a la misma?

Answer	Students	Percentage
a. Si	44	96
b. No	2	4
c. Pocas veces	0	0
Total	46	100

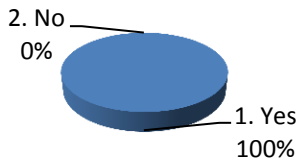Source: Results taken from the speaking confidence questionnaire in the English classroom of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 96% of the students said that identify the words by using pictures in an easy way, while the other 4% answered they do not. It means that the most of the students identify the words by using pictures in an easy way

F. ANALYSIS ON THE BEHAVIORAL CHECKLIST OF STUDENTS´ CONFIDENCE
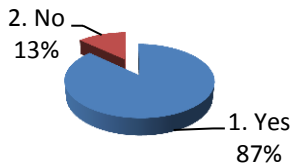
1. Maintains eye contact when speaking

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	10

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 100% answered that they maintain eye contact when they are speaking. It means that the whole group of students maintains eye contact when they are speaking.

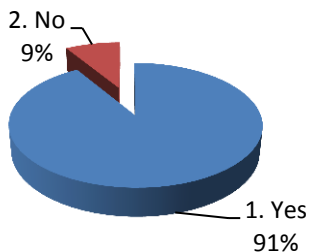### 2. Has erect open posture and positive body language.

2. No
13%

1. Yes
87%

Answers	Students	Perdentaje
1. Yes	40	87
2. No	6	13
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, it can be observed that an 87% of the students have an open posture and positive body language while they are talking; followed by a 13% of students think that they do not have an open posture and a positive body language. This means that the most of the students can talk with their gestures and body language.

3. Speaks clearly and audibly

2. No
9%

1. Yes
91%

Answers	Students	Percentage
1. Yes	42	91
2. No	4	9
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it is easy to see that a 91% of the students said that they Speaks clearly and audibly in an easy way, in the other hand, the 9% they do not considered the same. It shows that for the most of the students, it is easy to Speaks clearly and audibly.

4. Takes risks

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, it can be observed that the whole group love to take risks.

5. Has happy disposition

2. No
0%

1. Yes
100%

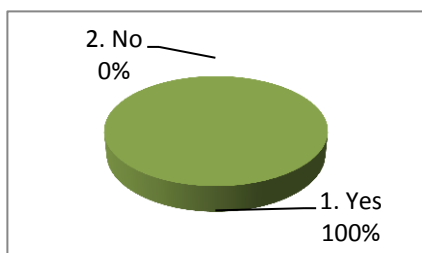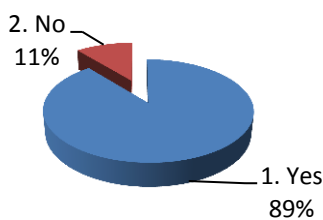| Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this graphic, the results show that 100% has a happy disposition for any activity during classes. That means they have a great attitude and disposition.

6. Communicates feelings appropriately

2. No
11%

1. Yes
89%

Answers	Students	Percentage
1. Yes	41	89
2. No	5	11
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 89% of the students used to Communicates their feelings appropriately, while the other 11% of the students said they do not.

7. Displays initiative

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	4	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

67

According to this chart, a 100% of the students get initiative for developing some activities in classes. It means that they used to put in to practice their knowledge

8. Completes tasks

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex

The 100% of the students answered that they complete the tasks they used to take in classes.

9. Requests help

2. No
0%

1. Yes
100%

Answers	Students	Percentage
1. Yes	46	100
2. No	0	0
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to this chart, the 100% of the students request for some help when they are practicing and suddenly they do have any doubt because their purpose is to improve their knowledge.

10. Is an active participant?

2. No
7%

1. yes
93%

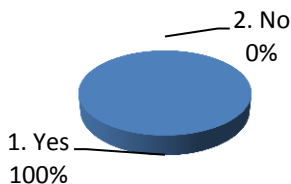| Answers	Students	Percentage
1. Yes	43	93
2. No	3	7
Total	46	100

Source: Results taken from the behavioral checklist of students confidence of level I and III of the Saturday English Program for Kids, annex _____

According to the graphic, the 93% answered that they like to participate in classes. Followed by 7% said that they do not like. It means that most of the students love to participate in classes.

