



Efectos de los audiovisuales en la habilidad oral en inglés A2: análisis en estudiantes del colegio Andrés F. Córdova

Effects of Audiovisuals on A2 English Speaking Skills: Analysis at Andres F. Cordova School Students

Efeitos dos audiovisuais nas habilidades de língua inglesa A2: análise em alunos da escola Andres F. Cordova

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Resumen

Hablar inglés es una de las cosas más importantes que los estudiantes deben aprender. Es fundamental hablar en inglés, para comunicar sentimientos, expresiones y pensamientos. Entonces, este trabajo de investigación va a llenar un vacío que existe entre los estudiantes del nivel A2 del colegio Andrés F. Córdova, ubicado en Monay, Rayoloma, quienes enfrentan dificultades al hablar inglés en clase. Para mejorar la fluidez del habla inglesa, es importante analizar el uso efectivo de los materiales audiovisuales, especialmente los podcasts, cuando los profesores los incluyen en sus clases. Pero también es muy importante comprender los diferentes problemas a los que se enfrentan los estudiantes cada día cuando hablan inglés. Esta investigación aplicará una metodología fija, métodos cuantitativos y cualitativos. Se aplicará un pretest y un postest para obtener los resultados y elaborar la discusión y la conclusión. Como resultado del examen pretest se encontró que tenían serias dificultades para comprender y responder preguntas cotidianas, implicando que les resultaba difícil hablar en inglés. Luego de administrar el examen postest, al finalizar la intervención, se notó que los estudiantes lograron responder con facilidad a casi todas las preguntas, concluyendo que, con el uso de recursos audiovisuales en clase, se sintieron motivados y aprendieron a comunicarse en inglés con Más fluidez que al principio. La encuesta aplicada al final concluyó que a casi todos los estudiantes les gustó utilizar estos recursos para aprender inglés.

Palabras clave: Estudiantes; Recursos audiovisuales; Motivación; Hablar; Perfeccionamiento.

Abstract

Speaking English is one of the most important things students must learn. It is essential to talk in English, to communicate feelings, expressions, and thoughts. So, this research paper is going to fill a gap that exists among students of A2 level of Andres F. Cordova school, located in Monay, Rayoloma, who face difficulties when speaking English in class. To improve the fluency of English-speaking skills, it is important to analyze the effective use of audiovisual materials, especially podcasts when teachers include them in their classes. But also, it is really important to understand the different troubles that students have to face every day when they speak in English. This research will apply a fixed methodology, quantitative and qualitative methods. It will be applied to a pre-test and a post-test in order to get the results and elaborate the discussion and the conclusion. As a result of the pretest exam, it was found that they had serious difficulties

understanding and answering everyday questions, implying that it was difficult for them to speak in English. After administering the posttest exam, at the end of the intervention, it was noted that the students were able to easily answer almost all the questions, concluding that with the use of audiovisual resources in class, they felt motivated and learned to communicate in English with more fluency than at the beginning. The survey applied at the end concluded that almost all students liked using these resources to learn English.

Keywords: Students; Audiovisual Resources; Motivation; Speaking Skills; Improvement.

Resumo

Falar inglês é uma das coisas mais importantes que os alunos devem aprender. É essencial falar em inglês, comunicar sentimentos, expressões e pensamentos. Assim, este trabalho de pesquisa vai preencher uma lacuna que existe entre os alunos do nível A2 da escola Andres F. Cordova, localizada em Monay, Rayoloma, que enfrentam dificuldades para falar inglês nas aulas. Para melhorar a fluência da língua inglesa, é importante analisar o uso eficaz de materiais audiovisuais, especialmente podcasts, quando os professores os incluem em suas aulas. Mas também é muito importante compreender os diferentes problemas que os alunos enfrentam todos os dias quando falam inglês. Esta pesquisa aplicará uma metodologia fixa, métodos quantitativos e qualitativos. Será aplicado um pré-teste e um pós-teste para obtenção dos resultados e elaboração da discussão e da conclusão. Como resultado do exame pré-teste, constatou-se que eles apresentavam sérias dificuldades em compreender e responder às questões do cotidiano, o que implica que tinham dificuldade em falar inglês. Após a aplicação do exame pós-teste, ao final da intervenção, notou-se que os alunos conseguiram responder com facilidade quase todas as questões, concluindo que com a utilização de recursos audiovisuais nas aulas, eles se sentiram motivados e aprenderam a se comunicar em inglês com mais fluência do que no início. A pesquisa aplicada ao final concluiu que quase todos os alunos gostaram de utilizar esses recursos para aprender inglês.

