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**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**AUDIOVISUAL RESOURCES TO IMPROVE ORAL COMMUNICATION**

**GUAYAS CALVA ANTHONY FABRICIO  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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**PINTO SANCHEZ YAZMIN LISSETH**

**MACHALA  
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# AUDIOVISUAL RESOURCES TO IMPROVE ORAL COMMUNICATION

*por Anthony Fabricio Guayas Calva*

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## **DEDICATORY**

I want to dedicate this work to my parents Lorena and Bolivar because all their lives they have supported me in all the things I have wanted to do. To my sisters Tatiana and Jovely because they have always supported me and to my beloved nieces Valentina and Galadriel.

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## RESUMEN

Esta tesis se centra en mejorar la comunicación oral en inglés mediante recursos audiovisuales, siendo estos podcast y video. Siguiendo una perspectiva cuantitativa bajo un diseño experimental, se abordan la falta de habilidad comunicativa en inglés que tienen los 28 estudiantes del Primer Año de Bachillerato General Unificado paralelo "J" del Colegio de Bachillerato "Nueve de Octubre". Se hizo uso de métodos teóricos para fundamentar el objeto de estudio, y métodos empíricos para obtener resultados que detallen el nivel estudiantil.

Primeramente, hizo un pre-test para identificar el nivel y habilidades que tienen los estudiantes para desenvolverse en la comunicación, para después proceder a realizar un sistema de clases con el uso de videos y podcast para fortalecer las debilidades encontradas en distintas habilidades del inglés. Finalmente se realizó un post-test para verificar el proceso de mejoramiento de la comunicación oral en inglés de los estudiantes.

**Palabras claves:** Recursos audiovisuales, Sistema de clases, Podcast, Video.

## ABSTRACT

This thesis focuses on improving oral communication in English through audiovisual resources, such as podcasts and videos. Following a quantitative perspective under an experimental design, the lack of communicative ability in English of the 28 students of the First Year of the Unified General Parallel Baccalaureate "J" of the "Nueve de Octubre" High School is addressed. Theoretical methods were used to substantiate the object of study, and empirical methods were used to obtain results that detail the student level.

First, a pre-test was carried out to identify the level and skills that the students have to function in communication, and then a system of classes was carried out with the use of videos and podcasts to strengthen the weaknesses found in different English skills. Finally, a post-test was carried out to verify the process of improvement of the students' oral communication in English. **Keywords:** Audiovisual resources, Class system, Podcast, Video.

## INTRODUCTION

Contemporary education is immersed in a digital age where information flows without restriction and technology has become a transversal axis in language teaching and learning. According to Pastor & Tavares (2019), videos and visual material have been used as educational resources. Educational videos, recordings, programmes, podcasts and social networks have become pedagogical resources, which are of great help in the teaching-learning process of English. Oral production in English is an essential component of effective communication and is developed as a crucial skill that demands innovative approaches and new teaching resources to engage learners.

The term "audiovisual resources" encompasses a wide range of materials, tools, and platforms that are freely accessible and can be used, adapted and shared by educators and learners around the world. According to Singh (2021) audio-visual aids have proved to be one of the easiest ways to communicate with students these days and also helps the teaching-learning process due to it enables students to understand lectures effectively. In the field of English language production, this innovative approach promises to revolutionise the way learners interact with the language, providing enriching opportunities that go beyond the limitations of conventional teaching methods.

In the words of Winarto, Syahid and Fatimah (2020) a wide variety of learning media such as textbooks, encyclopedias, dictionaries, among others, have been used very frequently. In today's education, audiovisual media have been developed as a pedagogical activity, where the main component is video, with visual and sound being the most important part.

The importance of oral production in language learning cannot be underestimated. The ability to communicate clearly and fluently not only contributes to language proficiency, but plays a crucial role in students' academic and professional success. Audiovisual resources are presented as a dynamic proposal to the need to improve and diversify pedagogical practices, providing a versatile platform for the development of oral skills in the context of teaching English as a foreign language.



The purpose of this study is to unravel how the integration of these resources can enhance the communicative skills of students in the first year of the General Unified Baccalaureate 'J' parallel of the 'Nueve de Octubre' High School.

Throughout this analysis, we seek not only to understand the effectiveness of audiovisual resources, but also to provide educators with valuable insights that can guide and enrich pedagogical practices in the digital age. This research will be carried out by reviewing case studies, collecting empirical data, and reflecting in detail on the pedagogical implications, with the aim of contributing to the continuous progress of improving the teaching of English as a foreign language. Students who learn with resources are inclined to use them in their future professional performance. Thus, the inclusion of audiovisual resources will help to improve oral communication.

In students of the First Year of the Unified General Baccalaureate 'J' parallel of the 'Nueve de Octubre' High School, limitations were observed, giving way to the following scientific problem: How to improve oral communication in English in of students in the first year of the General Unified Baccalaureate 'J' parallel of the 'Nueve de Octubre' High School?

It could be observed during the first interventions that the noise in the classroom was excessive, to which was added the mockery among classmates in class for the mistakes they made when producing the language. In addition, to the fact that in class they do not use the L2 (English). Finally, it is noted that the lack of audiovisual resources contributes to problems in the classroom.

Taking into account the object of study, the teaching-learning process of the English language in baccalaureate. One of the possible causes of the problem is that the classrooms are not structurally adequate for the development of English classes because there is a lot of noise from outside. In addition, the teacher does not carry out activities that encourage students to use L2, on the other hand, too much information is provided in classes, which confuses students and diverts them from the subject. It was observed that low quality resources are used, such as images that are not very visible, videos with low resolution, and poor audio.

The general objective of the research is: To improve oral communication in English in students of the first year of the General Unified Baccalaureate 'J' parallel of the 'Nueve de Octubre' High School through the use of audiovisual resources.

This objective is delimited in the field of action, audiovisual resources.

This research has the following specific objectives:

- To identify audiovisual resources which allow the student to be involved in the teaching-learning process.
- To determine the applicability of audiovisual resources as a means of support in the teaching-learning process of English as a foreign language.
- To design activities which involve the use of audiovisual resources to improve oral comprehension.

The research is developed according to the following scientific hypothesis: If a system of classes with audio-visual resources is applied, the oral communication in English of the first year of the General Unified Baccalaureate 'J' parallel of the "Nueve de Octubre" High School will be improved.

Based on the hypothesis, the relationship between two variables is studied:

The independent variable comprises the application of audio-visual resources in a class system with which students will be stimulated, as well as the development of their intellectual abilities with regard to the problem.

The dependent variable is oral communication which is defined as a participatory process in which people take on the random roles of sender and receiver in which non-verbal and verbal communication is embedded.

The research was carried out from a positivist paradigm with a quantitative experimental design. The population is made up of students in the first year of the General Unified Baccalaureate 'J' parallel of the "Nueve de Octubre" High School. Therefore, theoretical methods such as: historical-logical method, analysis and synthesis, and empirical

methods such as: observation, experimentation and measurement are used. These will be explained in detail in the methodological framework.

The importance of the research focuses on the incorporation of audiovisual resources to complement English classes in the first year of baccalaureate and to develop oral communication. The practical contribution of this study represents a classroom system in which audio-visual resources will be used and implemented for students to contribute to the development of oral skills as well as vocabulary acquisition.

This study is divided into 4 chapters, which are: chapter 1, which details the historical background and bibliographically supports the use of audiovisual resources and their contribution to the improvement of oral communication. Chapter 2 describes the methodological structure of the research. Chapter 3 presents the intervention proposal, and finally chapter 4 reports the results obtained after the intervention.

## **CHAPTER I. THEORETICAL BASIS FOR THE USE OF AUDIOVISUAL RESOURCES TO IMPROVE ORAL COMMUNICATION IN ENGLISH.**

This chapter provides detailed information on the theoretical background regarding audio-visual resources and their positive influence on the development of oral communication in English. In addition, the evolution of the use of resources in the teaching-learning process and the position of some authors on the use of these resources in the development of oral communication in English are presented.

### **1.1 Historical background to the use of audiovisual resources.**

According to Pattier's research (2021) the use of audiovisual resources is supported by many research and pedagogical standards that can be found in the history of education. The implementation of the project took place in the 20th century, when technological and communicational advances began, and thanks to this, a greater number of resources were implemented.

Education in Ecuador has undergone significant transformations over the years. This chapter explores the evolution of audiovisual resources for the development of oral communication in the Ecuadorian educational context, highlighting their relevance in the comprehensive education of students. In-depth study of the trajectory of the influence of didactic resources for the development of English, the conceptual characteristics, resources to be put into practice, influences of audiovisual media and conceptual background will be known.

Regarding the teaching of English, Manzano (2019) reports that the importance of a perfect mastery of grammatical structures has passed to the current vision, whose main objective is that the student can get to use the foreign language correctly to deliver oral messages.

In the research of Sevy-Biloon, Recino, and Munoz (2020) various aspects of teaching methods can influence language teaching and learning worldwide. This is where the

educational resources to be used to develop English as a foreign language play a very important role, as it depends on the effectiveness of these resources to be able to succeed in the teaching-learning process.

Based on Martínez & Acevedo (2018):

“In traditional education, the main participant in the development of teaching and learning of the English language was the teacher, who was in charge of training the students in the classroom, although the students had no participation in class; the teacher simply gave information about the topics and the students acquired this information as simple recipients without interaction” (p. 47).