68

G. QUALITATIVE DATA ANALYSIS ON THE PARENTS´S INTERVIEW

For the interview, each member of the research team asked for the help of some parents to develop an interview with the aim of knowing the performance of the students outside the English course being investigated. As the investigation involved a total of 46 students, the team decided to select randomly a total of 23 parents, 11 in the morning and 12 in the afternoon. The interview consisted on five indicators or questions to get the qualitative data results (see ANNEX   ). Each indicator was measured by answering five open questions in an oral interview administered to the parents of the students of the Saturday English program for kids on the University of El Salvador. When the oral interviews were carried out, the results were analyzed by doing a qualitative analysis by the researcher team, mainly composed by comments, opinions, narrations and questions answering. Then, these results were discussed and compared to the students' school grades gotten during the development of the English course and the interview was analyzed in the qualitative way.

1.- *Oral and written interview recorded*- Each of the three interviewers used an interview guide in which there were formulated five open questions, those questions were asked orally to each one of the students' parents. These indicators were the same in the three interviewers. The team members were asking and listening carefully to each answer, not only listen to the answers but also, taping them with the permission of the interviewed parents. The analysis consisted on the narrative description of each indicator by means of the answers gotten from the observations, since the comments for each open question were compiled on those tables. There were positive results based on the parents' opinions about the program.

Therefore, in this part of the data analysis, the interviews were administered to six parents each week during the final weeks of English program development. The English program lasted 5 months and the interviews were developed during the last 4 weeks of the course in a total of 23 parents.

2. *Determining themes*: The interview consisted on the following questions or indicators which would help the research team to know the progress of the students in the English learning process outside the classroom. The questions where formulated in Spanish since they were administered to the students' parents.

INTERVIEW
1- ¿Considera usted que su hijo/a ha aprendido en las clases de inglés que ha recibido en este curso?
2- ¿Cree usted que su hijo se siente motivado a aprender con este curso?
3- ¿Ha tenido una mejoría su hijo en su record académico de la asignatura de inglés que imparten en su escuela?
4- ¿Ha observado si su hijo practica inglés en casa?
5- ¿Escucha música o ve videos en inglés su hijo en casa?

It is important to clarify that the questions were always the same for each interviewed, since there was going to be a qualitative analysis.

4- *Constructing an argument*.

Before analyzing the data obtained by the observation and interaction teacher/team-students, it was necessary to explain the interview purposed and way on the interview was going to be carried out. For this reason the team can say:

The main purpose of this interview was to determine the progress of the students outside the classroom in order to know if English learners´ activated their speaking skill by being exposed to a variety of audiovisuals and technology in communicative activities in the classroom.

For the question number 1, all the parents interviewed agreed that they had seen their children progress in the English learning process since their grades had improved in their

school and they looked very interested and excited on taking the English program every Saturday. They expressed that their children sometimes shared with them what they had learned during the class and told them what activities the teacher had developed during the class.

When asking the second question, most of the parents agreed that the implementation of the audiovisuals to develop the English program was very beneficial for their children's English learning process because they looked very motivated before and after every class since students expressed to their parents that they did not do those kind of activities during their normal English lessons in their schools. Furthermore, they said that the methodology that the teacher was using was very helpful for their children since technology was implemented in the classroom and it seemed to call students' attention and motivation.

In the question number 3, parents claimed that their children had gotten better grades in the English subject at their public schools because of the training they were having at the course and that the activities that were developed in the program were suitable for their levels since they helped them to get interest in the language learning.

In the next question, parents affirmed that their children practice their English at home when doing the workbook exercises and the homework that the teacher assigned to them. They expressed that their children sometimes repeated some of the new words learned in class and said the meaning to them.

For the final question, parents said that since students started the program they were motivated to learn English in the course and they used to observe their children continuously practicing the new vocabulary, looking for some English videos on the internet, trying to make simple sentences in English and listening to music in English. This showed that visuals motivate them to keep learning new things.

H. ANALYSIS BASED ON THE DATA RESULTS FROM THE RESEARCH QUESTIONS

General Question

The general question was the following: What are the effects of using audiovisuals in communicative activities in English learners to activate the speaking skill in an English program for kids in the University of El Salvador?

Related Questions

- Do speaking skill difficulties in students of an English program levels I and III depend on the quality of the teaching techniques and methodology that teachers apply in the classroom?