Palavras-chave: Alunos, Recursos Audiovisuais, Motivação, Habilidades de Conversação, Aperfeiçoamento

Introduction

Worldwide, English language education and usage are prevalent. It is utilized in most scientific domains, including commerce, education, technology, the Internet, entertainment, and so forth. It

is regarded as a universal language. The goal of language acquisition is communication; thus, pupils must master the language's four fundamental skills: speaking, listening, reading, and writing. Speaking is the most crucial of these abilities for all types of English language learners (Parupalli Srinivas Rao, 2019).

It is vital to be ready to teach the English language and to be able to express our thoughts and feelings with ease. On the other hand, it appears that oral proficiency instruction is not given much weight in language learning environments. There are numerous causes, including the greater importance placed on written language, teaching to written language assessments, teaching from textbooks that emphasize written language, and a lack of experience in teaching speaking (Pakula, H.-M. (2019).

It's also critical to discuss the various issues and challenges that arise as pupils pick up the English language. Fear is one of the main issues that kids face. It impacts students of all ages, not just the younger ones. Pupils are afraid of making mistakes because they believe their peers will tease them. Shyness is another significant issue. Without a good reason, students feel anxious and are reluctant to participate because they believe that both their partners and the teacher would humiliate them. Students frequently exhibit a fear of spontaneous communication, which occurs when they get the chance to converse with a native speaker. Lack of language to communicate with partners or the class as a whole is another similar problem (Krystyna Pivunkova, 2019, page 257).

Another negative fact is a certain lack of motivation of students when they are going to speak in English. For students, motivation is really important to improve their fluency in the English language and to be able to continue learning (Fenyvesi, K. (2020).

The present research will examine the approaches used to compare these challenges. To engage students in speaking activities, teachers must use effective speaking tactics. Students will quickly acquire speaking abilities if they practice them daily. For instance, students can take part in discussions and debates where they can voice their ideas and beliefs (Parupalli Srinivas Rao, 2019). Acquiring enthusiastic professors who, in turn, inspire pupils to acquire the English language on their own is another important factor in helping students become more proficient speakers of the language. To facilitate learning and inspire pupils to learn, teachers should establish a comfortable and welcoming environment in the classroom (Krystyna Pivunkova, 2019, page 266).

This investigation will examine the impact of audiovisual materials on the speaking abilities of A2 English language learners at Andres F. Cordova School, taking into account the previously listed

factors. The research will be conducted in two stages using a mixed methods design, which combines quantitative and qualitative methods. First, pupils at the aforementioned school who are on the A2 level of English will have their pre- and post-test speaking results collected to evaluate their English-speaking proficiency. Students' perspectives and experiences with the efficient use of audiovisual resources will be investigated in a second phase.

Communicative language teaching approach

English is the official language or the majority language in several countries, including several former British Empire territories, according to Ilyosovna, N. A. (2020). The popularity of the English language can be explained in large part by the rise of the British Empire. People frequently ask me what language is better to study to advance in life. The greatest solution, according to many, is to study English, which is an international language. English is undoubtedly a great option. Being proficient in English is not enough. You have to enjoy studying English to genuinely master it. Every student's ultimate goal is to become proficient in English. For students to enjoy the process, they should be motivated to learn this language.

Fluency

One of the abilities that students should be able to master is speaking fluently. When pupils speak fluently, they convey concepts without hesitating, pausing silently or loudly, repeating themselves, or making false starts. A student must talk in English like a native speaker, that is, effortlessly, naturally, and without stutters, to demonstrate fluency in the language. Students will be able to express their emotions and ideas clearly in this method (Hidayat, B., 2018). communicate their feelings and thoughts with fluency (Hidayat, B., 2018).

The relevance of speaking competence

When it comes to communicating our ideas, thoughts, emotions, and feelings to other people, speaking English is the most crucial ability. The English language is regarded as a communication tool. Achieving our aims and objectives is incredibly pertinent. We must learn how to speak with people in a foreign language—in this case, English—if we wish to have connections with individuals all over the world. Additionally, the English language provides us with the means to fulfill our life's ambitions (Parupalli Srinivas Rao, 2019). Similarly, one of the abilities that pupils

ought to be able to master is speaking fluently. When pupils speak fluently, they convey concepts without hesitating, pausing silently or loudly, repeating themselves, or making false starts. A student must talk in English like a native speaker, that is, effortlessly, naturally, and without stutters, to demonstrate fluency in the language. Students will be able to express their emotions and ideas clearly in this method (Hidayat, B., 2018).

Challenges that learners experience

Students have some challenges when speaking in English, according to Wahyuningsih, S., & Afandi, M. (2020). Anxiety is one of them. Students' reluctance to talk in English is related to their perception that they have not made progress in their language study and their lack of English language proficiency. Students also need to overcome their anxiety about what other people may think of them. Students also experience anxiety over assessments due to their unfavorable outcomes. Recognizing and addressing student anxiety in speaking English is crucial for fostering a positive and effective language learning environment. By understanding the factors contributing to anxiety and implementing supportive teaching strategies, educators can empower students to overcome their fears and enhance their English-speaking proficiency.

Nevertheless, there are additional issues about pupils' personalities. Thus, according to Thao, T. Q., & Nguyet, D. T. N. (2019), students struggle with their shyness, the lack of self-confidence, and the fear of making mistakes. As a result, when the teacher invites a class of students to speak in front of the group, say to role-play a dialogue, the kids struggle greatly. Speaking makes them uneasy, and many of them are frequently blocked.

Finally, because they are only familiar with a few fundamental ideas and structures, they also struggle with other issues related to their lack of grammatical understanding. In 2019, Thao, T. Q., and Nguyet, D. T. N. It is crucial to note that grammar structure alone is typically taught to pupils in the classroom; alone is insufficient to build a discourse.

Applying audiovisual resources

Audio-visual resources are one of the teaching and learning methods that teachers have utilized to establish a technology-based classroom, according to Kathirvel, K., & Hashim, H. (2020a). It facilitates the regular teaching and learning process for both teachers and students.

When determining the audiovisual resources to be utilized in their classrooms, educators need to take into account the following information: the audiovisual content needs to be appropriate for the student's group, the spoken word must be supported, enhanced, and supplemented with the appropriate explanation through the use of audiovisual materials, expertise in handling audiovisual resources is a prerequisite for teachers.

A few resources that are great for teaching speaking skills are podcasts, filmstrips, tape recorders, cartoons, flipcharts, slide projectors, movies, multimedia, radios, maps, graphs, models, posters, images, flashcards, and more (Abba Pascal, 2018). I find it fascinating that speaking skills can be taught through relevant podcasts. In language learning, its popularity has grown. A variety of advantages are provided by podcasts to students, including increased vocabulary, listening practice, and exposure to spoken language in its natural environment. Since podcasts offer numerous benefits for improving fluency, teaching speaking skills to English language learners is both engaging and beneficial. Samad, I. A., Bustari, A., & Ahmad, D. (2017) state that employing podcasts in the classroom allows students to engage with the outside world, develop exceptional speaking fluency and pronunciation, gain confidence when listening to and improving their oral abilities, and enjoy the process of learning.

Another audiovisual resource that teachers can use successfully is the use of Technology. It is used in class to accelerate the process of learning English. One disadvantage of using technology in classes is that especially, in the majority of public institutions there is an absence of it (Kessler, 2018). Undoubtedly, the frequent use of this important resource is really valuable for improving speaking skills in students. Students must be exposed to a variety range of audio-visual resources and choose what they like with freedom in order to get engaged in their own learning (Karami, A. (2019).

Another important audio-visual resource is using some selected interesting videos of YouTube which provides teachers and students with a great variety of instructional and entertaining materials for class. One advantage of using this resource is that students enjoy it a lot; so, it is an important tool for learning. YouTube offers an enormous range of useful content for teaching English. Students feel more comfortable and learn English having fun experiences because they are practical and authentic material. This resource not only helps students in the oral part in an excellent way, but it helps students in the other skills such as grammar structure, reading and obviously listening part. Another advantage of this audio-visual resource is that students are in contact with real

language where they can find real-life situations. Another important thing about using videos of YouTube is that there is not a high cost to get them and the majority of students can have access to it (Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021).

Methodology

Research methods, techniques, and instruments:

Study design

Mixed methods will be used in this study. Forms both qualitative and quantitative were combined. When gathering data, quantitative research applies mathematics and statistics to a survey consisting of closed-ended questions. Conversely, qualitative research applies language and interpretations following a brief interview. Employing a mixed methods design is crucial as it will yield more comprehensive results.

Participants

There will be 55 students, ages 12 to 15, participating. These pupils were chosen because they all need to increase their English proficiency. The Andres F. Cordova School principal has granted written consent for this investigation. In addition, upon the start of the new academic year, the parents of these pupils are questioned about the permissions needed for their children to take part in this project. As the school's principal and adviser, I observed the tenth, ninth, and eighth-grade English classes for a month, and it was found that the pupils struggled greatly with speaking.

Procedure

Students' English proficiency is assessed using a pre-test and a rubric. Each kid will need three or four minutes to complete it. Clearness, volume, pronunciation, flow—that is, breaks and linguistic filters—as well as confidence and attitude, will all be assessed using this criterion.

The teacher employs audiovisual materials to teach English to their students. Thus, these resources will be used in the lesson plans to ensure that students are engaged and that the class is highly entertaining. This will be used in about three months. That is, during the academic year 2023–2024, from August to October.

A post-test is given using the same scoring method I used at the beginning of this study to assess progress. To find out how the students feel about using audiovisual resources in their English classes, a survey is used in the end. If required, the survey will be administered in Spanish because people must comprehend its precise meaning. Students will respond to it in writing. I will next make a comparison between the Pre-test and Post-test outcomes.

Results

Regarding a pre-experimental study (Cabrera-Tenecela, 2023), the results were processed using the JASP program (JASP - A Fresh Way to Do Statistics, 2023). In this program, a statistical analysis was conducted to assess the differences between the results obtained in a pre-test and a post-test. To compare each of the 10 questions, where the answers are either correct (1) or incorrect (0), the McNemar test was used to compare the pre-test with the post-test and determine if there are significant differences in the answers. Then, for the sum of these 10 questions, a normality test was performed using the Shapiro-Wilk test to evaluate the data distribution. As the distribution does not follow a normal pattern, the Wilcoxon test was applied, a method for comparing two related samples and determining if there is a significant difference between them. This test is employed when the data does not follow a normal distribution, meaning they are non-parametric. Additionally, graphs such as box and whisker plots were used to represent the variability and distribution of the data. These graphs provide a visual representation of the dispersion of pre-test and post-test scores, allowing for the visual identification of potential significant differences between them.

The differences between the pre-test and post-test results are notable in most of the analyzed questions. In fact, in all reported cases, the probability is less than 0.001, suggesting significant changes. Some questions, such as 'What's your name?', maintain similar responses both at the beginning and at the end of the intervention. The same occurs with 'What's your favorite color', where there is barely any variation. However, in the other questions, a substantial increase in responses is observed.

For instance, the greatest difference is found in the question 'Where do you live?', with an increase of 91.4%. 'Could you spell your name, please?' increased by 84.8%, and 'What's your favorite subject?' increased by 82.6%. Other questions, like 'How old are you?', showed an increase of

67.4%. 'What is this?' and 'Do you like pets?' had increases of 63% and 58.7%, respectively. 'How are you today?' recorded the smallest increase, only 24% (table 1).

Table 1: Frequency and percentage of correct responses in the pre-test and post-test.

