



# UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS

THE USE OF AUDIOVISUAL AIDS TO MOTIVATE STUDENTS OF 9 DE  
OCTUBRE HIGH SCHOOL TO SPEAK IN ENGLISH

MORALES RUILOVA JAIME ROBERTO

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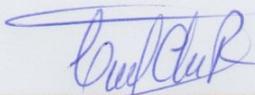
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## **DEDICATION**

This work is dedicated first to my parents who are my inspiration and the people who always support me in every moment in my life.

To all the people who are always by my side and help me to become every day a better person motivating me to go on in every difficult situation, supporting me and giving me the best pieces of advices.

## **GRATITUDE**

To this excellent university and the teachers that are part of the English carrier that have taught me not only knowledge but also manners and how to be a professional.

And to my parents and closest friends who always encourage me to do my best in my studies and in my whole life.

## **ABSTRACT**

The project is focused on audiovisual aids which are a fundamental part of the class that try to make the class more educative and complete so the students perform better and get the knowledge taught for the teacher in a good way.

Furthermore, it points out how the use of these tools can produce positive aspects in the environmental of the class when developing the speaking skill. On the other hand, it also tries to explain how not to use them generate negative aspects not only in students' motivation but also in the development of speaking skill.

This project also tries to show the kind of audiovisual aids that can be used and in which way they

can help English teachers in their lessons. And above all, they try to show the benefits in motivation and assimilation of the knowledge that the use of audiovisual aids brings in a class.

Also this paper treats with topics related with motivation to make students talk not in Spanish but in English in class through the help of audiovisual aids; so with this, facilitate the assimilation of information and to create an environment where students do not get stress while learning instead they enjoy and show desire to use the language, so their learning process becomes better and easier.

Finally, this project arises activities that can be done with audiovisual aids through their application, so the English teachers develop in an exponential way the teaching learning process of the Speaking skill.

### **Key words:**

Audiovisual aids, knowledge, environment, speaking, motivation.

## RESUMEN

El trabajo realizado trata sobre las ayudas audiovisuales las cuales son una parte fundamental de la clase ya que trata de hacerla más educativa y completa para que los estudiantes se desenvuelvan mejor y recepten de una mejor manera el conocimiento impartido por el docente. Además, se indica como el uso de estos materiales audiovisuales generan aspectos favorables en el ambiente de la clase al desarrollar la habilidad del Speaking. Por otro lado, también se busca explicar cómo al no usar ayudas audiovisuales se generan aspectos negativos tanto en la motivación del alumno como en el desarrollo del Speaking.

Este trabajo también busca presentar los tipos de ayudas audiovisuales que existen y de qué manera puede cada uno de ellos ayudar en ciertos aspectos a los docentes de inglés en sus clases. Y sobre todo a resaltar los beneficios en la motivación y asimilación de conocimientos que la aplicación de ayudas audiovisuales trae consigo.

También se abordó los temas relacionados con la motivación para que los estudiantes hablen inglés y no español en clases, mediante el apoyo de ayudas audiovisuales en clases para de esta forma facilitar la asimilación de conocimientos en el aula y crear un ambiente donde los alumnos no se estresen al aprender sino más bien disfruten y demuestren deseo por usar el lenguaje.

Finalmente, se planteó en el trabajo actividades que pueden ser realizadas con ayudas audiovisuales para que así los docentes de Inglés mediante su aplicación, mejoren de manera exponencial el proceso de enseñanza aprendizaje.

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### **Palabras clave:**

Ayudas audiovisuales, conocimiento, ambiente, motivación, Speaking.

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## 1. INTRODUCTION

Audiovisual aids are essential in the English learning process and this is because every teacher needs equipment to use in order to let the students see and get a more interesting education. These materials are a great advance nowadays due to the fact that they motivate students to enjoy and feel encouraged in the learning process.

The most advantageous benefit of using these materials is that it provides different ways to catch the students' attention and also to provide not only a more interesting class, but also an environment where the student feels motivated to learn; making him participate in the teaching learning process. In order to teach English, it is impossible for a teacher just to use a board and markers, teachers need more audiovisual aids in order to explain in a better way all the knowledge for improving the four skills.

Specifically, for the Speaking skill, it is very necessary to use audiovisual aids and this is because learners need to see some difficult topics where they need to practice things like the phonemes by listening the correct pronunciation in some different accents, which is possible thanks to the use of audiovisual aids such as computers, speakers, and projectors.

In the 9<sup>th</sup> year of 9 de Octubre high school the teacher does not use audiovisual aids in the improvement of Speaking, this produces the main problem in the current project which is to know which roles does the use of audiovisual aids play in the motivation of speaking, so for this, it will demonstrate the main importance of these tools to encourage and motivate the students' use of English.

Other problem is that teachers do not know the benefits of using the audiovisual aids for the speaking improvement, and this is why in this project there will be the benefits of the audiovisual aids for the speaking improvement so teachers can use that information to improve their classes.