From early efforts to incorporate English into educational curricula to contemporary innovations, it will examine how English language teaching has been influenced by educational resources, in this case, audio-visuals, technological discoveries and global trends. This analysis will not only reveal practices that have proven effective in the past, but will also lay the groundwork for understanding and improving current methods. English language teaching has been shaped by specific historical events, as well as a variety of approaches used to address language skills, from pronunciation to communicative fluency.

According to Singh (2021), audio-visual media have been one of the greatest educational resources because they have increased the interest of ESL learners in learning, as they simplify learning so that they do not feel dazed or stressed at the time of the lessons. In the past, teachers were hung up on these media because students were not interested in the English language, considered it a subject that would only fill the educational curriculum and showed hostile behavior towards speaking for fear of making pronunciation mistakes, among other things.

According to the research of Muslem, Yunus, Rismawati, Usman, and Gani (2018) conducted in Indonesia, in which authentic video clips were used in English classes and the subjects of the experiment were a total of 68 students, it was found that this material has total effectiveness as an educational tool, as they showed improvements in both individual and collective learning. It is necessary to understand that both audio and visual media are connected to enhance knowledge in the language classroom.

Kathirvel & Hashim (2020) say that, in the Malaysian education system, a renewed curriculum, the Common European Framework of Reference, has been in operation since 2017. In which greater importance has been placed on oral expression, the skill of which is assessed by teachers in each class session. Because of this, there is a strong belief that audio-visual materials help to enhance students' speaking. A study by Aguilar, Sinaluisa, and Velastegui (2023) in Ecuador, says that the Instituto Superior Tecnológico Bolívar has used a virtual medium in the Language Centre, which has allowed teaching staff to choose videos to be subsequently implemented as educational content for students and to use the privileges of audiovisual resources. Relying on these resources for foreign language education is highly beneficial for educators. They prove to be valuable tools, as they stimulate and encourage students to participate in class and pay attention.

### **1.1.1 Educational Resources.**

Educational resources are important in developing and improving the quality of education; emerging technologies have transformed how educators deliver knowledge and how students receive it, not only transforming teaching methods and facilitating personalization and adaptability to students' needs. These resources facilitate students' adaptability to the teaching method, encourage the exchange of ideas and the collective construction of knowledge, promote social and teamwork skills through discussion forums and group projects, and prepare students to face real-world challenges by applying their knowledge.

These resources are implemented with great force in teaching and learning. Romero and Santana (2021) indicate that the importance of the educational resource lies in the influence that the stimuli to the sensory organs exert on the learner, that is, it puts him in contact with the object of learning, either directly or by giving him the indirect sensation. On the other hand, Matailo and Ramon (2023) state that:

“La influencia de recursos educativos en la educación radica en la integración de material curricular, y ayudan a que los maestros adquieran mayor habilidad de control en estrategias y técnicas para plantear sus clases, potenciando las aptitudes cognitivas de los alumnos “(p. 10322).

In the current times of education, educational resources emerge as an opportunity for transformation and improvement. This project extends its exploration to address not only the definitions and fundamental characteristics of audiovisual resources but also to delve into their specific application and their evolving impact on the teaching of English as a foreign language, particularly in the development of oral communication.

### **1.1.2 Contextual characteristics of the use of audiovisual resources.**

Audiovisual resources are all existing audio and image media, which when implemented as pedagogical tools will enrich the way in which teaching and learning take place. Marcos and Moreno (2020):

‘En la época actual, los estudiantes se encuentran más familiarizados con los recursos audiovisuales, pues manejan la tecnología con mayor control y tiene un conocimiento amplio de este recurso. Por este motivo, tanto videos juegos, series, películas, entre otros, pueden ser considerados como recursos educativos’ (p. 104).

For Domínguez (2020) these resources help students feel more interested and motivated in class topics, raising their interest in educational autonomy. All these resources have been successfully employed in many curricula over the years. Audiovisual resources are representative technical intermediaries that allow for the expansion of the sufficiency of hearing and sight. They are used as a technique to develop communication, because they benefit from auditory and visual stimuli to engage the community in a more assertive and functional way. Botía and Marín (2019) mentioned that a great interest is aroused in both young students and professionals, as they produce numerous functions that are employed as didactic resources or for their own entertainment.

García, Berte, and Narváez (2017) say that audiovisual media are categorized in different ways, such as didactic aids and those normally used by human beings, for example:

- Visual aids: these can be projectable such as slides. There are also those that are not projected such as posters, photos, newspapers, magazines, etc.

- Sound aids: these are considered to be the most important educational resource in orality because they use a variety of sounds and can be repeated as many times as necessary with the most commonly used materials being music, recordings, etc.

The integration of visual and sound in education is fundamental to creating more immersive and effective learning experiences.

### **1.1.3 Audiovisual Resources in Education.**

Audiovisual resources in education help to enhance the way students understand, perform in class and retain information. According to Sosa-Paucar (2021) in the educational context audiovisual media have been integrated into teaching and learning materials that are used on a continuous basis. They are shown as pedagogical materials that are a teaching proposal for the development of teaching-learning. In relation to this Botía and Marín (2019) state that if the function of using these educational media as educational material is to be fulfilled, they have to be linked to the didactic requirements and the objectives of the students in terms of their learning.

It is important that there is a guide to manage these resources correctly in the classroom. According to Lozada (2019) the teacher leads a crucial place in the management of situations which enhance teaching as well as the management of a methodology and educational strategies for the optimal integration of students.

Resources are applied to teaching in a variety of ways and focus on various types of educational approaches, but if they are not put to good use, they may simply be a distraction. The formative educational development that these resources cause in students is focused on learning, based on the objectives set.

On the other hand, Botía and Marín (2019) state that technological tools such as for example audiovisual media can promote joint work. And that by using them as knowledge tools, they will be managed as didactic tools in which students will be able to play a leading role in their own learning. The relationship between teachers and students is key.



### **1.1.3.1 Video.**

It is a succession of moving images and sound that is reproduced by electronic devices such as mobile phones, computers, televisions, projectors, among others. According to Bravo-Cobeña, Pin-García, Solís-Pin, and Barcia-Zambrano (2021), in the world of education, teachers integrate it in the development of their students' training, making the class more didactic and entertaining, stimulating their learning growth. As Irmawati (2019) mentions the use of video in the English language classroom has grown rapidly as a consequence of the increasing emphasis on communicative techniques.

With regard to oral production, this educational medium is extremely useful, as according to Syafiq, Rahmawati, Anwari, and Oktaviana (2021) video as an English language learning material serves to improve communicative expression skills as well as fluency, vocabulary, pronunciation, grammar, and content. Video can help in this context to present a model of native speakers' speech, so that learners can have examples of pronunciation, intonation and listening comprehension practice, thus imitating and repeating sounds that can be observed and heard.

Also, a key point is that both students and teachers will be able to review and analyze the mistakes they make when speaking, so they can improve those points in which they fail; students after watching a video can debate on the topic, make their opinions known and, therefore, apply their oral communication skills.

### **1.1.3.2 Podcast.**

It is a digital format that resides in audio episodes and sometimes also in videos, available online or as downloads. A wide range of topics can be found, such as interviews, news, debates, even educational narratives, among many other topics. Yeh, Chang, and Chen (2021) state that podcasts have been widely used in various fields, and their applications in learning English as a foreign language have been mainly to improve students' listening and speaking skills.

On this point Koçak, and Alagözlü (2021) argued that the use of podcasts provides students with many advantages. One of them is that they arrange the materials in a format that

is easy to use, transport and access more quickly. It is also possible to control the pace at which information is delivered in podcasts. In addition, the format is interesting and stimulating, apart from being freely accessible, it offers different possibilities of competently shaped resources presenting a wide variety of topics.

The way in which podcasts help to improve students' oral communication is quite similar to that of video, although the auditory part is the strongest in this medium. According to Prasetya (2021) the audio podcast is the most popular and easiest to use. It requires little storage. It is usually in MP3 format and can be played on all MP3 compatible players. This versatile tool is effective for developing oral production in a second language, as listening practice expands vocabulary and helps develop conversational and pronunciation skills.

## **1.2 Historical background of oral communication in English.**

The English language has been revolutionized over the years, and there are different ways of teaching, learning and speaking it in different parts of the world. Oral communication in a foreign language plays an important role in educational development, as it is an assessed and, before that, a teachable skill. According to Aguinaga (2019), it is one of the most used and useful languages for both academic training and for people's daily lives.

Worldwide, the English language is indispensable for the educational and professional process of students. Sevy-Biloon, Recino, and Munoz (2020) state that the study of English as a second language in Ecuador is considered of lesser importance. Research done by Education First in 2019, calculated a negativity in speech skills and proficiency in some countries.

All those involved in the education system are communicators. The main ones are teachers, pupils and their parents. Effective and truthful communication must be given by teachers, as well as guidance and counselling, and it is the students who must learn from him/her the communication skills to be able to have a conversation with peers, family and friends, among others. Speaking, like other English skills, needs practice to be fluent and understandable (Khan, Ahmad & Ullah, 2020, p.164).

In the past, learning and teaching a second language (English), especially skills such as speaking in educational institutions, was not given great importance, techniques or

methodologies necessary for the enhancement of skills required for better optimization of learning were not employed, as it was not given much consideration. Blandón Martínez and Martínez Álvarez (2021) said that the mastery of English is closely related to imperialist expansion and colonial rule as a result of the seizure of English-speaking powers and that the history of oral communication is closely related to the education of a foreign language as an L2.