- How the usage of audiovisual material and technology in the classroom motivates the speaking skills in the oral activities?

- What are the methods and techniques that better help students to improve their speaking skill when being exposed in different oral situations?

The Saturday English program for kids at the University of El Salvador was developed during five months in the levels I and III with a total of 46 students enrolled in the group with the purpose of determining the effects of the usage of audiovisual materials to activate/develop the speaking skill in beginner learners. According to the results gotten from the different instruments, visuals help to enhance the language teaching, as well as students' comprehension of the new input. Moreover, visual aids clarify the meaning of words and messages, help in memorizing new vocabulary, and in attracting students' attention.

The use of the audiovisual materials as videos, flash cards, songs, colorful charts, songs, power-point presentations, games, draws, pictures among others, facilitates English classes to encourage the communicative Language approach. Besides of being an excellent tool to improve the language acquisition, the use of audiovisual materials in the classroom provided a more meaningful context for the students. All these factors influenced students to become more participative and communicative members of the classroom. The results of the investigation showed that the use of audio-visual content has strong potential for enhancing and promoting interactive language classes. However, according to the results of the evaluated group it can be said that the success of the program depends on how the quality of the audiovisuals material used in every single lesson was designed and implemented with oral activities that encouraged students to produce spontaneously answers, ideas and opinions and also how the teacher trained to the group of students through the use of the audiovisual material that was a suitable way to teach English.

Overall, it is important to mention that the teacher´s techniques and activities designed to develop the speaking skills of different public schools students gathered at the University of El Salvador. As it was said before, a total of 46 students were studied and through the observation results it can be said that students did a good usage of the English language in almost all the oral activities of the course; and it was possible because the techniques that were used (technology and audiovisual aids) had helped to create an environment with a variety of information in order to enrich the student´s knowledge through the different communicative activities. The quality of these techniques applied in the classroom helped to build confidence in students when developing the different oral activities in the English lessons.

When audiovisuals were integrated into the lesson plan through technology, it attracted students' attention to the topic presented in the class, improved and facilitated comprehension of grammar and language, increased students' motivation, as well as helped students to memorize the new vocabulary and structures, all this was developed doing interactive activities to activate their speaking skill.

 The team observed that when teaching new vocabulary, the best way to do it is using visuals since it provides students a better understanding of the new information and they retained it for a longer term. A major aim of the teacher was to make the input comprehensible for the students, trying to use the target language as much as possible during the lesson, avoiding direct translations and extra explanations in the mother tongue. The visual materials supported the team in that matter, as they serve as metal scaffolds for the students (Carney and Levin, 2002) and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, p.108). Pictures and videos could serve as a connection between the mother tongue and English, so direct translations were not needed (Feuntein 1995). This support also allowed the teacher to skip excessive explanations and translations and helped to save time (Brinton,2001).

According to the data results, learners gathered new information through visualization of the variety of audiovisual material, picture and images, usually they expressed the agreement and enjoyment felt after classes, it is important to mention that students tried not to miss any class because they enjoyed learning the language through the use of audiovisual materials.

The team could realize that students were so interested in the presentation of some topics with the use of videos, documental and activities outside the classroom using objects, charts, pictures, songs games and fun activities in which the opportunities to develop the student´s speaking skills were frequently.

A positive relationship has been found between young learners viewing of educational videos and cognitive performance at both children and young learners. Based on the data analysis results, the researchers can demonstrate that the usage of audiovisual material combined with supporting oral activities, helped in the English learning process to create self confidence in their speaking skills at the time of doing their oral presentations in the classroom and other evaluations included in the course curricula. Also, they were benefited

in their academic process in their public schools, because their parents said their grades were being better while they were attending classes in that course.

After all the activities prepared for the group involved in the research were carried out, the qualitative and quantitative data collected shows the positive effects experienced by students due to the use of multimedia visual aids.

Audiovisuals and video usage were effective educational tools for teaching English for the kids involved in this course; it also showed a general positive effect on the group. It attracted more attention all class time. More than half of students surveyed described audiovisual as "very effective for them" for learning with funny oral activities.

Recent studies support the theory that viewing is instead an active process, one which can be "an ongoing and highly interconnected process of monitoring and comprehending" and "a complex, cognitive activity that develops and matures with the child's development to promote learning" (Marshall, 2002, p. 7). Mayer (2 001) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: "well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive". The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as "the content one watches may be a truer determinant of future academic success than the amount of time one spends watching educational videos" (Stanovitch & Cunningham, 2004,). Other aspects of video that have been demonstrated to engage students in active learning are its address to the four multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers.