And also another problem is the failures caused by the lack of audiovisual aids provoking students' discouragement when speaking English, so the project will detail and avoid them.

This project is really important because if all the teachers would use tools such as audiovisual aids which catch students' attention creating a better way to learn, students will be more keen on learning English.

# THE USE OF AUDIOVISUAL AIDS TO MOTIVATE STUDENTS OF 9 DE OCTUBRE HIGH SCHOOL TO SPEAK IN ENGLISH

## 2. DEVELOPMENT

### 2.1. Audiovisual Aids

Audiovisual aids play an indispensable role in classes of English because you cannot teach a foreign language just by using a book, those audiovisual aids can help motivating students to speak in class. Otherwise the class becomes boring and repetitive for the learners.

“Audiovisual aids are called multisensory, they try to teach based on the direct experience using it as ways the perception, the hearing and sight” (Barros Bastida & Barros Morales , 2015). With this in mind, we can say that by using these materials we can capture images and texts through impressions and projections, and reproduce phonetic sounds and conversations through speakers, which will produce a development of the foreign language while encouraging students to speak and participate in class.

These audiovisual aids have essential benefits by making students learn through the use of not just one sense but two: the hearing and sight. This lets students assimilate more information and in order to learn English, this makes easier to the teacher to hook students' attention and to make everybody in the class speak just in English, not in their native language.

2.1.1. *The most useful audiovisual aids in an educational process.* According to Zabalza (2007): the technologies have become a necessary tool with an unquestionable value in its management of knowledge in educational purposes. (Ortiz Ruiz & Manzano Villagra, 2013). These technologies also known as audiovisual aids are indispensable at the moment of teaching because they facilitate the assimilation of information to the students improving their learning.

Audiovisual aids can be described into 3 groups that help the educational process:

- Audio aids
- Visual aids
- Audiovisual aids.

**Audio aids:** These materials are tools in a class that help in the learning process by making students heard some information.

*Radio.* - It is used to reproduce cds that have conversations or songs to improve the listening and vocabulary. In addition, while listening, students can gain vocabulary.

*Tape\_recorder.* - Students can record their voice in conversations and notice their own mistakes to improve them.

*Speakers.* – It is used to listen to some conversations or songs. Its main function is to reproduce loud recordings.

**Visual aids:** visual aids as the name suggests, help in an educational process by displaying the information so the students can see it.

*Board.* - This is one of the most used materials in the educational process. Teachers can write their topic to be taught with the use of markers.

*Pictures.* – Sometimes some topics need pictures to be explained in a better way. Also with pictures students tend to memorize better the topic being taught.

*Text book.* - The main help that any teacher can ever have is the book; inside this, there are definitions, grammar rules, examples, activities and all kind of things to develop a class.

*Slides.* - These are common in presentations or topics that need graphics or figures, etc. they are of a great help in new topics where definitions and pictures are necessities.

**Audiovisual aids:** these materials make students assimilate new knowledge by seeing and hearing, which is better for learning more information. Also they play an important role in the motivation and reinforcement of the students.

*Projector.* - With the use of this equipment, slides can be done in computers. Also, there are some programs like power point, Prezi, etc. where dynamic slides can be designed to make a more sophisticate presentation or explanation of a topic.

*Computer.* – Nowadays this is one of the most indispensable tools in education. We can use it to surf on the internet, to create written materials, to practice through video call or chats with native people, etc.

*Tv and Dvd.* – These materials are great to improve listening and speaking because we can watch movies or videos in the foreign language or Tv series that are going to make students get more vocabulary and also get used to the correct pronunciation.

2.1.2. *The use of audiovisual aids in the English learning process.* Currently, the importance of audiovisual aids, primarily because of its diffusion, makes these materials as a great educational help that become more interesting and motivating the way students assimilate knowledge. (C, Noguera, Perez Jimenez, & Reyes Zurita, 2010). Students assimilate information in different ways, so it is necessary for a teacher to look for keys that can help him in the class, and the most effective is the use of audiovisual materials.

English as a foreign language is a subject in high schools that cannot be taught just by the use of books, especially at the moment of developing the four skills: listening, speaking, reading and writing. In order to teach properly an English lesson, it is important to use audiovisual aids, so you can use them as tools to improve each skill.

*Speaking:* To develop this skill in students, a projector is important to display phonemic charts which make students pronounce correctly. Also a tape recorder can be used to record and listen the students' pronunciation, so they can hear their mistakes in speaking. In class teachers can record conversations between students and practice from their mistakes so they improve the way they speak.

*Listening:* To develop this skill, speakers are necessary to listen to different accents that are possible in English, so students can get used to the pronunciation. Also they can use a radio to listen to songs and do activities such as fill in the gaps, or listen to the missing word, etc. Furthermore, it is very common to listen to native speakers' conversations to complete activities while they improve the ability to listen in the foreign language.