### **1.2.1 Conceptual background of English oral communication.**

Oral communication is defined as the delivery of one or more messages through speaking and listening. In English, it is one of the four most important skills to develop. According to Parrales' (2022) research, oral communication serves both to communicate and to socialize, which are fundamental things for people at any level of study, training and qualities, including in the process of teaching and learning English. The lack of a communicative language approach leads to difficulty in interacting and communicating adequately.

Throughout English language learning, students have to be constantly involved in every task implemented by the teacher in the classroom and put into practice what they have learnt in order to improve and evolve their communicative skills. Young & Travis (2017) indicate that communication must be appropriate for all those who hear the message. This study of communication makes us think about the effectiveness of the ways we choose to convey a message.

Knowing how to express yourself orally when studying English is of utmost importance, because communicating an idea or feeling is essential for the person or people to whom you are sending your message to fully understand. Equally important is the teacher, who, when speaking in this language in class, will have to do so with total clarity and focus on the subject to be taught, so that the students can learn with excellence.

Alcocer (2023) says that something that is very essential for social development is expression which in turn leads to oral communication, through some elements which are:

- Sender: encodes the information to be transmitted so that it can be understood by the receiver.

- Receiver: interprets the information transmitted and understands the meaning of the message.
- Message: is the information that is transmitted during the communication process, it can be simple or complex, and its content can vary according to the purpose of the communication and the context in which it is produced.
- Channel: is the medium through which the message is transmitted from the sender to the receiver, and can be either physical or technological.
- Code: the system of signs and symbols used to encode and decode the message. It may include the language used, as well as the cultural, social and linguistic conventions shared by the sender and receiver.

These elements, sometimes forgotten by those who communicate on a daily basis, must be present in the planning of teachers who develop conversational activities.

For Parrales (2022) the significant development of oral skills is full proof that the learner takes great importance in his or her learning, as he or she studies more frequently, focusing on the topics. When the elements of communication work together, it will be easier to transmit messages between individuals.

### **1.2.2 Contextual characteristics of oral communication.**

In English language teaching, the communicative approach has gained popularity in recent times. This approach is distinguished by emphasizing meaning rather than form, the discourse level rather than the sentence, and the focus on ideas and generalizations rather than isolated facts. According to Guerrero and Reyes (2021) while structuralists have sought linguistic perfection by teaching the system with its pronunciation rules, morphosyntactic structures and vocabulary, the communicative approach places special emphasis on communicative competence, realized in natural language.

Audiovisual resources have broad value in education. According to the research of Zambrano, Fernández, Moreno, Robles, and Maldonado (2018) in the 1920s was where the audiovisual resource emerged as an educational medium. And that thanks to the development of cinematography, teachers began to use these resources in their teaching practice.

According to Sosa-Paucar (2021), as a result of the influence that audiovisual resources have had in the world of teaching and learning, they have become educational resources, enabling students to develop basic educational skills such as writing, reading and speaking. In agreement with Harwati (2020) the use of audiovisual materials helps students to improve their oral expression. They can see and hear the words, which will make it easier for them to remember them when speaking. They can pronounce them correctly because they have already seen and heard the correct pronunciation.

Currently, the most used resources are digital platforms, one of them is Youtube, with a wide range of educational material that will undoubtedly help the learning of oral communication. In the words of Aguinaga Lluen (2019), this platform is a digital tool that generates greater motivation and interest in students when used in the classroom. Thanks to the audio and video tools, teachers everywhere have the privilege of managing a pedagogical strategy based on these audiovisual media, which will influence the development of better learning in students and help them to communicate with good fluency.

### **1.3. Diagnosis of the level of oral communication in English of the first-year students of the General Unified High School parallel “J” of the “Nueve de Octubre” school.**

At this point, the results obtained from a series of instruments used to collect data in the research process, such as observation, diagnostic test and survey, are shown. The objective of each of these instruments was to have a knowledge of the level of oral communication in English of the students before and after the implementation of the pedagogical proposal given by the researcher.

#### **1.3.1 Analysis of results.**

The data analysis was a very important instrument for the evaluation of the subject in the classroom, as well as to know the teacher's teaching performance. The deficiencies found were: the almost null use of audiovisual resources as an aid for English classes, adding also that the classrooms are not adequately structured for the development of the class. L2 as a foreign language is not frequently used because students do not understand the language. The information provided on the topics is not sufficient.

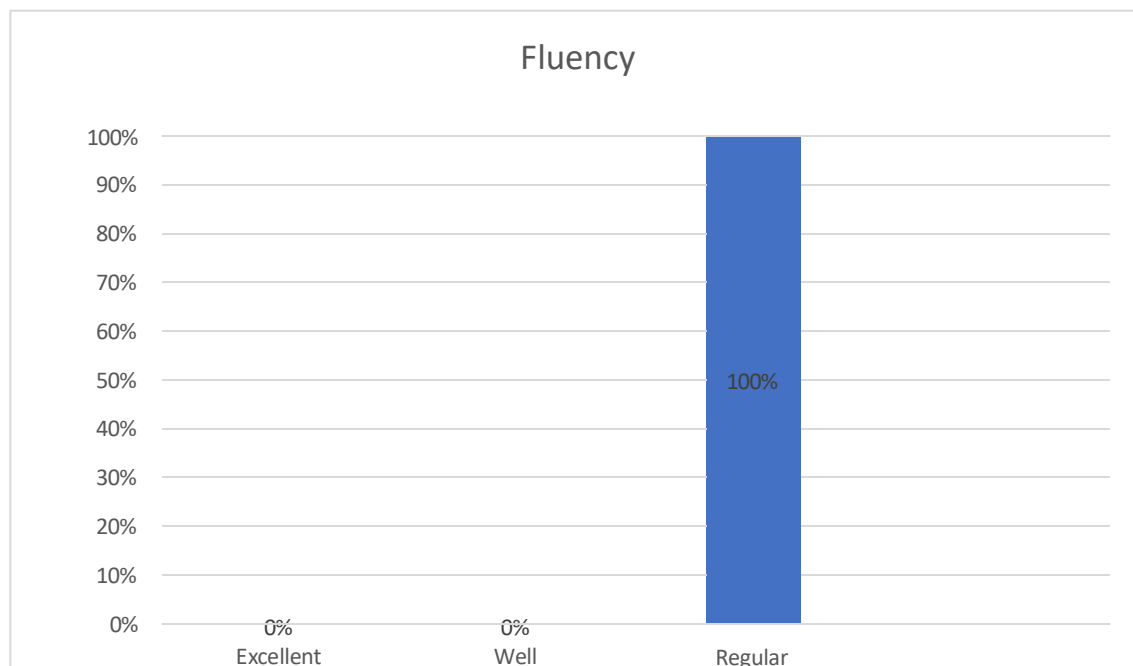
It is observed that they do not have the necessary materials in the classroom, even basic materials such as chairs or desks.

The English teacher tries to speak to them in the foreign language, but the fact that most of the students do not understand makes it very difficult for the class to progress, so she uses the native language to explain in more detail the activities to be carried out. It is also observed that the didactic resources used are scarce, although very functional and didactic.

The diagnostic test was given in an objective and deepened way to the objective to be achieved. The test contained a rubric for measuring the results.

**Figure 1**

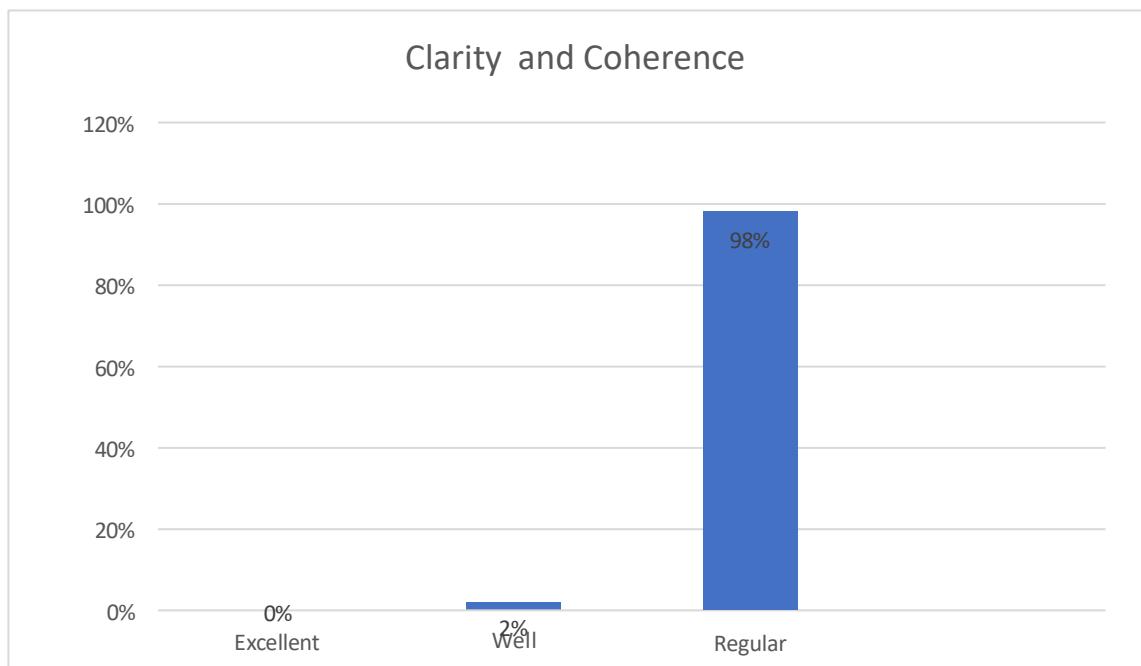
*Indicator: Fluency*



Initially, and based on the results, it is shown that the students have a very low command of the language, with 100% of the students having too many difficulties to speak fluently. This incongruence may be due to the students' lack of communicative practice.