However, video also was a benefit for the beginner learners and their oral activities assigned trough the course. In fact, the team cites the conclusions of Wiman and Mierhenry (1969), "Cone of Experience," that: "people will generally remember: 10% of what they read 20% of what they hear 30% of what they see 50% of what they hear and

see". So, Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual.

Audiovisuals can also give visually compelling access to information for many beginner learners with learning difficulties who might miss learning opportunities provided solely by printed materials. In this aspect, videos facilitate important learning opportunities to students working in a second language. As Barron (1989) argues, not only can video create learning contexts that would not otherwise be accessible, "in some situations video is even superior to a field trip … because the video can be replayed and reviewed as often as necessary" to ensure learning by students with learning disabilities.

Videos, especially some chosen films, provided a social context for English language learners; it was played in two ways; first, with the sound and second, students only heard the language spoken, or alternatively, with the sound off, so that learners can use their own language skills to provide the dialog or narrative. As they were beginner learners, with the vocabulary that they already known, they tried to expressed what was happening in the video, and a stimulus was given to the ones that tried to guess using complete sentences, this motivated students to participate more.

Audiovisual materials in the course selected were skeptically, critically and knowledgably focused on the student's levels and necessities. As the team analyzed the results, it was observed that using video in the classroom was a successful way to the production of oral information in the children. Selecting effective video content is an essential component of integrating this medium into practice and realizing the promise of multimedia in the classroom.

To activate students' speaking skills the best chosen method for the team was using audiovisuals aids in the classroom because there are a variety of material that can be used by the teachers. The uses of technologies are supplementing traditional English teaching methods in the majority of public schools. Students learn faster and easier than before

because of the use of technology in the course. If they are continue been trained during their school years, they learn the language and technology simultaneously. For this reason, the majority of the students had a positive opinion when were asked if they were learning with the use of the audiovisual aids and besides they expressed their agreement with this methodology.

According to students data results, English was easier to learn because of the availability of many sources to help them learn in an enjoyable way such as watching videos, flash cards, colorful charts, chanting songs related to the topic, and so on. Learning based on audiovisual aids is one of the fastest growing areas in education. It is widely accepted that advances in information technology and new developments in pedagogy provide opportunities to create a well-designed curricula for English courses.

Using the audiovisual method was a technique that better helped students to improve their speaking skill when been exposed to different oral situations. Some of the benefits discovered by the researchers in this course were that students built effective communication using media information and phrases gathered in the videos and teacher´s lessons to support personal and group learning besides of communicating thoughts and ideas clearly and effectively to different classmates using new vocabulary learned from the videos and visuals. They memorize better the new vocabulary and retain the information learnt for a longer time than using only the text books.

 The parents´ opinions were very important to our analysis since they were so proud of their children learning process during the course. They said good things about the program that helped to the results in the oral activities and the motivation they had not only at the beginning of the course, but also at the end of the course.

Finally, after carrying out all the activities prepared for the group involved in the research, the qualitative and quantitative data collected shows the positive effects experienced by students due to the use of multimedia visual aids. The data collected through observation during the lessons shows a clear increase of students' participation and they seemed more confident when speaking and interacting in English.

VI. CONCLUSIONS

Through the development of this project, and according to the information gathered from students, the students' parents, the team and some background information, the following conclusions were made:

- One of the most significant factors in the success or failure of the usage of audiovisual and technology in children teaching English is the quality of the content. Selecting video that has strong, visually rich educational content is a critical element for maximizing the effectiveness of video. Video is a visual medium, and optimal use capitalizes on the strengths of its visual material. This includes providing visual demonstrations or evidence, dramatizing events and concepts, and appealing to the emotions. It was proven that visuals help to enhance the students' comprehension of the new input, as well as the language teaching. Moreover, visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in attracting students' attention.

- Audiovisual aids used to teach English to kids can promote learners' speaking fluency and motivation to express their own ideas. There are positives reasons for evaluating videos as variation in the presentation, humor, age-appropriate narration and developmentally-appropriate, thinking skills, organization in sections, provision of meaningful examples, posing of open ended questions, opportunities for students to carry out individual thinking, etc. Furthermore, visual aids are useful to facilitate the learning process and to improve the outcomes in the language classroom.