*Reading:* To develop this skill, computers can help to find stories or pieces of written texts to improve the ability of understanding the language and with these stories teachers can do worksheets to practice in class. There are plenty of activities which can develop reading skill, for example: matching true or false some sentences according to a paragraph.

*Writing:* To develop this skill, students can write essays, emails, articles and letters that are uploaded on internet websites. For this, a computer and a printer are essential. In addition, to improve the way students write, phrasal verbs, idioms and phrases are necessary to be taught in class.

## 2.2. Speaking Skill

Speaking skill in English is necessary because it interacts as a way of communication among all the people in the world. (Asakereh & Dehghannezhad, 2015). This skill is very important at the moment of studying English because it is necessary for communication and transmission of information, feelings, knowledge, etc.

Something else to be considered here, is that in writing (the other productive skill) you have time to think in what you want to express, while in speaking you must do it spontaneously, you connect the ideas at the same time you speak.

This skill is the most difficult to develop due to the fact that you need to have good management of vocabulary, use of grammar, phonetic, good pronunciation, accuracy and fluency to be understood for a listener. In addition, this skill is not just about talking in English, it is also about the interaction and the body language, that is used to express something.

Speaking is something that happens spontaneously, so it might be time-constraint to produce this skill. (Wang, 2014). This skill has some factors that influence the way people speak. They are:

*Vocabulary.* – If someone wants to speak but has a limited vocabulary, it would be impossible to express ideas. On the other hand, a wealth vocabulary will ensure a good conversation.

*Grammar.* – for all the skills in English, grammar is essential because without it, it is impossible to communicate correctly, associating information in sentences.

*Pronunciation.* – It plays an indispensable role in speaking, because if you mispronounce a word nobody will understand the message and it can produce confusion or a wrong idea about what you are saying.

*Accuracy.* – It is the precision of the ideas, in other words is to say something without any kind of mistakes in the factors described before.

*Fluency.* – this is to speak maybe with some mistakes but without pausing. Even with some mistakes, a fluent person will be able to talk in the language.

2.2.1. *Development of Speaking with the use of audiovisual aids.* According to a research, 90% of the information is learnt through what the student says and does. (Méndez Lloret, 2010). So it is vital to encourage students to speak in the foreign language and produce knowledge in English because that will make them retain more information and hence learn more.

Audiovisual aids influence students in a positive way by making them speak in the foreign language gaining confidence and vocabulary to be able to express with words what they want. To develop speaking skill, it is necessary tools to encourage students to practice and speak which is actually the only way to work out this ability. Audiovisual aids are necessary in the development of speaking for so many reasons:

- ✓ In order to speak correctly, a projection of a phonemes chart is useful, because these phonemes are the symbols that represent the correct pronunciation of the language.
- ✓ To listen how you sound when you speak, it is important to record your voice so you can hear your mistakes and correct them.
- ✓ To listen to conversations in different accents, speakers and a computer are necessities. When you listen to this you get used to the pronunciation; while you listen, you improve your own pronunciation.
- ✓ In every English book there are activities where you develop the four skills, grammar and vocabulary. For speaking it always has questions where students have to discuss according to the topic the class is about, this makes students think in English and create knowledge without using their native language.

2.2.2. *Activities for speaking with audiovisual aids.* There are a lot of activities that need audiovisual aids which help to develop speaking skills in students that are learning English as a foreign language. According to a research about the implications of audiovisual aids in a classroom: Students think that these resources help the retention of knowledge when learning definitions or difficult concepts from a book. (Nalliveetil George & Ali Odeh Hammoud, 2013). These resources improve the speaking of students by making easier the assimilation and understanding of the information.

Some great activities for speaking are:

*Introduce yourself:* this is one of the most used activities for speaking. All the students say their personal information such as name, place where they live, studies, hobbies, likes and dislikes, etc. this can be recorded and at the end all the students can listen and recognize their mistakes.

*Picture description:* Here students get a picture or slides which have to be described for a short period of time, they have to know the correct vocabulary according to what the picture is about and phrases to connect the ideas in a correct way.

*Talk in groups to solve problems:* the teacher tells a situation with a problem the students must talk for a short period of time until they can solve the problem. In order to speak, students can look for information in computers or write short ideas. At the end students have to solve the problem saying solutions orally.

2.2.3. *Speaking problems because of the lack of audiovisual aids.* People studying English as a subject have to face several problems at the moment of Speaking and one of the main reasons is because they do not practice with the correct equipment to develop this skill. The most common problems are:

*Students speak in words.* - this happens because they do not learn phrases to connect ideas, so they just say the words they know, and this sometimes does not let them express correctly and get frustrated.

*Students repeat the same words.* - Because of the lack of vocabulary, it is difficult for them to say a complete paragraph. When students try to speak they use the same words several times while speaking.

*Conversations.* - Speaking in English is not just about saying sentences, it is necessary to connect the ideas so what is spoken makes sense and can be understood.