**Figure 2**

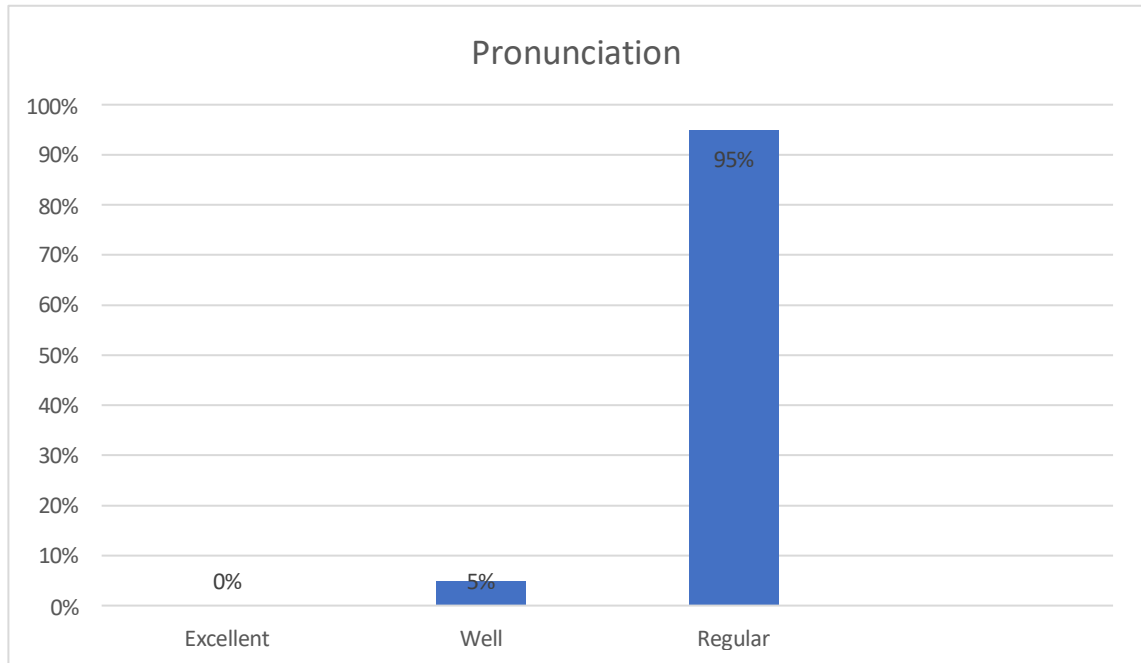
*Indicator: Clarity and Coherence*



Based on the results, about 2% of the students could communicate in a clear and coherent manner, although based on the evaluation rubric, they expressed mostly logical ideas with many flaws in their sentence structure excellent. And the remaining 88% did not have a sufficient level to express themselves in a good way, having somewhat.

**Figure 3**

*Indicator: Pronunciation*

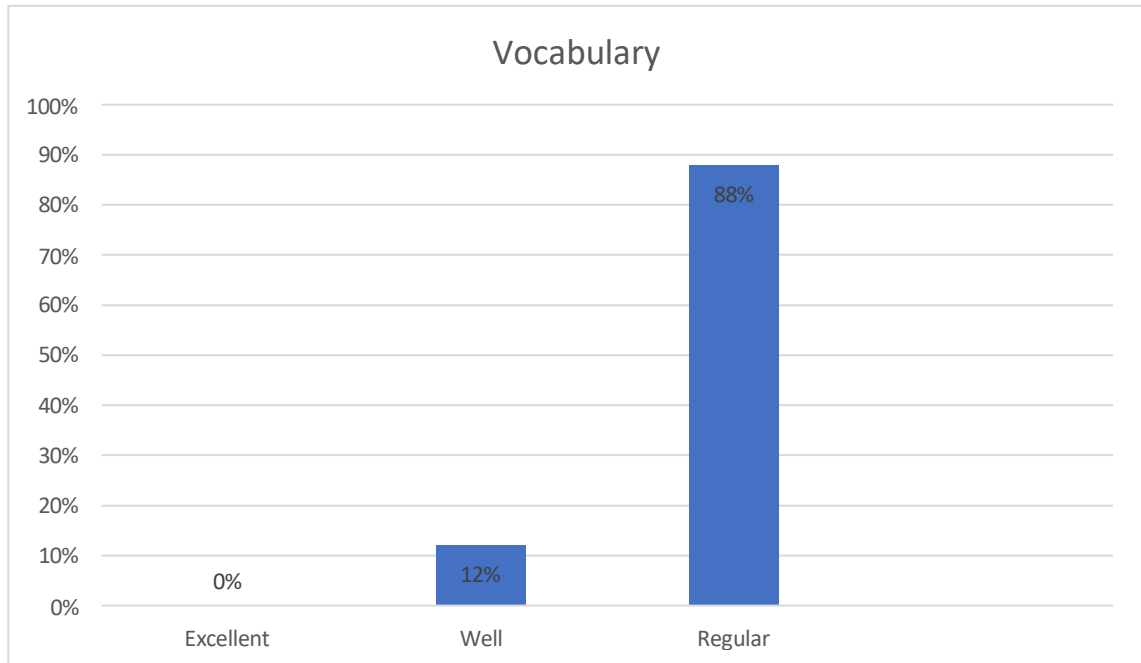


Regarding this indicator, 5% of the students have acceptable pronunciation as they used basic words that are easy to pronounce with minimal errors, and 85% have errors that are very noticeable, with really unclear and almost not understandable pronunciation. These data reflect that most of the students urgently need to develop their pronunciation, emphasizing that they require another learning methodology and also more discipline to learn.



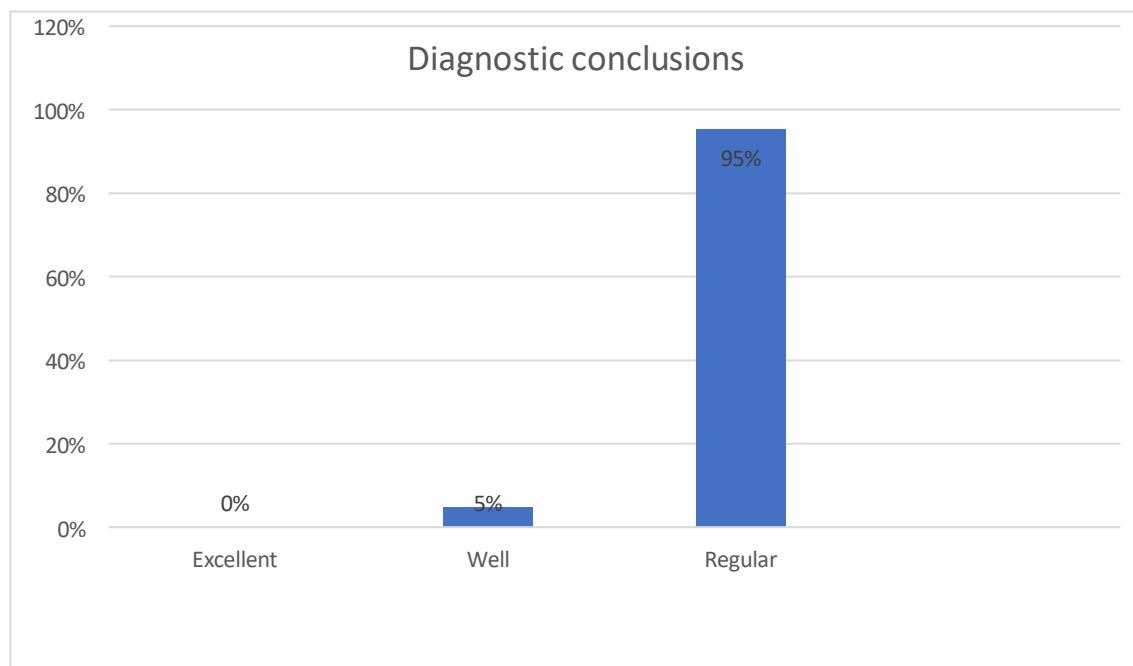
**Figure 4**

*Indicator: Vocabulary*



Finally, vocabulary is analyzed, this indicator is really important as the previous ones, but if they do not have knowledge of a great variety of words, they will simply not be able to communicate correctly. 12% of the students know basic words, knowing their translation into Spanish and their meaning, but 88% of the students lack vocabulary, repeating the same words.

It is urgent that students expand their vocabulary for a better understanding of the foreign language, its proper use, to form sentences and to make their communication correct.

**Figure 5***Overall result*

According to the results of the pedagogical test, it has been observed that 95.25% of the total students in the classroom are at a regular level of English, 4.75% are at a good level and 0% have an excellent command of the language.

The data obtained recommend putting into practice the pedagogical proposal that includes a system of classes for the improvement of oral communication in English. Such system will be developed from the use of audiovisual resources, specifically, podcast and video, which will be implemented to the students of the first year of BGU parallel "J" of the school "Nueve de Octubre", as tools for their communicative development.