- Students from public schools of El Salvador have some difficulties at the beginning of English courses because they are used to be exposed to traditional methods when learning English, these methods are focused on language teaching based on the teacher being the controller or the instructor of learning environment trying to teach grammar and writing skills and leaving out the importance of the speaking skill.

- Students in this English program considered that they needed to be exposed to different types of material, and also to work with their classmates in different ways such as whole class, pair and group or individually provides the greatest method of doing their oral presentations. The results of questionnaire report that students have experienced the benefits of multimedia visual aids: they have felt more motivated and more confident to express themselves orally. Visuals have helped them to memorize new vocabulary and understand the grammar with fewer explanations in the mother tongue. And the learning has evolved into more meaningful for them due to the contextualization of the content, bringing the real world to the classroom with videos and presentations.

- The questionnaires results, filled up by students, clearly show their positive attitude towards the use of audiovisuals in the language classroom; also, the students indicated their desire to have more classes based on multimedia visuals. They considered that this methodology is more interesting for them since is new and it involves technology.

- The results prove that parents agreed that the use of multimedia visual aids benefits the classroom dynamics, gaining students attention and increasing their motivation. In addition, they said that their children got better grades in the English subject in their schools.

- English students speaking quality is close to the way in which English speaking skill is taught, as well as the practice, the time invested studying of the topic or lesson and methodology applied.

- English as a language is always the same in the way of the communication, so is the media; television, radio and audiovisuals which are an extraordinarily rich source of language in use in order to expose foreign language learners to the target language

the use of technology need to be exploited in the classroom as much as possible. Mostly in kids who get a better attention with the use of audiovisual aids.

- A great tendency towards the use of technology and its integration into the curriculum developed by the Saturday English Program for kids has gained a great importance. Particularly the use of video has received increasing attention in beginner learners. It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques.

- Finally, the use of audiovisual and video is useful at the most basic level of instruction, as a form of communication and it can be achieved sometimes without the help of language, since teachers often interact by gesture, eye contact and facial expression and a variety of pictures to convey meaning. The findings clearly show the positive effects of including the multimedia visuals material in the language classroom. With the change of the classroom dynamics, the students' behavior was changed as well.

VII.   RECOMMENDATIONS

Based on the experience and creation of this research it can be said that any results, positive or negative on student´s learning depend on the teacher's ability to be creative and to use modern teaching methods involving technology or other modern techniques to gain students' attention.

To teachers:

- Be creative in all the ways. Try to use many pictures as possible, depending on the variety of visual resources and class level and ability, a teacher can brainstorm with the class sentences, key words, and phrases around a particular category or situational context that is the building block for a presentation. Start a lesson or class with a memory game or exercise. Students then work in pairs writing down or saying the words they remember.

- Make activities involving videos, then asking questions or presenting statements that are not true about themselves, and then asking their friends to decide whether they are true or false. Students showed a lot of fun with the usage of these ones in classes. Kids' English teacher should apply a different methodology in class at the moment of verifying the lack of understanding on the students' part, reinforce those techniques that present difficulties and solve students' problems and doubts. Since English courses teachers must provide a supportive environment presenting audiovisual aids in the majority of their classes where students can feel comfortable, to share opinions and to have a better teaching and learning process.

- Teachers must clarify the students what is expected about the activity or oral tasks, provide enough information and ideas to write about, and give an adequate feedback. Moreover, teachers should ask their students about practicing their speaking skills based on the different experiences of the classes showed. Furthermore, they must use extra material from magazines, videos, charts, song, papers, and any of the helpful

material that can improve a lesson in order to make the students' learning process easier.

- Finally, based on the experience and creation of our research we can say that any results, positive or negative on student´s learning depend on our ability to be creative and to use modern teaching methods. The following, is a suggested list of oral activities teachers can do in their teaching process:

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IX. APPENDICES

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Appendix 1: SPEAKING CONFIDENCE QUESTIONNAIRE IN THE ENGLISH CLASSROOM

Research Project: "The Effect of Using Audiovisuals in Communicative Activities in English Learners to Activate the Speaking Skill. Case Saturday English Program for Kids, Year 2016, University of El Salvador"

Objective: To determine students´ confidence in speaking English by providing them with a questionnaire to measure how they feel about some scenarios inside the classroom.