### **2.3. The use of Audiovisual aids to motivate students.**

Audiovisual aids are tools that a teacher can use in the classroom to facilitate the teaching – learning process making it easier and dynamic. When the class is participatory with activities and the information is not just taught by what the teacher says but also with some equipment, the students become more participative, therefore, they study harder and learn more.

The normal text books combined with the use of technological helpers such as the audiovisual aids are viewed as a motivation for the students. The teaching learning process becomes boring and monotonous when the class uses just the text book as a source of input. (Nalliveetil George & Ali Odeh Hammoud, 2013). When this happens, the motivation in the students goes down and affects the whole environment in the class. Students not motivated start playing in class or just killing some time instead of learning and participating.

Sometimes students do not pay attention in the class because they are doing something else, which proves that there are different levels of motivation in students according to their interests and more important how the teacher explains in the class. (Vibulphol, 2016); if the class is not interesting for the students they will not feel motivated to pay attention, they will do something else like play among classmates or do homework for other subjects instead.

*-Advantages of using audiovisual aids in students' motivation.* Motivated students tend to study harder, for that the use of audiovisual aids are necessary to create a good environment between teacher and students. With the use of these tools, students will learn in a positive way producing the desire to learn more and participate in class.

According to Mayer (2009), audiovisual aids are necessary to clarify, explain and make students assimilate the information taught. Therefore, it creates an environment to offer an input to be presented. With this, students have the opportunity to learn by seeing and hearing the ideas, concatenating them to make better the teaching learning process. (Çakir, 2015)

When students are motivated in a participating class, they try to put more effort in what they do, reaching the goals of the class: to learn and practice new topics and knowledge. These audiovisual aids stimulated and enhance the way students assimilate the information producing a positive learning where the more motivated they are, the more they learn. The most important advantages of using audiovisual aids to motivate students that must be named are:

- It creates a good environment in the class.
- It makes the class more participative.
- Students assimilate the knowledge easier.
- The teaching learning process is more active.
- Audiovisual aids are good tools to hook students' attention.
- These materials make students have interest and motivation to learn.
- It gives to the students a realistic experience by the use of videos, songs, etc.
- It improves the energy that every student has with a huge variety of activities.

*-Disadvantages for not using audiovisual aids in students' motivation.* When for some students the class is not interesting, they lose their motivation, and because they do not enjoy neither the class nor the teacher, they try to behave accordingly (Loima & Vibulphol, 2016). Students do their best in class but just if the subject and the methodology of the teacher are great enough to catch their attention. In a class where students consider being boring, they will not feel motivated and with desire to learn which will produce difficulties at the moment of teaching.

Audiovisual aids improve a lot of things in a class producing remarkable benefits for the learners, so when a class does not use them, it produces some disadvantages and negative consequences:

- Students do not feel motivated
- They prefer playing in class instead of paying attention.
- They talk in their native language, not the foreign language which is English.
- When the class is just the teacher speaking, students get distractions from everything.

### 3. CONCLUSIONS

To conclude, I can say that audiovisual aids are essential in the teaching learning process because it lets students assimilate the information faster and easily. Being really hard to teach a foreign language, it is necessary to use materials that help and make the teaching learning process more participatory where students feel motivated to study harder.

In addition, in speaking skill specifically, it is very important not to improve this skill by just listening and speaking with the teacher pronunciation, also is important to listen to recordings where students can realize the different kind of accent so when they speak they know how to pronounce correctly.

I can say that audiovisual aids will help in the development of speaking by practicing different kind of activities such as recording their voices, listening to the phonemes so students improve their pronunciation.

Through this paper, it was shown that the use of audiovisual materials improves exponentially the process of getting the students' attention in the class and with that, the process of teaching learning. These aids also create a good environment in the class making the lessons more interesting and educational for the students.

Audiovisual materials clarify and help the teacher to explain any topic in a better way, so it has advantages not only for the students who are focused on the class; but also for teachers, making their classes more dynamic and enjoyable.

This project also explain that it is not enough the teacher oral explanation of a topic, it is important to show the material so the learners' attention is caught and they get interest for learning new things and develop the necessary skills in the learning of a new language.

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# **ANNEXES**

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## Paper:

*Issues in Educational Research*, 25(4), 2015

345

### **Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement**

**Ahmad Asakereh and Maliheh Dehghannezhad**

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This study investigated the relationship between student satisfaction with speaking classes, speaking skills self-efficacy beliefs, and speaking skills achievement. To this end, one hundred Iranian EFL undergraduate students filled out two questionnaires; a research-made and pilot-tested questionnaire for student satisfaction with speaking classes, and a questionnaire for speaking skills self-efficacy beliefs, adapted from Rahimi and Abedini (2009), Gahungu (2007), Wang et al. (2013), and Saedi and Ebrahimi Farshchi (2012). Participants' final scores in speaking skills were collected from their instructors and regarded as a measure of their speaking skills achievement. The results of Pearson correlation analyses showed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement, with the latter being stronger. Moreover, the results of Pearson correlation analyses also indicated the existence of a significant positive correlation between student satisfaction with speaking classes and speaking skills self-efficacy beliefs. Multiple regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

#### **Introduction**

In English as a foreign language (EFL) contexts such as Iran, where EFL students have limited access to real and authentic contexts, speaking classes play a significant role in the development of the EFL students' speaking skills. Therefore, EFL students' satisfaction with such classes can be of paramount importance. Moreover, a multitude of research has reported the importance of improving the self-efficacy beliefs of students, which results in a positive influence on their achievement (Doordinejad & Afshar, 2014; Rahemi, 2007).