## **CHAPTER II. METHODOLOGICAL FRAMEWORK: APPLICATION OF AUDIOVISUAL RESOURCES TO IMPROVE ORAL COMMUNICATION.**

This chapter covers the various methodological aspects essential for solving the established problem. It begins with the description of the methodological paradigm, followed by the type and design of the research, which will allow us to determine the appropriate theoretical and empirical methods that will lead to the use of instruments and techniques to collect information from the chosen population.

### **2.1 Research Paradigm.**

This study is framed within a quantitative research paradigm, as this approach assists in the collection and analysis of numerical information in order to address research questions and validate assumptions. Watson (2015) states that:

Quantitative research groups together a sequence of procedures that relate the methodical exploration of societal occurrences using statistical or numerical data. So, quantitative research focuses on measurement and operates under the assumption that the subject being studied is measurable. It aims to collect data through measurement, analyze this data for patterns and connections, and validate the measurements taken (p.1).

### **2.2 Research design.**

This experimental involves the creation and control of a scenario by the researcher to manipulate audio-visual resources and observe their impact on enhancing oral communication skills. Data collection methods include surveys, interviews, and observations. The analysis focuses on measuring verbal fluency, evaluating pronunciation accuracy, and assessing listening comprehension.

With respect to the research design and according to Asenahabi (2019) researchers develop a plan, known as a research design, before embarking on data collection to ensure their study achieves its objective in a valid manner. At its core, research design involves transforming a broad research problem into manageable components. It outlines the specific

information (data) required to address the problem. Additionally, the research design outlines how data will be collected and ensures its suitability for subsequent analysis. This analysis will ultimately provide meaningful answers to the research questions, all while maintaining cost-effectiveness.

### **2.3 Population.**

Population refers to the entire group of individuals or elements that possess common characteristics and are of interest to the study. According to Neftali (2016), the population in research encompasses all elements, such as people, objects, organisms and clinical records, that are involved in the phenomenon defined and delimited in the analysis of the research problem. Importantly, this population can be the subject of study, measurement and quantification.

The population selected for this research is constituted by a total of 28 students of the first year of the 'J' parallel baccalaureate of the Colegio de Bachillerato 'Nueve de Octubre'.

### **2.4 Research methods.**

On the basis of Hernández, Sampieri & Fernández (2014), the research method plays a fundamental role in scientific research by providing the theoretical framework and tools necessary to carry out quality studies that contribute to the advancement of knowledge in various areas of knowledge. This method is crucial for understanding the secrets of the environment around us, guiding us to the truth and facilitating informed decision-making. The authors draw an analogy between the research method and a compass that directs the researcher in his or her exploration of the vast knowledge.

It is a meticulous, orderly and systematic process that allows research to be approached in a precise manner, with the aim of finding answers to specific questions and generating new knowledge or expanding existing knowledge on a specific topic.

In other words, the research method is an important process of finding knowledge, giving a relevant orientation, making the researcher inquire into new knowledge.

### **2.4.1 Theoretical methods.**

In the words of Del Sol Fabregat, Tejada and Mirabal (2017), theoretical methods act as windows that allow us to observe and understand the essential relationships of the research object that would otherwise remain hidden to the naked eye. Its gnoseological function is to enable the conceptual interpretation of the empirical data obtained, opening the door to the construction and development of solid theories.

Through these methods, the necessary conditions are created to accurately characterize the phenomena studied, providing us with a deep and meaningful understanding of reality. Theoretical methods are invaluable resources for the advancement of scientific knowledge and for building a more comprehensible world.

### **2.4.2 Historical-logical.**

This method is used infrequently, with few researchers having had experience in its use.

According to Torres (2020), a review of various research has confirmed that numerous authors have used this historical-logical approach to examine historical antecedents. This method is incorporated into a research framework in order to gather evidence of past events and, from this, generate concepts or theories about history.

It is also used to understand various methodological rules or techniques for analysing significant data on a specific historical topic. This allows the researcher to synthesise information and construct a coherent account of the events associated with the object of study.

### **2.4.3 Analytical-synthetic.**

The analytical-synthetic method is an educational strategy that merges two complementary procedures: analysis and synthesis.

Echavarría, Gómez, Aristazábal and Vanegas (2010), state that the analytical method is used to reach a result by breaking down a phenomenon into its fundamental parts. In various fields of knowledge where this method is applied, there is a scale ranging from concrete and empirical applications to more abstract and symbolic ones.

The analytic-synthetic method provides an effective tactic for understanding and solving problems in a detailed and organised way. By combining analysis to break down problems into manageable components and synthesis to bring these parts together into a logical solution, it simplifies the process of learning and problem solving in different areas of knowledge.

#### **2.4.4 Hypothetical-deductive.**

The hypothetical-deductive method is a compass for navigating the natural world: observe, hypothesise, experiment, analyse and communicate.

In the field of medicine, as Claudio Puebla (2010) rightly points out, this method is a fundamental tool. It allows us to formulate hypotheses about the causes of diseases, the mechanisms of action of treatments and the effectiveness of interventions. Through clinical experimentation and systematic observation, we can test these hypotheses and get closer and closer to the truth in health care. As new data are obtained, hypotheses are reviewed and revised. This ongoing process of research and experimentation is essential to the advancement of scientific knowledge.

#### **2.4.5 Systemic method.**

The systemic method is a way of analysing problems by considering the interrelationships between its parts, as if it were a system. De la Peña & Velázquez (2018) state that the systems approach emerges as an alternative methodology in science, focusing on creating tools to investigate and construct complex objects, such as systems of various kinds. Unlike traditional analysis that focuses on isolated parts, this approach highlights the interconnections between components and their emergent behaviour.

By providing a framework for studying complex systems in a variety of areas, the systems approach becomes a valuable tool for understanding phenomena that cannot be effectively addressed by reductionist approaches.

## **2.5 Empirical methods.**

The empirical method relies on direct experience and observation of specific facts to obtain data and confirm theories or hypotheses. In this approach, data are acquired through direct observation of events or through controlled experiments. This data is analyzed in an unbiased manner to reach conclusions and generate knowledge supported by the observed evidence. “The empirical method entails gathering data by directly observing and conducting experiments to examine hypotheses and produce knowledge grounded in observable facts” (Babbie, 2020).

This method is essential in scientific research and is used in a variety of areas to investigate phenomena, validate theories and advance understanding based on empirical evidence.

### **2.5.1 Experimental method.**

The experimental method is a scientific tool used to analyse causal connections between variables. ‘The experimental method involves modifying controlled variables to examine the connections between cause and effect in a carefully controlled environment’ (Trochim, Donnelly and Arora, 2016).

The way in which this method modifies variables under controlled conditions in experimental environments makes it possible to obtain reliable results, thus playing an important role in the development of knowledge in different fields.

### **2.5.2 Observation method.**

This method is a strategy used in scientific research and in various areas of study to collect data directly from the observed environment. According to Merriam & Tisdell (2015), the observation method is used in qualitative research to collect information directly from the observed environment, providing the researcher with detailed and contextualised data on different phenomena, behaviours and situations. ‘Observation can be carried out in an

organised way, with a plan and defined criteria for what is to be observed' (Merriam & Tisdell, 2015).

This study makes use of this method by observing the students' irregularities when communicating orally, in addition, as an empirical research technique, there is the questionnaire which, through its use, allows for a measurement of the research process.

### **2.5.3 Measurement.**

In the field of research, measurement implies assigning numerical values to specific characteristics of a phenomenon or variable under study, which facilitates the quantification and objective and systematic analysis of these relevant characteristics. Within scientific research, measurement stands out as a topic of great relevance and it is essential to define this concept precisely in order to achieve the objectives set out in the study" (Mendoza & Garza, 2009).

Measurement is essential to ensure the accuracy and objectivity of data, enabling the advancement of knowledge and the validation of hypotheses through rigorous and standardised methods

#### **2.5.3.1 Variables**

**Table 1**

*Consistency matrix*

<b>Scientific problem</b>	<b>Aim</b>	<b>Hypothesis</b>	<b>Research variables</b>	<b>Measurement indicators</b>	<b>Items</b>
How to improve oral communication in English in	To improve oral communication in English in students of the First Year of the	If a system of classes with audiovisual resources is	Independent variable:	Development of oral communication.	Excellent (10-9)



<p>the first year of the “J” parallel Unified General Baccalaureate of the ‘Nueve de Octubre’ high school?</p>	<p>Unified General Baccalaureate ‘J’ parallel of the ‘Nueve de Octubre’ High School through the use of audiovisual resources.</p>	<p>applied, oral communication in English of the students of the first year of BGU ‘J’ parallel of the high school ‘Nueve de Octubre’ will be improved.</p>	<p>audiovisual resources  Dependent variable: oral communication</p>	<p>The development of oral communication is related to fluency, intonation and pronunciation to ensure fluent and correct expression.  Indicators: Fluency, clarity and coherence, vocabulary and pronunciation.</p>	<p>Well (8-7)  Regular (6-5)</p>
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## **CHAPTER III. CLASSROOM SYSTEM USING AUDIO-VISUAL RESOURCES TO IMPROVE ORAL COMMUNICATION IN ENGLISH.**

This chapter details the essential guidelines for implementing a teaching system based on audiovisual resources, with the purpose of optimising the oral communication of students in the first year of the parallel 'J' Unified General Baccalaureate. A solid justification of the proposal is presented, together with a rigorous evaluation of the results obtained during the implementation process.