	Pre		Post		P
	n	%	n	%	
What's your name?	45	97.8	45	97.8	1.000
How are you today?	33	71.7	44	95.7	<.001
Where do you live?	2	4.3	44	95.7	<.001
How old are you?	4	8.7	35	76.1	<.001
What's your favorite color?	46	100.0	45	97.8	-
What's your favorite subject?	7	15.2	45	97.8	<.001
How many brothers and sisters do you have?	28	60.9	44	95.7	<.001
Could you spell your name, please?	1	2.2	40	87.0	<.001
Do you like pets?	19	41.3	46	100.0	-
What is this?	5	10.9	34	73.9	<.001

Note: The hyphen (-) indicates that in this case, it cannot be calculated because the original value is derived from a p x p tetrachoric table where p must be greater than 1.

All the answers to the questions were summed, and an assessment was conducted to determine if there was a normal distribution. The normality test was performed by summing all the answers to the questions and evaluating the distribution using two statistical tests: Kolmogorov-Smirnov and Shapiro-Wilk. The results indicate that there is no normal distribution, as the significance values for both tests were less than 0.05. This suggests that the data does not fit a normal distribution, even with the significance correction of Lilliefors.

The Wilcoxon test revealed a Z value of -5.87, indicating a significant increase in the median scores, rising from 4.13 to 9.17 points. This comparative test was conducted at two-time points, pre and post. The average scores before (Pre) totaled 4.13 points, while after (Post) they were 9.17 points. The Z value of -5.87 is the result obtained through the Wilcoxon test, indicating a statistical significance of $p < 0.001$ (table 2).

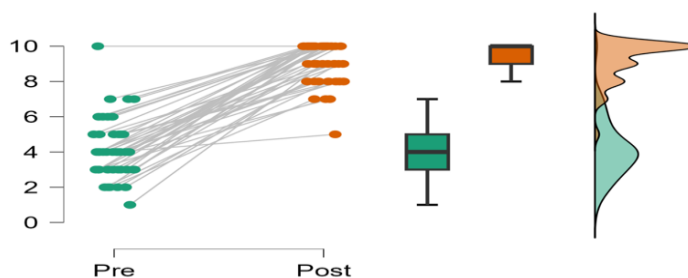
Table 2: Comparison of medians between pre-test and post-test using the Wilcoxon statistic

	Pre					Post					z	p
	Med	Me.	SD	Min	Max	Med	Me.	SD	Min	Max		
Sum of the 10 questions	4.13	4.00	1.66	1	10	9.17	10	1.14	5	10	-5.87	<.001

Note: Z is the value obtained through the Wilcoxon test, p is the statistical significance.

As a result, it is concluded that the average of the post-test is significantly higher than the average of the pre-test. Additionally, when evaluating the effect size, it was found that this change represents an extremely high effect (Biserial point biserial correlation -1.00, SD 0.17). In Figure 1, the position of each student in the pre-test is represented compared to the post-test. Using a line that shows the initial and final position in the average of the evaluated questions, the change experienced by each student is visually illustrated.

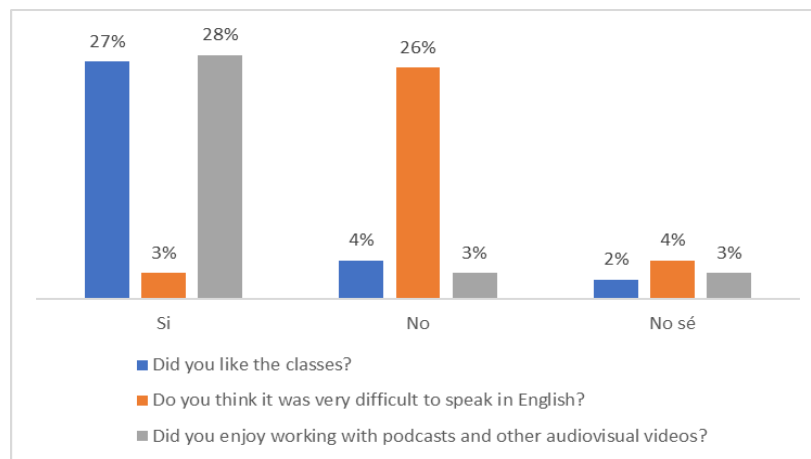
Furthermore, two box and whisker plots are presented. These graphs show a clear significant difference between the scores, as the extremes (represented by the "whiskers") are completely separated. In the second box plot, the separation reaches the upper limit of 10 points, making the upper end of the whisker visually not displayed. Additionally, density plots are included, situated vertically to the right of the plot. These density plots visualize the distribution of the scores, highlighting a greater asymmetric concentration in the density corresponding to the second assessment. This indicates a change in the distribution of scores towards higher values

Figure 1: Scatter plot comparing the sum of the pre-test and post-test.

Students' satisfaction assessment reveals a diversity of perceptions regarding various educational aspects. The results show that 27% of the students expressed their satisfaction with the classes, while 4% expressed discontent and 2% indicated uncertainty. Regarding the difficulty of speaking

in English, a small percentage of 3% found this task challenging, contrasting with the 26% who did not find it difficult and 4% who were undecided. Concerning the use of podcasts and audiovisual resources, a significant 28% enjoyed this methodology, compared to a small 3% who did not appreciate it and another 3% who were undecided. These data underline the diversity of opinions among students, displaying a wide range of perceptions towards different aspects of the educational process.

Figure2: Bar chart of the perception of the implemented program



After analyzing the data presented in detail, it is evident that significant changes have been experienced between the pre-test and post-test, both in the students' responses and in the evaluation of satisfaction with the educational program. The Wilcoxon test showed a significant increase in scores, indicating a statistically significant improvement in student performance. Furthermore, the variety in satisfaction responses reflects the diversity of students' perceptions of different aspects of the program, from their enjoyment in classes to the appreciation of specific teaching methods. Collectively, these findings suggest a positive impact of the educational program, both on student performance and their subjective perception of the educational experience, highlighting the effectiveness and potential benefits of the implemented strategies.

Discussion

Answering the question What is the effect of audiovisual materials on the speaking skills of students with an A2 level of English at Andres F. Cordova School? I can conclude that the results

of this intervention showed that the use of audiovisual resources was effective in improving the speaking skills of students. Along this learning process, the students have faced their fears and insecurities because the use of audiovisual resources has been effective for them. They liked to do different interesting activities and enjoy the classes and the results are students who speak in English more fluently than at the beginning.

These findings, in my opinion, can be valuable for other teachers who need to know that employing fascinating activities and taking into account students' feelings and views can boost student participation in class, resulting in a significant gain in language ability.

Conclusions

After witnessing the efficient use of audiovisual materials in class, students increased their speaking fluency because the effective integration of audiovisual resources in A2-level language lessons considerably improved students' speaking skills.

Throughout the classes, students participated in various activities that piqued their interest. The teaching-learning process was appealing since students worked with a variety of fascinating audiovisual elements in a harmonious classroom atmosphere. Every day, kids seemed to enjoy the lesson because they discussed some podcasts concerning needs. The incorporation of multimedia elements has proven to be a transforming force, particularly in the development of speaking skills. Teachers can create a dynamic learning environment by incorporating engaging videos, interactive multimedia, and authentic audio materials. This exposes students to real-life language usage and contributes significantly to overall language development, as students improve their knowledge in Listening, Reading, and Writing.

Students' attention is captured by visual and audio resources, making language acquisition not only successful but also pleasant. The tactile and visual tools enhance vocabulary, sentence structures, and other grammar and theme topics, while also strengthening and fostering creative expression. To help with memory retention, flashcards were used. The visuals on the flashcards aided in the spontaneous speech.

The appropriate utilization of a variety of audiovisual materials at the A2 level considerably enhances all students' speaking skills, instilling in them a desire to continue learning English and dispelling their worries and demotivation concerning speaking skills. It is vital to note that using

audiovisual resources has helped students overcome their nervousness, increase their self-confidence, and engage and communicate more effectively.

Lastly, it is correct to state that the overall goal of this research was met, and it was an enjoyable experience for both teachers and students.

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