Available literature indicates a correlation of speaking skills with a number of factors for which comprehensive investigation can provide a better picture of this language skill and may make a significant contribution to teaching and learning in this complex area. However, the literature on the relationship between affective variables and speaking skills reveals the scarcity of research on the correlation between speaking skills self-efficacy beliefs, student satisfaction with English speaking classes, and speaking skills achievement. Therefore, this study seeks to bring these affective variables together, and determine the extent to which such variables contribute to EFL students' speaking skills achievement.

## Paragraph taken:

### **Speaking skills**

English speaking skills, as an international means of communication, are necessary for effective interactions amongst people across the world. These are highly demanding, complicated and multi-faceted skills, as one cannot communicate effectively unless he/she is equipped with sufficient knowledge of vocabulary, grammar, culture, genre, speech acts,

**Reference:** Barros Bastida , C., & Barros Morales , R. (2015). Audiovisual AIDS and their influence in education from alternatives of analysis. *Universidad y sociedad*, 26-31. Retrieved from <http://scielo.sld.cu/pdf/rus/v7n3/rus04315.pdf>

## Paper:

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ARTÍCULO 4

**LOS MEDIOS AUDIOVISUALES Y SU INFLUENCIA EN LA EDUCACIÓN DESDE ALTERNATIVAS DE ANÁLISIS**

**AUDIOVISUAL AIDS AND THEIR INFLUENCE IN EDUCATION FROM ALTERNATIVES OF ANALYSIS**

MSc. Carlos Barros Bastida<sup>1</sup>  
MSc. Rusvel Barros Morales<sup>1</sup>

<sup>1</sup>Universidad de Guayaquil, República del Ecuador.

**¿Cómo referenciar este artículo?**  
Barros Bastida, C., & Barros Morales, R. (2015). Los medios audiovisuales y su influencia en la educación desde alternativas de análisis. *Revista Universidad y Sociedad* [seriada en línea], 7 (3). pp. 26-31. Recuperado de <http://rus.ucf.edu.cu/>

### RESUMEN

A fin de comprender el espacio que ocupan los medios en la cotidianidad de los individuos y poder analizar su alcance como educadores, se explora en detalle el significado que tienen los medios audiovisuales. En este sentido se propone una alternativa para esta relación: incorporar los medios como objeto de estudio en lo que se llama una educación en medios de comunicación, que enseñe a los alumnos a analizar crítica y reflexivamente los textos mediáticos, incorporar los medios en la escuela, lo que significa también integrar, revalorizar y resignificar la cultura cotidiana de los alumnos, en la que la radio, el periódico, la revista, el cine y la televisión ocupan un lugar fundamental. Los medios, se afirma a lo largo de este artículo, son siempre educativos, en la medida en que influyen sobre lo que el joven aprende y sobre la manera en que aprenden, es decir, sobre sus saberes y sobre su relación con el saber, sobre el proceso donde se mezclan razón y emoción, información y representación. Los estudiantes aprenden, aunque con frecuencia se niegue o ignore este potencial. El artículo que se presenta tiene como fin analizar la influencia de los medios en diferentes áreas del conocimiento mediante la aplicación y la investigación de campo para conocer su influencia y aportación a la educación. Analizar diferentes perspectivas que admiten los audiovisuales sin perder la esencia de lo que se quiere alcanzar de manera educativa, es la idea que integra una serie de alternativas que se ponen en consideración.

### Palabras clave:

Desarrollo de las TIC's, educación audiovisual, medios audiovisuales, alternativas.

### ABSTRACT

To understand the space occupied by the media in the daily life of individuals and to analyze its scope as educators, we explore in detail the meaning behind the media. In this regard it is proposed an alternative to this relationship: to incorporate media as an object of study in what is called an education in media, to teach students to think critically and reflectively about media texts, to include media in schools which also means to integrate, reappraise and enhance the everyday culture of the students, in which the radio, newspaper, magazine, films and television are essential. It is affirmed through this paper that the media are always educative when they influence what the young learn and how they learn it. That is, their knowledge and their relationship to knowledge; on the process where reason and emotion, information and representation are mixed. Students learn, although often deny or ignore this potential. This article aims to analyze the influence of media in different areas of knowledge through application and field research to understand their influence and contribution to education. Analyzing different perspectives that support the audiovisual aids without losing the essence of what you want to achieve through educational ways, is the idea that integrates a number of alternatives to consider.