### **3.1 Theoretical underpinning of the Classroom System using audio-visual resources to improve oral communication in English.**

From an anthropological and philosophical perspective, education extends beyond the mere transmission of knowledge and skills. It is a dynamic process that shapes cultural, social and personal identities, profoundly impacting on the integral development of the human being. Aligned with the perspective of Aparicio-Gómez and Aparicio-Gómez (2021), the 'educational fact' is positioned as the fundamental starting point for any pedagogical action. Before embarking on the design of educational strategies, it is imperative to fully understand human nature and its various dimensions. This deep understanding establishes a solid anthropological basis, essential for the construction of a relevant and effective pedagogical reflection.

This approach takes us into the realm of a specific philosophical anthropology, which serves as a compass for defining the kind of person we wish to form. Guided by this holistic vision, we can design relevant educational actions, based on a profound pedagogical reflection. These actions, in turn, will foster the integral development of individuals and lay the foundations for the construction of a more just and equitable society. Philosophy provides a critical and reflective approach to education that allows us to question, analyse and understand the foundations, aims and processes that give life to teaching and learning.

Education, when examined from a psychological perspective, offers us a deep and multifaceted understanding of the teaching-learning process. By considering the various psychological aspects involved, we can design effective educational strategies, assess learning

holistically, address the individual needs of students, and create a positive and enriching educational environment for all.

In the words of Guevara, Rugerio, Hermosillo & Corona (2020), incorporating social-emotional education as a formal educational objective and structuring a curriculum that allows students to cultivate cognitive, emotional and social skills is fundamental for their personal and academic development. This initiative requires building on sound theoretical foundations in psychology and empirical research findings, which provide a solid methodological basis for the design and implementation of such programmes. This initiative is not just a passing trend; it is driven by the importance of equipping students with skills that go beyond traditional academics, fostering personal and social growth.

### **3.2 Description of the classroom system using audio-visual resources for improving oral communication in English.**

The proposal of a class system to improve oral communication in students is presented. In order to carry it out, a class system is elaborated focusing on the use of audiovisual resources. The classroom system acts as the operational structure that carries out the pedagogical proposal, ensuring that educational principles and objectives become effective and valuable learning experiences for students.

According to Jiménez-Quintero (2020), through the pedagogical proposal, educational theories and concepts are applied in real contexts, allowing observation, interaction and dialogue with the community, which significantly enriches the educational experience. The classes are practical, theoretical and critical thinking, as all this helps students to develop and increase their professional knowledge and also for their own life.

These classes include activities to develop the communicative skills in the students. 'Practice has shown that methodological work is one of the most effective approaches to increase teaching efficiency and improve pedagogical mastery' (García, Varela de Moya and Espíndola, 2019). A well-structured classroom system is essential to ensure that students obtain an effective and meaningful education, promoting their holistic development and better preparing them for future challenges.

In order for the creation of the classroom system to take place, fundamental elements are required. These are responsible for helping the development of oral communication in the students. The content to be included must follow a systemic order and development and specific objectives that are adapted to the general one. Each lesson plan is developed with the aforementioned resources, having an objective to be developed that is adapted to the general objective of this research.

### **3.2.1 Objectives of the classroom system based on audio-visual resources to improve oral communication in students of the first year General Unified Baccalaureate ‘J’ parallel of the ‘Nueve de Octubre’ High School in 2024.**

In order to carry out the pedagogical proposal, it was essential to analyse the educational aspects of the students. These negative aspects influence the lack of improvement of English language skills. To improve these points and strengthen them, a series of elements were integrated to help improve and create a better pedagogical version.

The general objective of the class system is to improve oral communication in the students of the First Year of the Unified General High School parallel ‘J’ of the high school ‘Nueve de Octubre’.

Specific objectives of the class system:

- Improve pronunciation and fluency
- Expand vocabulary and grammar
- Develop speaking strategies
- To increase participation in oral communication activities.

### **3.2.2 Components of lesson planning**

Considering the students' basic level of English, it is proposed to implement a system of lessons that incorporate audio-visual resources to strengthen their oral communication skills. The following lesson plans have elements that help students develop their communication skills:

<b>Class 1</b>
<p><b>Theme:</b> History of music fun facts/ World culture</p> <p><b>Objective:</b> To improve the ability to give an opinion and discuss from each student's point of view on audio-visual content.</p>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to music.</li> <li>- Grammatical structures such as past and present simple.</li> <li>- Communication skills between students and with the teacher.</li> <li>- Debate.</li> </ul>
<p><b>Class duration:</b> 40 minutes</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Notebook: for jotting down notes and new words.</li> <li>- Pencil or pencils</li> <li>- Speaker and laptop.</li> </ul>
<p><b>Introduction:</b> Introduce the stated aim of the lesson. Show an image related to the video and have the students guess what it is about.</p>
<p><b>Development:</b> To arouse the students' interest and connect with the topic, the teacher will start the class by asking about their musical preferences. They will ask about their favourite genres, whether they listen to music in English or Spanish and whether they have any knowledge about the history of music.</p>

This will be followed by a video entitled 'History of Music Fun Facts/World Culture'. Students will pay attention to the video sequence and the story being told, while enjoying the audio-visual experience.

Once the video is finished, the teacher will lead a discussion with the students about the main aspects of the topic and what they found most interesting. This interaction will allow them to develop their communication skills and encourage active participation in class.

To reinforce learning and extend the vocabulary related to music, the video will be played a second time. This time, students will take notes on the key words they hear.

Afterwards, together with the teacher, they will create a glossary that compiles the new vocabulary acquired. This collaborative activity will allow them to consolidate their learning and enrich their lexicon.

**Conclusion:** The lesson culminates with a recap of the music theme through a second viewing of the video and the collaborative development of a glossary. This dynamic activity reinforces learning, expands vocabulary and encourages active student participation.

## Class 2

**Tema:** Podcast. Cuando la expectativa es presión

**Objective:** To encourage oral expression and the ability to argue an opinion.

**Content:** Podcast vocabulary.

- Communication skills among students and with the teacher.
- Debate, opinions, expressing ideas about content.
- Communication skills between students and with the teacher.
- Debate.

**Class duration:** 40 minutes

**Resources:**

- Notebook: to write down notes and new words.
- Pencil or pencils.
- Speaker

**Introduction:** Introduce the objective of the class.

Give a brief preview of the podcast topic so that students can visualise the scenario and feel comfortable.

**Development:** The teacher will present the podcast ‘When expectation is pressure’, approximately 8 minutes long, which has a fluent but slow pronunciation, facilitating full comprehension by the students.

During the listening, they will be allowed to take notes on general ideas and unknown words.

At the end of the audio, the teacher will divide the class into two groups to encourage the expression of opinions and reflections on the topic addressed.

The new vocabulary acquired during this activity will contribute to the students' communicative development.

**Conclusion:** The podcast ‘When expectation is pressure’ will foster students' listening comprehension, vocabulary and oral expression through guided listening, note-taking and group discussion. This dynamic activity will contribute to their overall communicative development.

**Class 3**

**Theme:** Mastering body language: The power of poses to improve your communication

**Objective:** To develop the oral communication skills of secondary school students, focusing on the impact of body language on the effective expression of ideas, personal confidence and connection with the audience.

**Contents:**

- Essential elements of effective body language: posture, gestures, facial expressions and eye contact.
- Influence of body language on perception of others and self-confidence.
- Techniques for adopting power poses and improving non-verbal communication.
- Importance of congruence between body language and verbal message.

**Class duration:** 40 minutes

**Resources:**

- TED Talk video: ‘Poses of power’ by Amy Cuddy.
- Speaker and laptop.

**Introduction:** The teacher starts the class with an open question to the students: ‘What role do you think body language plays in communication?’.

A brief discussion is encouraged about the different forms of non-verbal communication and their impact on our daily interactions. The theme of the class is introduced: ‘Mastering body language: The power of poses to improve your communication’.

**Development:** Students are introduced to the TED Talk video: ‘Poses of Power’ by Amy Cuddy.



Students are invited to watch the video carefully and take notes on the main ideas related to the impact of body language on confidence and perception of others. Following the video, a class discussion is held on the key points presented by the speaker, focusing on the concept of 'power poses' and their potential to enhance oral communication.

The class is divided into pairs. Each pair prepares a short 5-minute presentation on a topic of interest to them.

The presentation should include a variety of power poses, such as standing with arms raised, sitting upright or maintaining eye contact with the audience. Pairs are encouraged to be creative and use different visual resources to support their presentation.

Some pairs may share their presentations with the class, allowing for a final exchange on the importance of congruence between body language and verbal message. Each student is asked to choose a power pose that makes them feel confident and secure.

They are given a minute to practise the pose in front of the mirror.

They are then invited to share with the class how they felt when they adopted the pose and what impact they think it might have on their oral communication.

**Conclusion:** The teacher summarises the key points of the class, emphasising the power of body language to enhance oral communication, personal confidence and connection with the audience.

The importance of being aware of one's own body language and using power poses strategically to convey confidence and professionalism is highlighted. Students are encouraged to continue practising the techniques learned in class and to observe how body language can positively affect their interactions with others.

### **3.2.3 Methodological guidelines for the implementation of the classroom system.**

A series of methodological orientations are presented as a guide for teachers to implement a novel and effective classroom system to improve the implementation of the classroom system to improve oral communication in English, which is based on the use of audiovisual resources, podcasts and videos. This dynamic and engaging approach offers students a more complete and immersive learning experience, allowing them to develop their speaking skills in a comprehensive way.

