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CONVENTIONAL AND AUDIOVISUAL TEACHING MATERIALS TO BE USED BY THE
TEACHER TO THE ENGLISH PRODUCTIVE SKILLS DEVELOPMENT

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ABSTRACT

CONVENTIONAL AND AUDIOVISUAL TEACHING MATERIALS TO BE USED BY THE TEACHER TO THE ENGLISH PRODUCTIVE SKILLS DEVELOPMENT

Yazmin Lisseth Pinto Sánchez

Conventional and audiovisual teaching materials are tools that a teacher is responsible of its selection for the development of a class. A conventional teaching material is everything that has been traditionally used, such as flip charts, whiteboard, newspapers, magazines and so on, which are available to most teachers who want to implement something different in the develop of their classes; while audiovisual require more effort to implement them in a classroom, these are television, films and videos; all these selected with the purpose to be implemented in the educational sector. Productive skills encourage students to generate and produce knowledge through expression, whether oral or written. Keep in mind that in order that students improve and achieve their academic level should be implemented conventional and audiovisual teaching materials, through a seminar workshop in order to improve the academic performance of students in the productive skills development, and thus denote a change in their results, as students will demonstrate more interest in acquiring these skills and thus improve their academic performance. The research topic was developed with the analytical-critical and reasoned methodology bibliographic database, because current documents were investigated and then argue directly quoted as having proper knowledge about it. Conclusions were obtained based on the investigations. Teachers have a wide range of both conventional and audiovisual materials as useful for the development of the productive skills it depends on the ingenuity of teachers to develop these skills in students with great success, as they are the ones who convey to students the positive or negative aspects of acquire the ability to develop these skills are not only part of a curriculum, but for a professional education it will be useful in the future for them.

Keywords: Teaching materials, skills, productive skills, teacher, and student.

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INTRODUCTION

Teaching materials are considered everything that the teacher uses as extracurricular resource within a class "Currently, it is impossible for us to think that a teacher is only limited to oral argument in their classes, regardless of any teaching resource. In fact, according to Reiser and Gagne (1983) to the voice of the teacher is an educational resource " (Viza, 2006, pág. 1). According to the author, the teacher needs more than their presence in the classroom, because today has a wide range of materials in their different classifications, these materials have increased due to technological progress, which has led many teachers failed to address these changes and thus do not contribute to the educational advancement.

In El Oro, it is common to observe the lack of implementation about conventional audiovisual educational materials during the teaching-learning process. It is for this reason that in the classroom the used materials are restricted to a book and barely the audio from it, so it is considered that teaching materials should be designed and implemented by teachers to develop the students' skills.

The problem to develop has a direct relationship with the "Jambelí" High School, which allows one to establish as the object of study to implement conventional and audiovisual teaching materials, through a seminar workshop in order to improve the academic performance of students in the productive skills development.

Within the education sector the impact of the conventional audiovisual teaching materials use for the productive skills development encourages teachers to acquire new knowledge about these materials, thus contributing to the learning process, leaving traditionalists schemes side.

DEVELOPMENT

Since the beginning of the pedagogical argument, the teachers responsible for imparting their knowledge have been concerned to find means to improve the quality of teaching. For them the most important was the relationship between the student and the content acquired through education which becomes a means of communication.

One of the basic instrumental subjects, foreign language (mainly English), has suffered for many years the lack of methodological and variety of materials and resources, limited, in the most cases to the textbook and cassette. However, many teachers now are complementing these traditional resources with the video and computer to facilitate the languages teaching - learning. (Méndez, 2009)

According to the author the application of teaching materials has been poor in recent years, because the teacher only was dedicated to develop book activities, ignoring the implementation of new resources that contribute to the methodological development of a class.

The resources application for teaching, for many years ago have been a support to promote the teacher's work, of course without replacing the educational role of the mediator and human teacher. It must to keep in mind that the didactic materials ensure learning and intellectual functions that activate students to acquire knowledge also ensure assimilation of the paramount. Among the different educational institutions, teachers are concerned about how to choose and what criteria should select these teaching materials according to the standard of quality education they receive.