### Keywords:

Development of ICT, audiovisual education, audiovisual aids, alternatives.

## Paragraph taken:

### Medios audiovisuales

El audiovisual a decir de Moore (1990), forma parte de los recursos didácticos denominados multisensoriales, procura aproximar la enseñanza a la experiencia directa utilizando como vías la percepción, el oído y la vista; de esta manera, el medio audiovisual recrea imágenes, palabras y sonidos. Los soportes pueden ser tanto impresos como electrónicos: fotografía, cine, radio, televisión, historietas.

**Reference:** C, T., Noguera, R., Perez Jimenez, A., & Reyes Zurita. (2010). ALTERNATIVE TEACHING TOOLS IN EXPERIMENTAL SCIENCES: AUDIOVISUAL AIDS. *Digital Library*, 661-664. Retrieved from <https://library.iated.org/view/TRENZADO2010ALT>

## Paper:

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**ALTERNATIVE TEACHING TOOLS IN EXPERIMENTAL SCIENCES: AUDIOVISUAL AIDS**

C. Trenzado, J. Romero-Noguera, E.E. Rufino-Palomares, A. Pérez-Jiménez, F.J. Reyes-Zurita  
Universidad de Granada (SPAIN)

In the European Higher Education Area (EHEA) context the modern lesson conception follows the method expositive-participatory in which the teacher replaces traditional learning method and leads the student to get their own knowledge. It is fundamental the adoption of methodologies that promote a positive and participatory student's willingness. Also, it is essential the use of illustrative examples that fit in with the experiences and skills of students in order to emphasize important learning concepts.

Thus, the present survey offers an alternative to the traditional learning method based on the use of audiovisual resources as teaching tool. Nowadays, the relevance of audiovisuals media, mainly due to its great power of diffusion, reveals them as an important educational tool that makes easier the assimilation of knowledge. We propose a teaching methodology enhanced by the selection of audiovisual material such movies, TV series, and documentaries, chosen for their pedagogical value and relation with specific areas of experimental sciences as Biochemistry. The use and further analysis of this material will provide the students a basic support to build their own knowledge related with a concrete biochemical aspect. With the creation of this database it is expected that both the teacher and the student have a motivating teaching tool that combines the scientific theory with the socio-cultural and creative environment.

**keywords:** audiovisuals, biochemistry, biology, teaching methods.

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## Paragraph taken:

Thus, the present survey offers an alternative to the traditional learning method based on the use of audiovisual resources as teaching tool. Nowadays, the relevance of audiovisuals media, mainly due to its great power of diffusion, reveals them as an important educational tool that makes easier the assimilation of knowledge. We propose a teaching methodology enhanced by the selection of audiovisual material such movies, TV series, and

**Reference:** Çakir, I. (2015). Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools. *International Electronic Journal of Elementary Education*, 69-82. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1078841.pdf>

## Paper:

*International Electronic Journal of Elementary Education, 2015, 8(1), 69-82.*



## Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools\*

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### Abstract

This study aimed to determine the teachers' choices of instructional materials in teaching English at elementary schools. The reasons behind preferring or not preferring some certain instructional materials specified within the research were analysed. To this end, during the course of School Experience, 68 prospective English teachers observed 38 teachers of English working at 14 elementary schools on a weekly basis, and they completed a questionnaire. A semi-structured interview was also conducted with five randomly selected teachers to identify their reasons for choosing certain instructional materials. The descriptive results revealed that most of the teachers were reluctant to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy work load, burnout etc. The study suggests that apart from course-books teachers should be encouraged to use other instructional materials to motivate learners and offer an interactive foreign language teaching atmosphere.

**Keywords:** Instructional materials, Elementary schools, Teachers, Language teaching, Technology.

## Paragraph taken:

It is widely accepted that presenting the target language only through ready-made printed materials does not always contribute to comprehensive and meaningful understanding. Thus, apart from the course-books or textual materials, teaching should also be supported by other visual materials such as pictures, flashcards, posters, tables, charts, etc. In this context, Mayer (2009) claims that visual materials play an important role in assisting instruction in order to clarify, define and explain the related teaching point. Therefore, it is safe to say that in order to create a meaningful learning atmosphere and to offer a comprehensible input, word and pictures need to be presented simultaneously. In this way, learners have a chance to construct both verbal and pictorial mental schemas and build connections between them (as cited in Kuzu, Akbulut & Şahin, 2007). Furthermore, words and visual aids brighten up the classroom and bring more

**Reference:** Loima, J., & Vibulphol, J. (2016). Learning and Motivation in Thailand: A Comparative Regional Study on Basic Education Ninth Graders. *International Education Studies*, 31-43. doi:doi:10.5539/ies.v9n1p31

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Learning and Motivation in Thailand: A Comparative Regional Study  
on Basic Education Ninth Graders

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**Abstract**

This qualitative research studied regional motivation and learning of the basic education 9th graders in Thailand. Second topic was the school size and its possible effect on motivation. Furthermore, the data gave an opportunity to discuss, whether international research on motivation and learning was valid in Thai classrooms. The informants were randomly selected from northern, north eastern, central, and southern regions of the country. Altogether 12 schools, ranging from smaller than 500 students to larger with more than 1 500 students, participated. Three teachers and their students from each school assessed their learning and motivation into a questionnaire after lessons. Researchers selected randomly two male and female students to represent each class. Research questions were:

What is the motivation and learning of the students in the four main regions of the Thailand?

Does the school size affect the motivation and learning? If it does, what is the impact?

Research findings revealed that the most motivated Thai students study in south. The internal motivation wasn't low anywhere, however, but it could easily drop to a situation-based interest or even less. Second, the motivation was higher in classes, in which teachers analyzed students' motivation and learning in the same way as students did. Third, the more the students liked the teacher, the better their motivation was. Regarding school size effects, the trend favored smaller units. To foster the future development, this study urges to study motivation in all teachers training. Second, teachers' personal motivation needs surveys in a broad context.

**Keywords:** motivation, learning, teacher, student, school size

**Paragraph taken:**

Apart from the studies on motivation elsewhere, exceptional characteristics in Thai classrooms were the firm connections that "liking" the teachers had with enhanced external motivation. Furthermore, internal motivation indicators were quite much focused around the other "likings": subject and learning. Teachers' behaviors towards suppressing or supporting autonomy, self-regulated learners' needs or other "fundamental" indicators that expressed higher motivation elsewhere, did not match directly as crucial motivating factors in Thai classrooms. It was more about being "related" in the sense of belonging, being liked, and liking. A challenging new finding was a kind of "acculturated external interest" that occurred, if the students found neither lessons nor topics to be interesting, or even did other things during the lessons. They readjusted their learning goals accordingly.

**Reference:** Méndez Lloret, D. (2010). La comprensión auditiva en la enseñanza del español como lengua extranjera. *AdVersus: Revista de Semiótica*, 217-229. Retrieved from <http://www.adversus.org/indice/nro16-17/articulos/12VIVII-1617.pdf>

**Paper:**

[Update]

## **La comprensión auditiva en la enseñanza del español como lengua extranjera**

DARLÉN MÉNDEZ LLORET  
Universidad Central  
"Marta Abreu" de Las Villas  
Facultad Humanidades  
Cuba  
✉

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**Resumen:** El objetivo que se persigue en este trabajo es orientar a los docentes en una posible metodología para el desarrollo de la habilidad escuchar en la enseñanza de lenguas. Se evidencian resultados alentadores con la implementación de la didáctica aplicada en las clases de la asignatura tomando como punto de partida el desarrollo de las habilidades: hablar, leer, escribir y escuchar, teniendo en cuenta esta última como elemento de suma importancia dentro de la competencia comunicativa y la lengua materna.

Se presenta una metodología que puede ser utilizada como material de apoyo por los profesores y también algunas actividades que sirven de guía al profesor para desarrollar la comprensión auditiva y lograr una comunicación eficaz en los estudiantes.

**Palabras clave:** Competencia comunicativa – Lengua materna – Memoria.

### **Listening comprehension when teaching Spanish as a foreign language**

**Summary:** The aim pursued in this research is to guide teachers in a possible methodology for the development of the listening comprehension competence in the teaching of languages. Encouraging results are evident with the implementing of the didactic applied to the classes on the topic, taking as a point of departure the development of the abilities: speaking, writing and listening, considering the latter as an element of major importance in the communicative competence and the mother language.

This research presents a methodology that can be used as complementary material by teachers, and also some activities that are of use to teachers to improve listening comprehension and to achieve an efficient communication among students.

**Key Words:** Communicative competence – Mother language – Memory.

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**Paragraph taken:**

También existen estudios de la retención del conocimiento por parte de los estudiantes, esto se refiere al aprendizaje escolar:

- El 90% de la información se retiene a través de lo que se dice y se realiza.

**Reference:** Nalliveettil George, M., & Ali Odeh Hammoud, A. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education*, 86-92. doi:doi:10.5430/ijhe.v2n2p86

## Paper:

### A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction

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#### Abstract

A resourceful English language teacher equipped with eclecticism is desirable in English as a foreign language classroom. The challenges of classroom instruction increases when prescribed English as a Foreign Language (EFL) course books (textbooks) are constituted with too many interactive language proficiency activities. Most importantly, it has become a common phenomenon to integrate language textbooks with audio and video as additional or supplementary resources for classroom language learning activities. A study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students' approach to using technological aids.

EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.

**Keywords:** EFL, Classroom, Audio-visual, Teaching, Learning

**Abbreviation:** EFL = English as a Foreign Language

## Paragraph taken:

Language activities and tasks for language learning in the prescribed EFL textbooks can be a source of inspiration or frustration to the beginners of English. EFL teaching and learning becomes monotonous when the language teachers are compelled to rely on the textbooks as the only source of language input. According to Bude Su (2009), the

**Reference:** Ortiz Ruiz, Y., & Manzano Villagra, N. (2013). Uso de material audiovisual en actividades académicas de carreras del Departamento de Educación de la Universidad de Los Lagos. *Virtualidad, Educación y Ciencia*, 8-19. Retrieved from file:///C:/Users/usuario/Downloads/Dialnet-UsodeMaterialAudiovisualEnActividadesAcademicasDeC-4905729%20(2).pdf

**Paper:**

**Uso de material audiovisual en actividades académicas de carreras del Departamento de Educación de la Universidad de Los Lagos**

**Use of audio-visual aids in undergraduate academic activities of the Department of Education at Universidad de Los Lagos**

**Yorka Ortiz Ruiz, Natalia Manzano Villagra.**  
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**Resumen**

La sociedad actual se caracteriza por la constante y abundante circulación de información. Esta realidad modifica el contexto educativo, donde se forman los profesionales que interactuarán en lo social. Por medio de la metodología cuantitativa, se ha pretendido: identificar en los profesores, del Departamento de Educación de la Universidad de Los Lagos, los usos de las tecnologías en su actividad profesional; conocer la valoración que realizan de las TIC para la enseñanza y la investigación; conocer la formación que los profesores tienen para su utilización técnica y didáctica; detectar las necesidades formativas del profesorado; examinar los problemas organizativos y/o de infraestructura que facilitan o dificultan su incorporación a la práctica docente e investigadora. Los resultados obtenidos permiten confeccionar un esquema de referencia, que puede servir de guía para la planificación y desarrollo de acciones formativas y asesoramiento de las TIC en la universidad que pueden orientar hacia las propuestas de políticas educativas que permitan una implementación más exitosa y eficaz de las TIC.

**Palabras claves**

Tecnologías de la Información y Comunicación, prácticas docentes, motivación del profesorado, metodologías de enseñanza y aprendizaje.

**Paragraph taken:**

En este nuevo escenario social, debido al constante avance tecnológico, los recursos de apoyo toman un rol destacado en el proceso de enseñanza y aprendizaje. Según Zabalza (2007), las nuevas tecnologías se han convertido en una herramienta insustituible y de indiscutible valor y efectividad en el manejo de las informaciones con propósitos didácticos.

**Reference:** Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching*, 64-75. doi:doi: 10.5539/elt.v9n4p64

**Paper:**

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## Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand

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### Abstract

This research aimed to investigate second language learners' motivation and learning of English and the ways in which the teachers supported the students' motivation and learning in natural classroom settings. Based on Self-Determination Theory (SDT), questionnaires were developed and data were collected from students and their teachers in twelve English language classrooms around Thailand. In addition, each lesson was observed by two observers. The data were triangulated and used to describe the students' motivation and learning and the teacher's motivational strategies in each class. The findings showed that most students had a relatively high level of motivation and many reported having internal interests in learning English; however, the level of learning was not assessed to be as high. Furthermore, a few students in almost every class showed a lack of motivation. The teachers were found to employ a variety of motivational strategies, including autonomy-support and controlling styles. While autonomy controlling strategies were commonly used in these classes, autonomy-support strategies were found only in highly motivated and high performing classrooms. The findings from this study suggest the use of strategies that do not only initialize but also nurture students' internal motivation in order to enhance sustainable learning of English in and outside the classroom; therefore, research on how motivation theories are deployed in teacher education programs should be further undertaken.

**Keywords:** motivation, English learning, motivational strategies, lifelong learning, Thai students

**Paragraph taken:**

Last but not least, even though the majority of the students in each class reported having a relatively high level of motivation, about twenty percent of the students overall showed a lack of motivation. Among this twenty percent, half reported that they "did not concentrate on learning and did something else during the class." These findings exemplify a wide range of motivational levels in English classrooms, where some students are interested and 'ready' to learn while others do not see any value in it. This again reflects the challenges that EFL teachers have

**Reference:** Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. *English Language Teaching*, 110-118. doi:doi:10.5539/elt.v7n2p110

**Paper:**

## Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners

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### Abstract

Chinese EFL learners may have difficulty in speaking fluent and accurate English, for their speaking competence are likely to be influenced by cognitive, linguistic and affective factors. With the aim to enhance those learners' oral proficiency, this paper first discusses three effective models of teaching English speaking, and then proposes a four-step pedagogical method in which activities are carried out through four stages: Pre-speaking, while-speaking, post-speaking and extension practice.

**Keywords:** speaking accuracy and fluency, Chinese EFL learners, three models of teaching English speaking, a suggested four-step pedagogical method

**Paragraph taken:**

### 2. Factors Influencing Learners' Speaking Competence

Speaking occurs spontaneously and transiently in real time, so producing spoken language can be very time-constraint (Wang, 2007). Influenced by cognitive factors, linguistic factors and affective factors, it is really challenging for Chinese EFL learners to speak English fluently and accurately.

#### 2.1 Cognitive Factors