Nombre del estudiante:_____**Nivel:** _____

Instructions: Circule la respuesta correcta para cada pregunta. Asegúrese que su respuesta refleje como se siente en realidad en las siguientes situaciones:

1- ¿Cómo te sientes cuando la profesora te pregunta algo enfrente de la clase entera?

  A- muy cómodo   B- cómodo   C- incómodo   D- muy incómodo

2- ¿Cómo te sientes cuando la profesora te pide que hables inglés con un compañero/a?

  A- muy cómodo   B- cómodo   C- incómodo   D- muy incómodo

3- ¿Cómo te sientes cuando la profesora te pide que tengas una discusión en un grupo pequeño?

  A- muy cómodo   B- cómodo   C- incómodo   D- muy incómodo

4- ¿Cómo te sientes cuando tienes que preguntar algo enfrente de toda la clase?

  A- muy cómodo   B- cómodo   C- incómodo   D- muy incómodo

5- ¿Cómo te sientes cuando hablas ingles solo con la profesora?

  A- muy cómodo   B- cómodo   C- incómodo   D- muy incómodo

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Appendix 2: BEHAVIORAL CHECKLIST OF STUDENTS´ CONFIDENCE

Research Project: "The Effect of Using Audiovisuals in Communicative Activities in English Learners to Activate the Speaking Skill. Case Saturday English Program for Kids, Year 2016, University of El Salvador"

Objective: To determine the effects of using audiovisuals in communicative activities in English learners to activate the speaking skill. Case Saturday English program for Kids, year 2016, University of El Salvador.

Student´s name: _____ **Level:**_____

BEHAVIOR	YES	NO	COMMENTS
1- Maintains eye contact when speaking			
2- Has erect open posture / positive body language			
3- Speaks clearly and audibly			
4- Takes risks			
5- Has happy disposition			
6- Communicates feelings appropriately			
7- Displays initiative			
8- Completes tasks			
9- Requests help			
10- Is an active participant			

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Appendix 3: MATERIAL CHECKLIST

Research Project: "The Effect of Using Audiovisuals in Communicative Activities in English Learners to Activate the Speaking Skill. Case Saturday English Program for Kids, Year 2016, University of El Salvador"

General objective: To determine the effects of using audiovisuals in communicative activities in English learners to activate the speaking skill. Case Saturday English program for Kids, year 2016, University of El Salvador.

QUESTIONS	YES	NO	COMMENTS
1- Does the audiovisual material have a positive effect on learners' motivation and attitude?			
2- Is the material well designed and catches sts' attention because of the use of creativity (colorful, nice images or scenes, audio and the like)?			
3- Do students pay attention to the material?			
4- Do students catch the videos/listening's ideas?			
5- Do students answer correctly to the teacher's questions?			
6- Do students have initiative to participate in the class?			
7- Do students enjoy watching the audiovisual material that the research team provides in class?			
8- Do students show confidence in their answers?			

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Appendix 4: SPEAKING CONFIDENCE QUESTIONNAIRE BASED ON THE MATERIAL

Research Project: "The Effect of Using Audiovisuals in Communicative Activities in English Learners to Activate the Speaking Skill. Case Saturday English Program for Kids, Year 2016, University of El Salvador"**.**

Objective: To determine the effects of using audiovisuals in communicative activities in English learners to activate the speaking skill. Case Saturday English program for Kids, year 2016, University of El Salvador"

Nombre del estudiante: _____ **Nivel:** _____

Instrucciones: *Circule la respuesta correcta a cada interrogante. Asegúrese de contestar con honestidad cada pregunta:*

1- ¿Te gusta el uso de los materiales multimedia como videos, flashcards, música y audios en inglés en el salón de clases?

    A- Sí   B- No   C- Pocas veces

2- ¿Piensas que usar videos, flash cards y audios es una buena herramienta para aprender a hablar inglés?

    A- Sí   B- No   C- Pocas veces

3- ¿Te sientes motivado a participar en la clase después de escuchar un audio ver un video interesante?

    1- Sí   B- No   C- Pocas veces

4- ¿Crees que aprendes más con el uso de audiovisuales?

    A- Sí   B- No   C- Pocas veces

5- ¿Has aprendido vocabulario nuevo en inglés con los videos y flashcards que te presentan en la clase?

A- Sí   B- No   C- Pocas veces

6- ¿Recuerdas más fácilmente las lecciones de inglés que se te enseñaron usando material audiovisual?

A- Sí   B- No   C- Pocas veces

7- ¿Has aprendido vocabulario nuevo en inglés con los videos y flashcards que te presentan en la clase?

A- Sí   B- No   C- Pocas veces

8- ¿Empleas palabras aprendidas cuando conversas con tus compañeros?

A- Sí   B- No   C- Pocas veces

9- ¿Asimilas con facilidad el significado de las palabras aprendidas?

A- Sí   B- No   C- Pocas veces

10- ¿Te resulta fácil pronunciar por si solo nuevas palabras?

Sí   B- No   C- Pocas veces

11- ¿Identificas fácilmente palabras aprendidas solo con ver un dibujo que le represente a la misma?

Sí   B- No   C- Pocas veces

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGES DEPARTMENT
"Saturday English Program for Kids"

Appendix 5: BEHAVIORAL CHECKLIST OF STUDENTS´ CONFIDENCE

Student´s name: _____ **Level:** _____

BEHAVIOR	YES	NO	COMMENTS
1- He/ She pays attention to the video/audio.			
2- Maintains eye contact when speaking			
3- Speaks clearly and audibly			
4- Uses the vocabulary from the videos when speaking			
5- Has happy disposition			
6- Communicates feelings appropriately			
7- Displays initiative			
8- Has positive body language when speaking.			
9- Requests any help			
10- Is an active participant			

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FOREIGN LANGUAGES DEPARTMENT
"Saturday English Program for Kids"

Appendix 6: INTERVIEW

Nombre del estudiante:_____**Nivel:** _____

1- ¿Considera usted que su hijo/a ha aprendido en las clases de inglés que ha recibido en este curso?

2- ¿Cree usted que su hijo se siente motivado a aprender con este curso?

3- ¿Ha tenido una mejoría su hijo en su record académico de la asignatura de inglés que imparten en su escuela?

4- ¿Ha observado si su hijo practica inglés en casa?

5- ¿Escucha música o ve videos en inglés su hijo en casa?

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SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGES DEPARTMENT
"Saturday English Program for Kids"

Appendix 7: PRE-TEST

Objetive: Determinar el nivel de inglés de los estudiantes.

Nombre del estudiante:_____**Nivel:** _____

Indicaciones: Circule la respuesta correcta a cada oración.

1- My name _____ Mary.   a. *is*   b. *are*   c. *am*

2- She _____ a nurse.   a. *is*   b. *are*   c. *am*

3- You _____ a doctor.   a. *is*   b. *are*   c. *am*

4- I am _____ El Salvador.   a. from   b. of   c. to

5- He is my _____.   a. brother   b. sister   c. box

Indicaciones: Responda con sinceridad. Significado de la palabra:

1- **What**   _____
2- **Grey**   _____
3- **Between**   _____
4- **Does**   _____
5- **Food**   _____

Indicaciones: Responda con honestidad.

1- **¿Sería capaz de realizar una presentación personal sin ayuda del maestro?**
   _____

2- **¿Conoces con facilidad las preposiciones de lugar en inglés?**
   _____

3- **¿Te puedes describir usando aspectos morales y físicos?**
   _____

4- **¿Eres capaz de deletrear tu nombre?**
   _____

PICTURES

Picture taken after an oral activity

Activities outside classroom

G a m e g i r l s V r s . B o y s

A s k i n g o p e n a n d c l o s e d q u e s t i o n s a f t e r w a t c h i n g a v i d e o

L i s t e n i n g s t u d e n t s ´ o p i n i o n s a n d c o m m e n t s

A animals´ gallery. Giving information about animal´s life.

Interaction activity: Talking about animals

L e a r n i n g   a b o u t   f a r m   a n i m a l s

O r a l   a n d   w r i t e n   a c t i v i t i e s

Teaching clothes and

chantting whith a video

**S o m e   o f   t h e   h a n d m a d e   p o s t e r s   u s e d   a s   v i s u a l
m a t e r i a l**

Outdoors activiries to learn while have fun.

G r o u p t a l k i n g a c t i v i t i e s w i t h f l a s h c a r d s