- Develop a diagnostic test to assess students' level of oral communication skills in English.
- Create a safe and positive learning environment.
- Emphasize communication in English from the beginning of the class.
- Provide regular opportunities for oral practice.
- Focus on skills such as fluency, pronunciation, vocabulary, clarity and coherence, not perfection.
- Use a variety of resources, such as videos and podcasts, as well as activities.
- Integrate oral communication into all areas of the curriculum.
- Provide regular and specific feedback.
- Encourage self-learning.
- Collaborate with parents and guardians.
- Evaluate student progress.

### **3.2.4 Evaluation of the effectiveness of the classroom system using audio-visual resources to improve oral communication in English in students in the first year of the General Unified Baccalaureate 'J' parallel of the 'Nueve de Octubre' High School.**

In order to know the level of oral communication in English in which the students find themselves, a diagnostic test was carried out, which consisted of the student in the process of graduation performing an oral test where each one of the students of first year of the General Unified Baccalaureate parallel 'J' chose a topic of their interest to proceed to speak in front of the class about points that they like the most, then the other students will ask them questions, as well as the teacher who will also give them feedback.

**Table 2***Pre-test results*

<b>Student</b>	<b>Fluency 1-10</b>	<b>Clarity and Coherence 1-10</b>	<b>Pronunciation 1-10</b>	<b>Vocabulary 1-10</b>	<b>Total</b>
<b>1</b>	6	5	5	4	20
<b>2</b>	5	7	4	6	22
<b>3</b>	5	5	4	2	16
<b>4</b>	6	6	3	7	21
<b>5</b>	5	3	4	5	17
<b>6</b>	6	5	5	4	20
<b>7</b>	6	4	4	4	18
<b>8</b>	4	6	6	6	22
<b>9</b>	3	8	5	4	20
<b>10</b>	5	7	7	7	26
<b>11</b>	5	6	4	5	20
<b>12</b>	6	7	7	5	25

<b>13</b>	5	5	5	2	17
<b>14</b>	7	7	5	4	24
<b>15</b>	5	7	5	5	22
<b>16</b>	4	3	6	5	17
<b>17</b>	7	5	5	5	22
<b>18</b>	4	6	4	5	19
<b>19</b>	5	4	5	4	18
<b>20</b>	3	6	4	4	17
<b>21</b>	6	6	5	5	22
<b>22</b>	4	5	6	7	22
<b>23</b>	6	5	7	5	23
<b>24</b>	6	6	5	5	21
<b>25</b>	6	4	5	5	20
<b>26</b>	5	6	4	4	19
<b>27</b>	7	8	6	7	28
<b>28</b>	4	5	5	3	17
<b>Media</b>	5,21	5,61	5,0	4,79	

The results of the pre-test indicate that, in general, students have a low level of English language proficiency. This conclusion follows from the poor performance in each of the indicators assessed in the test.

## **CHAPTER IV. RESULTS OF THE IMPLEMENTATION OF THE CLASS SYSTEM.**

This chapter presents the results obtained after the implementation of a system of classes with audio-visual resources for the promotion of oral communication in English in students of the First Year of General Unified Baccalaureate parallel 'J' of the 'Nueve de Octubre' High School during the school year 2024-2025.

### **4.1 Description of the application of the classroom system using audiovisual resources.**

#### ***Class 1: History of music fun facts/world culture***

To arouse interest in the history of music, the teacher starts the class with a conversation about the students' musical preferences and then shows a video entitled "History of Music Fun Facts/World Culture". After watching the video, there is a guided discussion about the main aspects and the students' impressions. To reinforce learning and vocabulary, the video is played a second time to take notes on key words and then, together with the teacher, a collaborative glossary is developed.

This approach promotes active learning, uses audiovisual resources, encourages collaborative work and develops oral communication skills, listening comprehension and vocabulary extension, resulting in meaningful, motivating and beneficial learning for the development of essential skills.

#### ***Class 2: Podcast: When expectation is pressure***

To promote listening comprehension and communicative development in English, the teacher will present the 8-minute podcast 'When expectation is pressure', with clear and slow pronunciation to facilitate comprehension. During the listening, students will take notes on main ideas and unknown words. Afterwards, the class will be divided into groups to encourage discussion and exchange of opinions on the topic. This collaborative activity will allow students to practise their oral expression and enrich their vocabulary with newly acquired lexis.

### ***Class 3: Mastering Body Language: The Power of Posing to Improve Your Communication***

With the objective of understanding the fundamental role of body language in effective communication, a dynamic activity is developed that involves students in the analysis of the TED Talk “Poses of Power” by Amy Cuddy. Through this lecture, we reflect on the impact of postures on the perception of oneself and others, promoting the understanding of body language as a tool to improve confidence and communication.

To deepen learning, a practical activity is implemented in pairs, where students elaborate short presentations using different power poses. This experience allows them to apply the concept creatively and experience its impact on oral communication.

In the final phase, students are invited to choose a power pose that makes them feel secure and confident, and then share their experiences with the class. This dynamic promotes individual reflection on the importance of congruence between body language and verbal message, reinforcing learning and the development of self-confidence.

#### **4.2 Evaluation of the effectiveness of the classroom system for improving oral communication in English**

Validation of the effectiveness of the classroom system was conducted through a quantitative approach, employing an experimental research design and using the following hypothesis to corroborate:

Scientific hypothesis: If a system of classes with audiovisual resources is applied, the oral communication in English of the students of First Year of BGU parallel “J” of the “Nueve de Octubre” High School will be improved.

H0: There is no relationship between the improvement of oral communication in English and the application of a classroom system that uses audiovisual resources as a didactic resource and the application of a classroom system that uses audiovisual resources as a didactic resource.

H1: There is a relationship between the improvement of oral communication in English and the application of a classroom system with audiovisual resources as a didactic resource.

The following table shows the progress of the students with the help of audiovisual resources, which reflects the data obtained by the post-test.

**Table 3**

*Post-test results*

<b>Student</b>	<b>Fluency 1-10</b>	<b>Clarity and Coherence 1-10</b>	<b>Pronunciation 1-10</b>	<b>Vocabulary 1-10</b>	<b>Total</b>
<b>1</b>	8	6	6	6	20
<b>2</b>	7	8	5	8	22
<b>3</b>	7	6	5	4	16
<b>4</b>	8	7	4	9	21
<b>5</b>	7	4	5	7	17
<b>6</b>	8	6	6	6	20
<b>7</b>	8	5	5	6	18
<b>8</b>	6	7	7	8	22
<b>9</b>	5	8	6	6	20
<b>10</b>	7	8	8	9	26



<b>11</b>	7	7	5	7	20
<b>12</b>	8	8	8	7	25
<b>13</b>	7	6	6	4	17
<b>14</b>	7	8	6	6	24
<b>15</b>	7	8	6	7	22
<b>16</b>	6	4	7	7	17
<b>17</b>	8	6	6	7	22
<b>18</b>	6	7	5	7	19
<b>19</b>	7	5	6	6	18
<b>20</b>	5	7	5	6	17
<b>21</b>	8	7	6	7	22
<b>22</b>	6	6	7	9	22
<b>23</b>	8	6	8	7	23
<b>24</b>	8	7	6	7	21
<b>25</b>	8	5	6	7	20
<b>26</b>	7	7	5	6	19
<b>27</b>	8	6	7	9	28

<b>28</b>	6	6	6	5	17
<b>Media</b>	6,79	6,46	6,0	9,46	

Although there is an improvement in the students' oral communication compared to the pretest, the desired level is still not reached. Despite the progress, errors persist in each of the indicators evaluated, such as fluency, clarity and coherence, and pronunciation, with vocabulary being the indicator of the greatest development of acquired knowledge.

To verify the improvement of oral communication in the students, the results of the pre-test were compared with the post-test by means of a statistical test called chi-square Scale of students' values in the pre-test and post-test.

**Table 4**

*Value scale for students on the Pre-test and Post-test*

	Excellent	Well	Regular	Total
Pre-test	0	5	23	28
Post-test	3	20	5	28

**Table 5**

*Observed frequencies*

	Excellent	Well	Regular	Total
Pre-test	0	5	23	28

Post-test	3	20	5	28
Total	3	25	28	56

**Table 6***Expected Frequencies*

Expected	Excellent	Well	Regular	Total
Pre-test	1.5	12.5	14.0	28
Post-test	1.5	12.5	14.0	28
Total	3	25	28	56

**Table 7***Chi-squared ( $\chi^2$ )*

Instrument	Excellent	Well	Regular	Total
Pre-test	0	5	23	
Post-test	3	20	5	
$\chi^2$ Total	2,25	5,44	11,88	23,571

**Table 8***Hypothesis testing*

Chi-squared	Critical Value
23,571	5,991

The treatment or intervention performed between the pre-test and post-test had a significant impact on the results. In other words, there was a noticeable improvement in the performance or condition of the participants after the treatment.

### **4.3 Analysis and Discussions of results**

The analysis of the results obtained from the post-test shows a significant improvement in the indicators evaluated. Comparing these results with those of the initial diagnosis, a notable progress in the students' oral communication skills in English is evident. This progress suggests that the methods and strategies implemented have had a positive impact.