TEACHING MATERIALS

Didactic materials in the teaching – learning process play an important role in the educational procedure. It can say that any material can be used as a learning tool to an educational purpose. This process involves several factors such as: the sender, the receiver, information, message, channel and decoding. Teaching materials are the learning tools through the teacher reach

its recipient. "When we select educational resources to be used in our teaching procedure, in addition to its quality objective we must consider how their specific characteristics are consistent with certain curricular aspects of our education" (Bolívar, 2012). As the author points out, teaching materials selection must be based in **what** and **why** these materials have been chosen, you cannot select them randomly, because each one of these has a purpose within the educational field. The selection also should deal with the different social, cultural and psychological differences of students, as each student is unique, must be respectful in case that exist cross-cultural issues.

Under these assumptions, for the development of teaching materials it is essential to know their functions and advantages, selecting them as educational resources that will be evaluated in order to know that will contribute to the training and learning of the educational process. (Collado, 2014)

As noted Collado, no because is elemental is less important to know when and how to use the training materials and how these involve several factors, including the availability of time which depends on the duration of the class to be taught, we must ensure that class environment matches their application. In general terms, as is known to all, proper planning increases the success use of these materials in the school environment.

CONVENTIONAL TEACHING MATERIALS

Traditional education most often used in the classroom are the blackboard and oral presentation, but in the current era marked by great technological advances, teachers resort to teaching materials that support teaching. (Collado, 2014)

As previously mentioned, it can be argued that teachers, as the procurer of learning, has to take into account several aspects of the students with whom treated, and the capabilities and ways to learn where they feel comfortable to acquire new knowledge; so, in this way to convey an understandable way and to reach the learning objective in the development of the class.

It can be described conventional teaching materials as the ones that require an advanced preparation, because you cannot have them easily. "Traditional or are like conventional printed text (books, photocopies, newspapers and documents), teaching boards (whiteboard, flip chart and flannel board), the manipulative materials (cardboard, cut-outs, etc.)" (Collado, 2014). To develop skills in students it must have them in advance, with a prior preparation by the teacher. Books are the basis of an educational process, you cannot abstain to use them, forms like printed resources like newspapers and magazines have become into a new tool for the educational process, but also allows the student to interact with the current social reality. While teaching boards never go out of style, it is where the teacher explanations are expressed and become students an important part of the class development.

AUDIOVISUAL TEACHING MATERIALS

Audiovisual teaching materials can be defined as those that teachers turn very easily, because of the accessibility to resources offered by educational institutions. "The audiovisual materials (films, videos and television programs)." (Collado, 2014). According to Collins these are visual and auditory techniques, that teacher uses for a swiftly understanding and assimilation of the subject to be developed.

The educational implications of this fact, specifically for the development of listening comprehension in advanced levels, such as the training of teachers of English, is the inclusion of these materials in the educational context, can assume new concepts and strategies in the teaching-learning process in order to promote a lasting learning, contextualized to the new social, scientific and technological conditions. (Alberto de Jesús Debs Rosales, 2015)

Why it is said that the audiovisual media are effective? Let's take this matter to the common means, when somebody buys an item, the buyer uses their senses to perceive and ensure the quality of the product, the same it could be applied when a student attends a class, the student is called the attention to all the new and attractive, but especially unusual, and above all, what their senses

perceive; making audiovisual teaching materials supportive in their actions, to be striking to the senses of students and also provide a learning ensuring that is durable above the new scientific conceptions, as the aforementioned author says. Within this innovative group of audiovisual materials we can find the videos, films and television programs, which are the most common and usual resources used since its invention, but now it is knowledge of teaching that can be used as a visual teaching aid in Educational process.

"The use of audiovisual tools for educational purposes has become widespread in recent decades, with the video one of the most remarkable." (Damián de la Fuente Sánchez, 2013). As the author mentions, the video is an essential part of education, not only entertains the students but also implements their senses in order to gain knowledge, it is necessary to emphasize that videos should be used for an educational purpose only and according to the subject to be taught.

Movies as a didactic component, provide a host of interactive materials, which allow students to relate the content observed in the context of the class, it should be according to the educational topic of the subject and also to meets class need, as not all audiovisual producers design their messages for the specific purpose of promoting their audience specific language learning, it must remind that in the language exists accents and colloquialisms that the teacher is exposed and must be aware of these situations in order to not present an inadequate material that is not for educational practice.

Finally there is the television, a communication and entertainment media which mostly have in their homes. "Educational TV has an audience, a hearing or very specific audiences, and commercial TV, cable TV stations, the various administrations, understand that we must meet these demands." (Ibáñez, 2015). As the author points out, the TV should be very careful learning tool when it is used, it should not be presented any program, but those previously selected for educational purposes.

These audio-visual teaching materials offer teachers several options to get the students attention, which for different reasons shows lack of motivation which places it on a different level than their partners, evaluation and attention to this

situation is necessary, and that depends not only on them, but also what the teacher as a guide to cope with this situation. The teacher must be able to not only capture the student's attention who likes the foreign language, but also one who never put attention, is for this reason that inside the educational environment we have these learning tools contribute to this process.

PRODUCTIVE SKILLS

Within the education sector, the productive skills allow the student to express a message, whether it is oral or written, and thus, not become in just a sponge soaking up everything they hear or read, either from books or from what the teacher presents in class. Besides, productive skills require students to produce knowledge. You could say that these skills take a long process to be developed consisting of stages, in which the student first is passive receiver of language, later become in a generator of ideas, and so can effectively communicate with people who speak the same language recently acquired. Productive skills within the English language come to be writing and speaking.

SPEAKING SKILL

Students learn quickly about the richness and complexity of the English language when is used for communication. Furthermore, this approach emphasizes that English is not a subject of academic interest or a way to pass a test, but a real means of interaction and communication between people. (Valdés Bermúdez, 2015)

As is pointed by the author previously mentioned, this is the way it should be appreciated the speaking skill, as a useful tool in the process of formation of the whole person and not implement this ability as a compulsory education, the teacher must adopt all available materials for its development, to generate student interest in developing this skill. It should be remembered that it could make the teacher to grasp the need for the student seeks to learn this skill.

Discussions, role play, group work, and other activities of exchange and personal exhibitions activities are suggested to be use in the proper

moment of a class. It is a productive skill that promotes to evaluate skills like listening or reading. (Valdés Bermúdez, 2015)

As the author states, depends on the activities carried out by the teacher in the classroom to motivate the student to develop this skill, remember that is one of the skills that most students fear causes, because here tests the range of vocabulary that the student must have, this is the reason why it is suggested to implement these activities in class together with previously structured teaching materials in order to achieve a successful outcome. The students not only practiced before their peers, but also feel confident with themselves and with no strings attached to be able to develop this skill. "The oral text has elements of non-verbal language such as gestures, looks, pauses, which help understanding." (Valdés Bermúdez, 2015). As is pointed by the author in this skill the student has more resources to make his message understood by the receiver, nevertheless all these skills that are part of the speaking ability are achieved after practice and dedication during the acquisition of these techniques.

WRITING SKILL

"In the written language the whole message has to reach the reader through various words and grammatical structures to understand the statement, which makes it harder to write." (Valdés Bermúdez, 2015). As is pointed by the author this is about the development of this skill in students, to ensure that they have all this knowledge, writing is the most complex skill, because the text composer does not have the opportunity to defend his text in front some critics.

"Writing activities are suggested per units in a way to achieve integration with other skills; in order to have students write legibly with adequate cohesion and coherence, using conjunctions, pronouns, referential chains, etc." (Valdés Bermúdez, 2015). To develop the skill of writing is not only necessary to have a broad knowledge of words to use in writing, but also know what is written, know what the written text purpose is, for all this, intervention of other language skill is required, reading, because it is with this one that student acquires writing models and also knows how other writers think.

CONCLUSION

It is considered that in the teaching – learning process the development of productive English language skills are highly important, because with these ones student is able to generate and reproduce the ideas received previously during the other skills acquisition process. Teachers have the ability to create excellent learning materials, so it is up to them whether to have some materials in order with which it is used to be successful.

Within conventional teaching materials, newspapers are an excellent ally when we must to select a new vocabulary to be introduced to students in order to develop their skills, both speaking and writing. While in audiovisual educational materials films not only familiarize the student with the language, but to know how to exploit and use the extra material they contain can develop productive skills in all its breadth, because the interest is generated by new vocabulary, pronunciation and intonation from a native - speaker, and all this just watching a movie. This is why the implementation of various educational materials, whether conventional or audiovisual contribute directly to the development of productive skills, since these are the means by which the teacher reaches to the student in a different and contrasting dynamics way .

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