In addition, it was observed that the students of the first year of General Unified High School parallel "J" of the "Nueve de Octubre" High School experienced an increase in their motivation during the classes. They were more focused and attentive to the explanations provided by the instructor. This change in attitude is largely attributed to the use of audiovisual resources, which have proven to be effective in capturing students' attention.

Audiovisual materials not only make classes more entertaining, but also enrich the learning process, helping students to become more actively and meaningfully involved in educational activities.

## CONCLUSIONS

The information obtained through the bibliography provided a solid theoretical basis for the research. The application of the main diagnosis of oral communication in English to the students of the First Year of General Unified High School parallel “J” of the “Nueve de Octubre” High School revealed a significant growth in each one of the evaluation indicators throughout the classes given.

The implementation of audio-visual resources, such as podcasts and videos, has proven to be extremely effective in improving oral communication in English among first-year high school students. These resources offer benefits beyond simple language exposure; they allow students to listen to authentic models of speech and participate in interactive activities that foster greater practice and comprehension.

Podcasts provide learners with the opportunity to become familiar with a variety of accents, rhythms and communication styles, while videos provide a visual context that facilitates content comprehension and improves information retention. The combined use of both types of resources helps to create a more dynamic and stimulating learning environment, resulting in increased motivation and active participation on the part of learners.

The integration of these resources into the classroom system has allowed students to develop practical skills in oral communication, improving aspects such as fluency, clarity, coherence, pronunciation and vocabulary. It has also increased their confidence when interacting in English, evidencing a notable improvement in their overall performance in the language.

## RECOMMENDATIONS

To optimize oral communication in English and the development of other skills through the use of audiovisual resources, it is essential to apply effective strategies. First, it is advisable to incorporate a variety of audiovisual resources, such as podcasts, educational videos, documentaries and series in English, to expose students to different accents, vocabulary and communication styles. Complementing these resources with interactive activities, such as group discussions, oral presentations based on the audiovisual content and role-playing exercises, facilitates greater practice and understanding of the language.

In addition, assigning tasks that involve analyzing or summarizing audiovisual content helps to strengthen synthesis and oral communication skills. To improve other skills, it is essential to develop critical listening skills through resources that teach how to identify main ideas, specific details and make inferences. The combination of audiovisual resources with written texts can also enrich reading comprehension.

It is crucial to conduct periodic evaluations of the impact of audiovisual resources to measure their effectiveness in developing skills and adjust their use according to the results obtained. By following these recommendations, the potential of audiovisual resources to improve not only oral communication in English, but also various academic and personal skills can be maximized.

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## APPENDIX

### Anexx 1

#### OBSERVATION GUIDE

Objective: To evaluate the effective performance of the teacher and students in the development of the pedagogical activities used in the classroom.

<b>HIGH SCHOOL “NUEVE DE OCTUBE”</b>	
<b>Subject:</b>	English
<b>Teacher:</b>	Denni Jara
<b>Course:</b>	First Year of High School Parallel “J”.
<b>Author:</b>	Anthony Fabricio Guayas Calva
<b>Date:</b>	6/21/2024
<b>Time of observation:</b>	40 minutes

Number	Indicator	Compliance record		Observations
		YES	NO	
1	The classrooms are structurally adequate for the development of English classes.		X	There is no material required in the course. There are not even enough chairs for the students.
2	The teacher conducts activities that encourage students to use L2.	X		For the short class time, the teacher accomplishes the activities using L2.
3	The information necessary for students to understand the 55opi cis provided.		X	The information is accurate and detailed.
4	The quality of the didactic resources used is of excellent quality and in accordance with the needs of the students.	X		Little variety of resources

**Anexx 2****DIAGNOSTIC TEST**

**Objective:** To assess the oral communication skills in English of the students of the First Year of the Unified General Parallel Baccalaureate ‘J’ of the ‘Nueve de Octubre’ High School focusing on fluency, coherence, pronunciation and vocabulary.

**1) Introduction**

Greet the students, introduce myself and explain the purpose of the activity.

Summarize the structure of the session and what is expected of them.

Make sure students understand that they will be tested on fluency, coherence, pronunciation and clarity.

**2) Topic Preparation**

Provide each student with a topic card (example: “Describe your favorite vacation destination,” “Talk about a memorable experience,” “Comment on your favorite book or movie”).

Give students 2-3 minutes to think about the topic and organize their ideas. They can take brief notes if necessary.

**3) Individual Presentations**

Each student will present their topic to the group for 2 minutes.

After each presentation, allow 1 minute for the teacher or peers to ask questions.

Encourage active listening and respectful interaction during presentations.

#### **4) Feedback and Reflection**

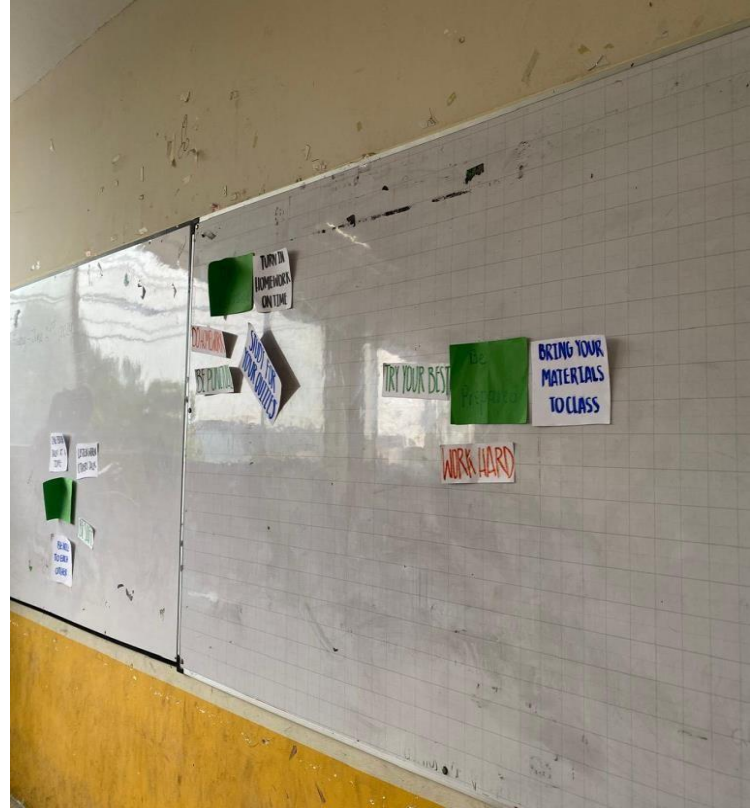


## Anexx 3

**DIAGNOSTIC RUBRIC**

Indicator	10-9(Excellent)	8-7 (Well)	6-5(Regular)
Fluency	Speaks fluently with minimal pauses; natural, effortless flow.	Speech with some pauses, generally fluent; slight hesitations.	Frequent pauses; somewhat choppy flow.
Clarity and coherence	Ideas organized and well connected; clear structure.	Ideas mostly logical and connected; minor flaws in structure.	Ideas somewhat organized, but with gaps; unclear structure.
Pronunciation	Pronunciation clear and accurate; minimal errors.	Pronunciation generally clear with some minor errors.	Pronunciation frequently unclear; several notable errors.
Vocabulary	Use of large and varied vocabulary; accurate and appropriate terms.	Use of adequate vocabulary with some varied terms; some minor errors.	Limited use of vocabulary; frequent repetition of terms; several errors.

Anexx 4



**Anexx 5****Post-test****Instructions:**

- Students should prepare a brief 3–5-minute presentation on a topic of their choice.
- Each student will present his/her topic in front of the class.
- During the presentation, the evaluator will observe and assess the following indicators: fluency, clarity and coherence, vocabulary and pronunciation.
- At the end of the presentation, there will be a 2–3-minute question and answer session.

**Evaluation:**

Student name:

Topic of presentation:

Fecha:

**Indicators and Evaluation Criteria****Fluency (20 points)**

20-16: Speaks continuously with very few pauses or interruptions. Maintains a steady pace.

15-11: Speaks with some pauses, but generally maintains an adequate pace.

10-6: Speaks with many pauses and interruptions, which affects rhythm.

5-0: Speaks with frequent and prolonged pauses, making comprehension difficult.

Score \_\_\_\_\_ / 20

### **Clarity and Coherence (20 points)**

20-16: The presentation is very clear and well organized. Ideas are easy to follow.

15-11: Presentation is clear, but some ideas may not be fully developed or organized.

10-6: The presentation has problems with clarity and organization, making it difficult to understand.

5-0: Presentation is confusing and disorganized, making understanding very difficult.

Score \_\_\_\_\_ / 20

### **Vocabulary (20 points)**

20-16: Uses a varied vocabulary appropriate to the topic. Shows excellent command of new words.

15-11: Uses adequate vocabulary, though limited in variety. Makes some minor errors.

10-6: Uses very basic vocabulary with frequent errors, affecting comprehension.

5-0: Uses inadequate and very limited vocabulary, with many errors hindering comprehension.

Scoring \_\_\_\_\_ / 20

**Pronunciation (20 points)**

20-16: Pronounces words clearly and correctly with very few errors.

15-11: Pronounces words clearly, but with a few errors that do not seriously affect comprehension.

10-6: Pronounces with several errors that make comprehension difficult.

5-0: Pronounces with many serious errors, making it difficult to understand what he says.

Score \_\_\_\_\_ / 20

Total Score \_\_\_\_\_ / 80

Evaluator Comments: