LEARNERS´ PREFERENCES ABOUT THE TYPES AND USES OF AUDIO-VISUAL

AIDS IN THE PROCESS OF LEARNING SPEAKING (ORAL INTERACTION)

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ABSTRACT

This paper presents a project that was carried out at 2 public high schools of Pasto. The purpose of this presentation is to share with second language teachers and learners a research project with high school seniors. The audience will be informed about the learners' perception regarding the instructional material in learning oral communication. The main concern was to identify what types and uses of audio-visual aids students of 11th grade think should be included in class to develop speaking skill.

Taking into account the features of this work, the theoretical framework presented a brief review of theories supporting language as a communicative devise. In addition some authors' consideration with respect to the audio-visual aids were also included. Morgan (1992), Finnochiaro (1990), Howarth (2006) and Ewing (2001) emphasize the use of audio-visual aids as an alternative to enhance the second language learning.

Throughout the development of this project questionnaires and interviews were designed and applied to the participants. This information was interpreted according to the features required to analyze a quantitative-qualitative research. After that it was possible to identify the students' consideration with respect to the use of audio-visual aids in class.

Perhaps the results obtained will be useful to Educational administrators and teachers in order to reconsider the role of materials to develop speaking skill.

RESUMEN

Este documento presenta un proyecto llevado a cabo en 2 colegios públicos de la ciudad de Pasto. El principal propósito de este trabajo es el de compartir con profesores y estudiantes de Idiomas una investigación que toma en cuenta la percepción que los bachilleres tienen acerca del rol que desempeñan los materiales de instrucción en el aprendizaje de la comunicación oral en Ingles. De igual manera este documento informa al lector sobre los tipos y usos de ayudas audio-visuales que los estudiantes de grado once consideran debería incluirse para desarrollar la habilidad oral del idioma extranjero.

De acuerdo con las características de este proyecto de investigación, los aspectos teóricos fueron desarrollados teniendo en cuenta aquellas teorías de aprendizaje que apoyan el aprendizaje del lenguaje como un medio de comunicación y el aporte de autores como Morgan (1992). Finnochiaro (1990), Howarth (2006), Ewing (2001) respecto al uso de materiales audio-visuales en la enseñanza del Ingles.

A través de este trabajo se emplearon cuestionarios y entrevistas para interpretar la información obtenida teniendo en cuenta las características necesarias para analizar una investigación cualitativa-cuantitativa. Los resultados esperan ser útiles para los encargados de las políticas educativas del país y profesores de Idiomas con el fin de que se reconsidere el uso de los materiales de instrucción en el proceso de enseñanza de la habilidad oral en Ingles.

CONTENT

CHAPTER I: THE RESEARCH PROBLEM

The topic of the study is presented in this chapter; the problem description, the importance of carrying out this research and objectives are considered as well. Also, a consideration about how English is learned in Colombia is described.

Learning a foreign language has been an aspect considered by the Colombian government, through its Educational System, as a mandatory aspect of formal education.

Unfortunately, particular policies do not always support the learning of English. Maybe, administrators and teachers do not take into account the importance of including instructional materials in class to develop speaking skill. In addition, Morgan (1992) argues that ''the lack of appropriate instructional materials could be a cause that explains the absence of interactive tasks in class''.

If national policies intend that children and young adults are the next generation of leaders, who would transform the country's competitiveness by learning a foreign language, the futuristic vision of the country that the government dreams must be supported in real facts and in an adequate number of coherent polices that focus on these aspects. In terms of Quintero and Ramirez (2005) ''following global trends, the academic communities are demanding more academic opportunities abroad. In our country educational policies must be reconsidered in order to give the opportunity to learn English to communicate with others'' (pag.14).

The major objective of this study was to determine what types and uses of audio-visual aids learners prefer to develop oral interaction. In this way, this paper will contribute to afford new data that can be useful to reorganize and present alternatives based on real facts to the current situation.

Introduction to the problem.

Learning a second language is one of the most important challenges for people nowadays. National government expects that in the future, people reach a high level of English proficiency through the development of communicative standards. However, Educational policies do not seem to pay attention to the real situation that high school students have to deal with.

Although grammar and vocabulary are essential in learning English, these are not the only processes that are required to develop among students a real competence in terms of communication. Even though it is important to learn new words in the target language as well as rehearse grammatical structures through out completing textbooks' exercises, this is not the only thing students can do. Therefore, it is important that principals at high schools, teachers and learners consider the idea that the real purpose of learning a foreign language is that of communicating with others. And once people involved in learning a foreign language can understand why they are learning a foreign language for, they would make up their minds towards communication as a process that not only involves learning words, but also linguistic signs in which speakers and listeners use the language as a device to express feelings, needs and opinions. Perhaps, it is time that curricula focus on helping learners to develop oral competence and encourage students to interact in real life situations.

Morgan and Finocchiaro (1992) support the idea that instructional materials could be a way to facilitate English learning and improve speaking skill and also compel students to develop their communicative skill. For that reason this paper intends to determine what audio –visual and visual aids learners prefer to promote oral interaction in high school settings.

Problem description.

In this section the two variables of this research will be explained. The first considers the learners preferences about the types and uses of audio-visual aids. The second one refers to the lack of students training to develop speaking skill.

Unfortunately educational courses are focused on helping learners to develop writing and reading abilities, while listening and speaking are not considered as important as the first ones. As a result, learning environments in which students would use the language to express feelings, needs or opinions are not promoted.

Probably if educational policies do not deal with this problem, demotivation will increase among students and they will not be able to use English with real communicative purposes. It is important that curricula address the learning of English towards the development of oral skills and the particular students' interests. Budden (1997) found that:

Instructional materials such as: video, flash cards, and pictures are useful alternatives that encourage students to improve their speaking skills. Learners could use them to discuss different topics, tell stories, or describe situations. Moreover audio-visual material motivates learners to use English in real contexts. (p. 132)

In addition, Finocchiaro (1990) argues that ''success of learning is measured in terms of the ability to carry out a conversation in the (target) language. If right activities are taught in the right way, interaction in class will raise general learner motivation'' (p. 82).

Going over the main points, the objective of this work was to collect data about which audio-visual aids are preferable by learners. This information serves to reconsider the use of instructional materials for developing oral interaction.

Problem Analysis

Learning English in order to develop oral competence is not an opportunity for students today. It seems that the process of learning is focused on developing writing and reading

skills instead of using language in real life situations. One reason why high school students do not develop oral skill could be that teachers are often asked to accomplish with the objectives established in curricula. These objectives are related to develop writing and reading skills rather than speaking. The use of audio-visual aids can facilitate the English learning and promote oral interaction.

Analysing what types of audio-visual resources appeared to be useful for students, was the first step to determine their influence in learning speaking. This information serves to identify which types of audiovisual materials are preferable by learners to foster interaction tasks. Howarth (2006) claims that ''audio-visual aids motivate learners to develop language learning, interaction, and social skills. These instructional materials provide opportunities for a lot of language production and promote meaningful communication'' (p.3).

To sum up, after considering all these aspects it will be possible that principals at high schools reconsider the idea that instructional materials are useful tools in learning English.

Problem statement.

What are the types and uses of audio-visual aids that students prefer in the process of learning speaking (oral interaction)?

Purpose and objectives

Purpose of study.

- To determine what types and uses of audio-visual aids students of 11th grade of two official high schools of Pasto prefer in the process of learning speaking (oral interaction)

Specific objectives.

-To identify what types of audio-visual aids students of 11th grade consider should be included in class to develop speaking skill (oral interaction).

-To identify the high school students perceptions regarding the use of audio-visual material to develop speaking skill (oral interaction).

Significance of study.

The main purpose for carrying out this research was that of determining what the learners' preferences to use audio-visual aids in developing speaking ability are. Through this work, it would be possible to state alternatives that motivate students to include instructional materials for learning oral interaction.

Perhaps students do not develop enough oral skills at the end of high school studies because of the lack of using appropriate learning tools. This work intends to create consciousness about the importance of including audio visual material to promote interaction tasks. The data obtained could be useful for teachers, students and future researchers who are interested in exploring this situation.

In addition, this research study could also serve as a guide to the people in charge of educational policies. After analyzing the data, it could be possible that they reconsider the role of materials in language learning.

Delimitations and limitations

Conceptual Delimitation

Audio-visual aids: Morgan (1992) argues that ''visual aids are useful tools which serve to stimulate the learning of a foreign language; students must use their ears as well as their eyes: both are the primary channel of learning '' (p.120)

Oral Interaction: Howarth (2006) claims "interaction helps learners to develop language learning as well as social skills" (pag.1)

Strategy: Oxford (1990) states that ''a strategy is a specific action taken by the learner to make learning easier'' (p.53).

Task **:** According to Nunan (1983) ''a task refers to a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.'' (p.26)

Population delimitation

This work was carried out in two public high schools of Pasto. Forty students enrolled in eleventh grade were selected at random. They were female and male teenagers whose ages ranged from 16 to 19 years old.

Geographical delimitation

This research took place in two high schools located on the southwest of Pasto. Both count on with some instructional materials for language learning such as: video recorders, tape recorders and computers. In both settings English is taught as a foreign language.

Legal framework

Educational national policies in Colombia established the learning of a foreign language as one of the most important objetives in the education process, "Los cuatro (4) grados subsiguientes de la educación básica que constituyen tendrán como objetivos específicos: la comprensión y capacidad de expresarse en una lengua extranjera." (Ley general de educación 115, articulo 22, p.2).

In addition, the government has also ruled the importance of implementing instructional materials in order to facilitate the process of learning and teaching. "Están incluidos como equipos de dotación institucional bienes como los instrumentos o ayudas visuales y auditivas, equipos de talleres y laboratorios, las video grabadoras, las grabadoras de sonido y sus reproductores, los equipos de producción y proyección de transparencias, los equipos de duplicación de textos, los microcomputadores de uso docente, y sus desarrollos telemáticos que deban ser adquiridos por el establecimiento. '' (Ley general de educación 115, artículo 45, p.120).

Unfortunately it seems that many high schools do not take into consideration these policies. Although some high schools count on with appropriate learning materials they are seldom including in class to foster oral language practice. For that reason, this study expects to serve as a reflection to educational administrators in order to reconsider the importance of instructional materials in learning English.

Limitations

1. There was not enough collaboration from some authorities, teachers and students of some public high school.

2. The results of the study may vary because some students were not serious to answer the questionnaires and the interviews in a responsible way.

3. The bibliography is limited in some themes of this research.

In conclusion, the particular purpose of this research was to find information about the types and use of audio-visual aids that high school students prefer. According to the data obtained it was possible to identify the benefits of these materials in the process of learning oral interaction.

CHAPTER II: THEORETICAL FRAMEWORK

In this section behaviourism, cognitive theory, interactionism and Krashen's theories are mentioned to explain the process of learning. Moreover, the theoretical background about learning strategies, oral interaction, and the importance of audio-visual aids to develop speaking skills are also considered.

Theories of language learning

Behaviourism theory

Skinner quoted by Allen and Cambell (1996) utters that "the acquisition is due to a learning process involving the shaping of grammar into a correct form by the re-enforcement of others stimuli; therefore, human beings learn to speak a language by means of a stimulus and its associated response". (p.85). Skinner states that verbal behavior is due to the conditioning that occurs between the words and the reinforcement properties of a stimulus. Besides, the past experiences of verbal behaviors are important in determining whether the words or simple sentences are used again in an oral way. According to Allen and Cambell, Skinner used the phrase "verbal operant conditioning" where a verbal response occurs in a given situation and is followed by reinforcement; it is likely that it occurs again in the same situation. These authors state that Skinner identifies five classes of verbal operants: mands, tacts, ethoics, textuals, intraverbals and autoclitic.

Mand is based on the speaker conveying a command or request for something that is met with its production. Tact is based on the references of a child to non-verbal object and the use of naming. Besides, in this verbal operant, reinforcement occurs by means of the praise for correct naming. Ethoic is the imitation of speech and is reinforced by a variety of means including "repeat after me". Textual is the reading part of the verbal operant. Intraverbal is a form of word associations, where a word controls which is to proceed after it. Certain words can only go after the word that has just been said. Autoclitic is a form of

commentary made upon one of verbal operants. Correct grammar uses the correct order of the verbal operant and autoclitic comment. Whether the words or sentences being produced individually, use correct verbal operant (grammar) that are positively reinforced by praise, they will be used again. Whether sentences being produced individually use incorrect grammar, that is negatively reinforced by praise, they will not be used again.

Taking into account the previous explanation of Skinner about acquiring a language, it is possible the appropriate learning of a second language through positive reinforcements.

Transference and interference

According to Allen and Cambell (1996) "the acquisition of a language is possible by means of formed habits that interfere in the learning of a second language". (p.78) Therefore, the authors consider that transferences can be positive and negative. A positive transference occurs when the mother tongue habits are helpful to learn the foreign language. A negative transference or interference occurs when the mother tongue habits are not useful to learn a foreign language.

On the one hand, the learning of a language takes place through stimuli. Whether in the spoken form the correct grammar is positively reinforced, it will be used in the future and whether the incorrect grammar is negatively reinforced it will not be used again. On the other hand, the habits formed in the learning of the first language can influence negatively or positively in the acquisition of a second language. For this reason learners can or cannot make mistakes in producing the foreign language.

Cognitive Theory

Lightbown and Spada (1996) claim that "language learning is not different from other types of learning; it is the result of the human brain building up associations on the basis of input" (p.76). In addition, the information processing models see learning as a shift from controlled processes (working memory under attentional control) to automatised process

stored in memory (retrieved quickly and effortlessly). Through this process, declarative knowledge becomes procedural knowledge which becomes automatic through repeated practice.

Lightbown and Spada (1996) consider that learners gradually build their own knowledge about the new language through the experience and the practice. Psychologists are interested in determining how a foreign language is acquired. They state that the knowledge of a second language is incorporated into a system created in the brain. Besides, they explain that the automatic learning of a new language allows a rapid progress in acquiring it. However, the process of learning information about the language, cannot be appropriated acquired if the knowledge, that is not appropriate, is incorporated in the system located in the brain.

People who learn a new language can develop the speaking skill through the mental process carried out in their brains and improve this skill by means of their practice and experiences. This theory has not been proved by psychologists for two reasons: this theory cannot predict what structures of the new language are learned automatically through the practice and what structures are restructured. It also cannot predict what structures of the first language are transferred to the second language and what structures are not transferred. As a final point, the cognitive theory cannot be tasted empirically because it is not possible to demonstrate how the brain produces a new language.

Socialism

Long (1992) claims that second language acquisition takes place through interaction. The author argues that this process is a mechanism in which learners have the opportunity to exchange their opinions. He states that the acquisition of a second language is possible because of comprehensible input; however Long is more interested in how input is made comprehensible.

Long (1992) carried out several researches with native speakers and non-native speakers. He found that most native speakers modify their speech in conversation with non-native speakers. Native speakers establish a process of "modified interaction" with non-native speakers; therefore, the input is more comprehensible and the process of acquisition becomes easier. According to Long, this modified interaction includes some gestures, slower speech, and contextual clues which make the process of communication among listeners and speakers easier.

Lightbown and Spada (1996) found that "language development arises as a result of social interaction between individuals" (p.44). They argue that the process of acquisition is easier when learners have the opportunity to interact with more advanced ones. Vigotsky, quoted by Lightbown and Spada, introduces the concept of "zone of proximal development" which explains how the support of more advanced speakers influence in learners and how this process helps to create conditions for the second language learner; in this way, they are able to understand and produce the new language in a better way.

Regarding this theory, it is possible to improve the communicative competence through the interaction among learners, but if in this process an advanced learner corrects frequently the mistakes of beginners, they will not have enough confidence to use the new language to express their ideas. Lightbown and Spada (1996) state that "the excessive errors' correction can have a strong effect on motivation" (p.53).

Krashen theory

Krashen theory consists of five main hypotheses: the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis.

Acquisition learning hypothesis

The acquired system and the learned system are independent in second language performance. The acquired system is the product of a subconscious process, it needs meaningful interaction in the target language in which speakers are concentrated in the communicative act. The learned system is the product of a conscious process which is carried out through a conscious knowledge about the language; for instance, knowledge of grammar rules.

The monitor hypothesis

The monitoring function is the result of the learned grammar. According to Krashen (1986) the acquisition system is the utterance initiator and the learning system performs the role of the monitor. The monitor acts in a planning editing and correcting function when three specific conditions are met; learners know the grammatical rules of a second language, as a result they are able to correct the mistakes made in this language, besides these learners have sufficient time in their disposal.

The natural order hypothesis

Acquisition of grammatical rules follows a natural order which is predictable. For a language some grammatical structures are acquired early while others are acquired late. This order seems to be independent on the learners' age, mother tongue background, and the conditions of exposure.

The input hypothesis

The input hypothesis is the explanation of Krashen about how learners acquire a second language. The learner can improve and progress through the natural order when they receive second language input. The acquisition of a second language takes place when students are exposed to comprehensible input.

The affective filter

Motivation, self-confidence and anxiety have and influence on learning a new language. Learners, with high motivation, self-confidence and a low level of anxiety, can have success in second language learning. Low motivation and high anxiety can create a mental block that impedes language acquisition.

In conclusion, the theories explained previously are helpful to understand the process of speaking. Behaviorism considers the importance of the environment as well as the habits formed. Cognitivism explains how the brain works to learn a language. Socialism and Krashen hypotheses state that the purpose of learning a language is to communicate to others. However, learning theories cannot work alone; learning strategies are also useful in the process of language learning.

Learning strategies

Learning a second language is not an easy task. It requires preparation of teachers, positive disposition of learners and the use of the appropriate tools that encourage students to enhance their learning process.

 Weinstein and Mayer (1990) quoted by O'Malley and Chamot (1990) state that a learning strategy refers to the way in which a student selects and organizes the new language. A strategy has a conceptual base and influences the learning of simple or complex tasks. In learning a second language is important to recognize the difference among learning, communication and production strategies.

Toronto (1989) quoted by O'Malley and Chamot (1990) defines the previous strategies' classification as follows: learning strategy is an attempt for developing linguistic and social linguistic in the foreign language. Production strategy is a devise employed to use the language system efficiently. When learners fail in getting a communicative goal they

use communication strategies as an adaptation to this failure. These strategies have and important role in negotiating of meaning among individuals.

According to Oxford (1990):

Language learning strategies must encourage students to use a foreign language into a social context and with particular communicative purpose. She argues that the different types of language learning strategies help students to develop a more effective competence. Metacognitive strategies serve to focus on planning and evaluating the learners' progress. Affective strategies have a positive effect on the self-confidence and perseverance of learners. Social strategies increase interaction and empathetic understanding. Some cognitive strategies (analyzing, key word technique) are helpful to understand and recall new information and compensation strategies help learners to control their knowledge gaps that break down the process of communication. (p. 17).

The author states 11 features of language learning:

1. Contribute to the main goal, communicative competence allow learners to become more self-directed.

2. Expand the role of teachers.

3. Are problem oriented.

4. Are specific actions taken by the learner.

5. Involve many aspects of the learner, not just the cognitive.

6. Support learning both directly and indirectly.

7. Are not always observable.

8. Are often conscious.

9. Can be taught

10. Are flexible.

11. Are influenced by a variety of factors.

In addition, Oxford (1990) explains other features of language learning such as: problem orientation, action basis, involvement beyond just cognition, ability to support learning directly or indirectly, degree of observality, level of consciousness, teachibility, flexibility and influences on strategy choices.

Problem orientation

Language learning strategies motivate students to solve a problem in order to accomplish a task (memory strategies, guessing, affective strategies).

Action Basis

Students use language learning strategies to fulfill actions that improve their own learning (taking notes, planning, language tasks, self evaluation, guessing intelligently).

Involvement beyond Just Cognition

Language learning strategies involve both cognitive functions and emotional interpersonal process. However, some language learning experts mistakenly think of language as learned only through mental process. In fact, they must consider that effective and social strategies have a strong influence on learning a foreign language.

Direct and Indirect Support of Learning

Direct strategies involve direct learning and the use of the new language, while indirect strategies include metacognitive, affective and social strategies. Although they have different focus, both have a powerful effect on learning.

Degree of Observability

It refers to how language learning strategies could or could not be observed by teachers, for instance it is easy to notice how social strategies are applied by students into the classroom (partner work, group work), but it is really hard to determine how cognitive processes (mental association, memory) work in the students' mind.

Level of Consciousness

Although language learning strategies have been considered as conscious efforts that learners make to have control of their own learning, some researchers think that after certain a amount of practice and use, learning strategies become automatic and learners use them instinctively, unthinkingly and uncritically. It is important that learners become aware of the strategies they are using to value the utility of them.

Teachibility

Learning strategies can be easily modified through the use of strategies training. Strategy training helps learners to become conscious of strategy use to determine what is the most appropriate. Strategy training takes place when students learn why and when strategies are important, how to use them and how to transfer them into new situations. Strategy training takes into account some aspects that involve learners and teachers attitudes toward self-direction, language learning and the particular language cultural in question.

Flexibility

It refers to the way in which learners choose, combine and sequence strategies. It is possible because language learning strategies are flexible. However, there is a trend towards combining strategies in a predictable way. For instance, in reading learners usually skim or scan the material. Then, they read closely and fill some gaps and finally they organize the material by taking notes.

Factors Influencing Strategies Choice

There are several factors that affect the choice of strategies; for instance, degree of awareness, stage of learning, tasks requirements, teachers expectations, ages, sex, nationality, ethnicity, general learning style, personality traits, motivation level and purposes. Tasks requirements help learners to determine a strategy choice. Moreover, it is

important that teachers express to their students his or her expectations and testing

methods.

   Oxford (1990) classifies the system of language learning on direct strategies and

indirect strategies. The first involves memory, cognitive and compensation strategies,

while the second one includes metacognitive, affective and social strategies.

Direct strategies: Memory strategies

                       Cognitive strategies

Learning strategies   Compensation strategies

Indirect strategies: Metacognitive strategies

                       Affective strategies

                       Social strategies
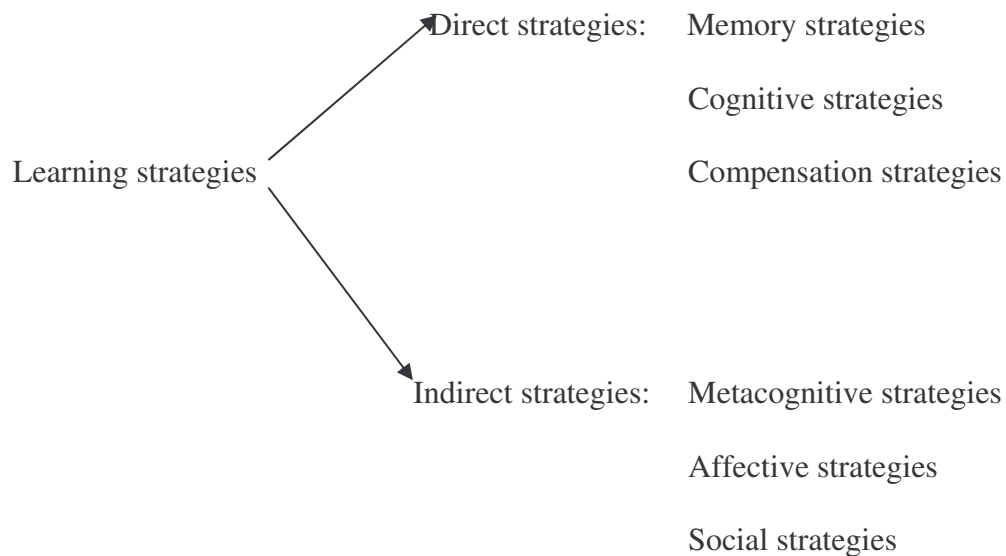
   Memory strategies have a major relation with the focus of this research. In this way,

theoretical aspects are explained. Oxford (1990) argues that memory strategies are useful

for many language learners. They help students to make meaningful associations according

to the material used in the class (pictures, visual images) as well as to improve vocabulary

learning efficiently. In addition, Oxford states that some learners profit visual images and

the other ones learn better through sounds or movements. Memory strategies are divided

into four sets: creating mental linkages, applying images and sounds, reviewing well and

employing actions.

Memory strategies

Creating mental linkages — Grouping

Creating mental linkages — Associating/elaborating

Creating mental linkages — Placing new words into a context

Applying images and sound — Using imagery

Applying images and sound — Semantic mapping

Applying images and sound — Using keys words

Applying images and sound — Representing sounds in memory

Reviewing well — Structured review

Employing action — Using physical responds/sensation

Employing action — Using mechanical techniques

Creating mental linkages

In this group there are three strategies: grouping, associating/elaborating and using context.

1. Grouping: it refers to classify and reclassify language components into meaningful units in order to remember elements easily. Groups can be classified according to parts of the speech (all nouns or verbs) a specific topic, practical function, similarity, opposition, feeling, etc, which are a good idea to use acronyms to remember groups or using different colors to classify them.

2. Associating/elaborating: it explains the relation between one piece of information and another to create and increase associations. These associations must be meaningful to the learner; for instance, associations between two things, a semantic map or a multipart.

3. Placing new words into a context: this strategy involves associating new information using a context (a conversation, a story)

Applying images and sounds

1. Using imagery: this strategy is used to help learners to remember abstract words by associating such words with a visual symbol (a picture or an object).

2. Semantic mapping: in this strategy, words (into a picture) are linked with a key concept which is located at the center or at the top of the picture. This strategy involves meaningful imagery, grouping and associations.

3. Using key words: key words help learners to remember new vocabulary by using audit or visual links. Learners may associate familiar words in their own language to link the new words with those sounds as well as images.

4. Representing sounds in memory: in this strategy learners can use any number of techniques. All of which a meaningful sound based association between the new material and already known material.

Reviewing well

Structured reviewed: in this strategy learners must review their own language. Learners keep spiraling back to the language that has already been learned at the same time that he or she is learning new information. Oxford states (1990) "the goal is that students familiarize themselves with new information so that it becomes natural and automatic" (p.145).

Employing action

1. Using physical respond: learners act out a new expression (open the door) or associate a new expression to a physical feeling or sensation.

2. Using mechanical techniques: it refers to use creative and motivating techniques that involve moving or changing something that concrete in order to remember the new language information.

Cognitive strategies

Cognitive strategies operate directly on incoming information. They manipulate this information in ways that improve learning. Some strategies that are discussed in the cognitive strategy are:

*Repeating the names of objects that have been heard.

*Classifying words or concepts according to the syntactic attributes.

*Predict outcomes or complete missing parts.

*Summarizing what one has heard to ensure the information that has been retained.

*Using visual images to understand and remember new verbal information.

*Integrating new ideas with known information.

Compensation strategies

According to Oxford (1990) compensatory strategies help learners to make up for missing knowledge, e.g. guessing from the context, gestures and pause words.

Metacognitive strategies

 O' Malley (1990) argues that "metacognitive strategies are order executive skills that entails evaluating the success of a learning activity" (p.32). Among the processes that can be included as a metacognitive strategies for receptive language tasks are:

*Selective attention for some special aspects of a language tasks.

*Planning the organization of writing of spoken discourse.

*Monitoring comprehension for information that should be remembered.

*Checking comprehension after completion of a receptive language activity.

Social affective strategies

Social/affective strategies involve interaction with another person. They are applicable to different tasks such as:

*Working with peers to solve problems.

*Questioning for clarification.

*Using mental control to assure one that a learning activity will be successful.

To sum up, language learning strategies serve as devises to help learners to develop the speaking ability as well as the others language skills.

Strategies for developing speaking skill

As Oxford (1990) states a strategy is "A specific action taken by the learner to make learning easier, faster and more enjoyable to new situations." (p.53). According to that it is possible that audio-visual aids serve to help learners express their opinions in real contexts. Using videos, tape recorders, pictures and flashcards in the class, is a way to expand their knowledge of the language. Altman, Deborah and Bohde (1999) establish that "using minimal responces and using language to talk about language are strategies which help learners to develop speaking skills" (p.26). These strategies are depicted as follows:

Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying. One way in which learners could encourage themselves to participate in oral interaction is to build up a stock of minimal responses that they can use different types of exchanges. Such responses can be learned by watching videos or recording dialogues.

Recognizing scripts

Altman et al.(1999) states that greetings, aploplogies and compliments are followed

by patterns, and then, it is possible that learners develop speaking ability by making them aware of the scripts for different situations. It means that students can predict what they will hear and what they will need to say in response. Interactive activities, that include videos, games and recorded conversations, give learners practice in managing the language that different scripts contain.

Using language to talk about the language

Learners (especially beginners) are often embarrassed to say anything when they are not able to understand another speaker. One alternative to solve that situation is that students learn clarification request in order to use them in authentic environments within the classroom itself. As they develop control of various clarification strategies they will gain confidence in their ability to manage communicative situations to interact with the peers.

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Oral interaction

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Oral communication is a fundamental aspect for learning a second language,expressing feelings, needs and opinions allow learners to send messages and receive them. For that reason interaction involves a reciprocal action which encourages students to use the new language as a mutual understanding device

According to Tsui (1995) oral interaction enables students to be involved in more natural conversation in which they have the opportunity to use a variety of language function and hence to develop their discourse competence, not just linguistic competence. Moreover, the author asserts the group work setting engage students to produce the target language in meaningful communication and help learners to better understand how the language work.

Tsui (1995) claims that "when students listen to the teachers´ instructions and explanations, when they express their views, answer questions and carry out tasks and

activities, they are not only learning about the language but also putting the language that they are learning to use" (pag.12).

In addition Tsui (1995) explains that learners feel a lot of confidence when they must work together because the figure of authority is removed. The last assertion is also supported by Littlewood (1981) who agrees that the excessive teacher domination may often be reduced by introducing more informal seating arrangements. When the teacher faces the whole class, his position reinforces his authority as knower. A more informal layout can help greatly to reinforce the learners' equality as communicators.

Social activities also open-up a rich stimulus for communicative interaction namely the varied interest and opinions of the learners. They provide students with opportunities to express their own personality and experience through the foreign language. Furthermore, collaborative work involves students in communicative situations in which they may perform a large variety of language functions. Howarth (2006) states that "interaction encourages learners to develop both language learning and social skills" (pag.1) Howarth states that interaction may be promoted through communicative tasks that increases participation, practice, socialization and motivation.

 Participation

Learning a second language requires that learners take part in their own learning process, it means they must be exposed to the new language. When teachers promote communicative activities in the class, participations occur and help learners succeed.

Howard (2006) establishes that "it is really difficult to learn a language without engaging with that; given that language exists to facilitate communication, interaction in that language play an important role in developing speaking skill" (p.67).

Maximizing practice time

Learners need to practise as much as possible if they hope to be successful, therefore interaction takes place if students find a lot of opportunities to work together and use the new language all the time.

Socialization

Interaction does not only promote language development, but it also fosters the development of social skills, thus it is necessary learners will be able to show politeness and respect for others in order to operate successfully in any culture.

Motivation

Interaction gives learners a reason (an incentive) to feel really engaged with their learning process. When students are aware they must use the language in real communicative situations, they measure their progress and get better.

Although interaction offers a lot of advantages of group work communicative situations are seldom promoted in class. Learners are reduced to a very passive role of answering questions and they do not have much training to take the responsibility of managing a conversation. According to Tsui (1995) one reason that affects interaction in class could be that teachers often use the mother tongue in class sacrificing valuable opportunities for well motivated foreign language use. As a consequence, it tends to devalue the foreign language as a vehicle for communication: "the language used affects the nature of oral interaction which in turn affects the opportunities for learning that are made available" (Tsui, 1995). Other factors that usually affect language learning are related to the lack of students English proficiency, overcrowded classrooms and language learning anxiety.

Aspects of Classroom Interaction

Tsui (1995) defines six aspects of classroom interaction and their incidence on language learning. Those aspects are summarized as follows:

Teacher Questions: Educational studies on classroom language have examined the cognitive demands of teacher questions and their effect on students learning. When teachers modify questions to make them comprehensible to students they help learners to elicitate responses facilitating understanding.

Teacher explanation

Teacher explanation is a significant factor in classroom interaction. Instructors must provide learners with information about the concepts, vocabulary and grammatical rules required to understand a message.

Modified Input and Interaction

Tsui (1995) found that to make the speech comprehensible to learners, many teachers tend to modify their speech by speaking more slowly, using exaggerated intonation and using simple syntax or basic vocabulary. However recent studies show that simply modifying the input not made the input comprehensible to students.Modification devices such as : comprehension checks, requests for repetition, and confirmation checks are useful in the process of negotiating comprehensible input.

Turn-allocation and turn-taking behaviors

According to Tsui (1995) the emphasis on the involvement of students interaction seems to imply that there is a casual relationship between turn taking allocation and language achievement. Tsui (1995) also states therea are two types of language learners. High input generators (HIGs) and low input generators (LIGs). The first ones participate actively in conversations and generate plenty of input fom other people. The second ones take turns by answering the teacher`questions, and participate minimally to express their ideas or make comments by using the foreign language.

Student talk

Getting students to respond to teacher questions and participate in class discussion is a problem that many teachers have to deal with. Tsui (1995) advocates that an effective way to alleviate this problem is to remove the perfomative and evaluative nature of speaking in class. It can be achieved by promoting genuine communication that provides learners with opportunities to produce coherent discourse rather than isolated sentences.

Increasing students' interaction

Donald (2005) establishes that developing activities that encourage learners to use the language in communicative situations is the best way to increase oral practice and interaction in class. When students feel they really need the spoken language to achieve a task, they become aware of using interaction in real life situations. Donald considers that "language practice activities, that include personalized speaking (students presentations), role plays, information gap activities and discussions, foster authentic communication." (p.10)

Student presentation

Presentations give learners the opportunity to practise a wide range of skills and stimulate self-confidence, moreover they are a great way in which students can practise the language system areas (vocabulary, grammar, discourse, phonology) and skills (listening, speaking, reading and writing). When students prepare oral presentations they become better communicators because they are really worried for expressing clearly their ideas. Presentations are extremely useful to develop speaking.

After, completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to expand on their understanding of the topic by having others ask questions.

Role plays

Not only role plays add variety into the classroom, but also they provide learners favorable conditions for a lot of language production. In addition, when students put themselves into somebody else's shoes and act out an imaginary situation, functional language for a multitude of scenarios is activated, for instance "in the restaurant" or "checking at the airport". Donald (2005) argues that learning takes place if activities are engaging and memorable. Moreover, he advocates the use of role plays because of the following reasons:

*They are fun and motivating.

*Quieter students get the chance to express themselves in a more forthright way.

*The world of the classroom is broadened to include the outside world thus offering a much wider range of language opportunities.

Gap activities

Gap activities involve enthusiastic tasks in which two learners must exchange ideas in order to find determined information. If there are two students A and B, and if A has some information which B does not, and possible vice-versa, then there is a difference or gap between the two students. A task which requires B to find out the information that A has (i.e. a task which closes the gap) will provide a reason for communication. There are three types of gap activities which could help learners increase oral interaction such as: The information gap, the opinion gap and the knowledge gap.

The information gap is ideally suited to pair and small group work and usually relies upon prepared information cards. In this type of gap student A has some information, concerning the prices of food, students B needs to know theses prices, and student A asks questions to find the information. The experience gap refers to use real life experiences as gaps. Each student has had difference experiences in their lives; therefore, the whole class

may be asked to fill questionnaires in order to complete specific information (personal information, likes and dislikes). The opinion gap is a personalized task which involves someone's feelings and opinions. These tasks are a good way to promote interaction in class. Moreover, the increase in personalized activities encourages learners to use the language to express their ideas and to establish social relations. The knowledge gap can be exploited in brainstorms and general knowledge style quizzes.

Class discussion

The purpose of class discussion is to get students talking all the time, but it could be a really complex process; so there are a large number of students who do not enjoy communicative tasks, because they think they do not have a high proficiency to participate in them. As said by Donald (2005) "trustily successful classrooms discussions should be guided by specific teaching goal as: increasing students' comfort with the specialized language and methods" (p.22), discussions must also involve exercises and prompts that provide students with a basic framework for analyzing a program or a field. Preparing class discussions require that teachers encourage learners to take part in them, so each student needs the chance to practice the new language. Furthermore, this kind of communication activities must focus on helping learners to develop the critical thinking. Donald suggests some different tasks as: comparing texts or examples, guiding discussions and stir up controversy to promote interaction in class.

In comparing texts or examples, students are asked to compare two different texts or examples in order to find distinctions and detailed information in each one of them. This activity trains learners in comprehension and gives them practice to think about logic arguments to support their opinions. In guiding discussions, teachers provide students with the appropriate terminology and vocabulary for such discussion. It helps learners to fell more comfortable and gets confidence before speaking. In stir up controversy, teachers

provide students with a controversial quote from one expert in his/her field, (the author of

a class text), this expert's claim serves as a challenge to students. The controversial

discussions serve to determine the quality of students' reasoning. Interaction activities

encourage learners to use the language as a communicative devise to express to other

people.

Donald (2005) assures, when suitable material is included in these types of activities,

students fell more enthusiastic and learning process is more effective.

Input and interaction

Gass and Alberes state that (2000) input is necessary to acquire a foreign language.

Furthermore, they state that interaction plays an important role in interaction.

Mackey argues that (1996) "interaction refers to exchanges in which there is some

indication that an utterance has not been entirely understood; this can be seen in the

interaction between a native speaker and a non-native speaker" (p. 102)

According to Gass and Albares (2000), In terms of the interaction hypothesis

"negotiation for meaning", a more advanced interlocutor facilitates the second language

acquisition. It connects input, internal language capacities, particularly selective attention,

and output in productive ways. Through negotiation the attentional resources of learners

may have particular discrepancy between what they know about the new language and

what it is. Gass and Albares establish that negotiation may be the first step in learning.

Therefore, input plays an important role before language students begin to internalize

language information. These authors state that input may be a reinforcing devise because it

provides the students the evidence to confirm information about some parts of the

language.

Output and comprehension in the context of interaction

Swain (1995) quoted by Mackey (1996) states the importance of the comprehensible output in the SLA process. According to this author learners try new forms when they intend to be understood in the new language. Furthermore, Swain and Lapkin (1994) quoted by Mackey (1996) discussed about "collaborative dialogues" in "language related episodes", these types of conversation can be useful resources for second language learning because they are conversations in which learners have the possibility to talk about the language that they are producing.

Mackey (1996) suggests that students need to have opportunities to output during interaction. However it is found that in many second language classrooms learners often observe the output of their classmates and these students do not produce their own output. Pica (1992) quoted by Mackey suggest that it can not be necessary for some students to interact with others to comprehend the language. Maybe it is sufficient for them to observe interaction. In spite of that fact, it is necessary that language learners take place in oral interaction in order to improve their speaking skill.

Premodified input in the context of interaction

Mackey (1996) claims that premodified input are found in many language textbooks. In these instructional materials the linguistic structures are ordered gradually; the simple present tense is presented early in textbooks; besides, dialogues and surrounding texts are premodified in order to facilitate the comprehension. The conversational interaction that uses scripted role plays can yield better comprehension. However, Mackey establishes that according to interaction hypothesis, premodified input can be less useful for learners because they do not have enough opportunities to listen for mismatches between their own output and the new language when the input is premodified to ensure the comprehension.

Mackey (1996) claims that "the interaction hypothesis suggests that conditions and processes for second language learning are met by negotiation for meaning and the resulting interactional modifications that take place" (p.562).

In short the researcher states that the premodified input achieved through scripted interaction can not be helpful for students. She recommends the active participation in conversational interaction. It has a positive effect on the production of more advanced grammatical structures. She found that language students who interact with native speakers increase their production in the new language at higher levels. Interaction without active participation can have limited effects in the development of the foreign language.

Relating forms to meanings

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994, pag.46) Its form and meaning depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environments and the purposes for speaking.

Speaking requires that learners not only know how to produce specific chunks of language such as grammar, pronunciation or vocabulary, but it also entails when, why and in what way there is a production of language. As Littlewood (1981) states: " The goal of foreign language teaching is that of extending the range of communication situation in which the learner can perform with focus and meaning without being hindered by the attention he must pay to linguistic form" (p.32).

In relation to this goal the author defines the roles of the two main categories of activity as follows:

Pre-communicative activities aim to give learners fluent control over linguistics forms, so that the lower-level processes will be capable of unfolding automatically in response to higher-level decisions based on meanings. Although the activities may emphasize the links

between forms and meanings, the main criterion for success is whether the learners produce acceptable language.

In communicative activities, the production of linguistics forms becomes subordinate to higher-level decisions, related to the communication of meanings. Thus the learner is expected to increase his skills starting from an intended meaning, selecting suitable language forms from his total repertoire, and producing them fluently. The criterion for success is whether the meaning is conveyed effectively.

Unfortunately, many classroom environments are focused on the linguistic competence rather than the communicative ability. As a consequence, learners are worried about learning grammatical structures, not to be involved in a real exchange of meanings.

Learning activities in class must serve to bridge the gap between linguistic and communicative competence: "Each kind of activity has its role to play in helping learners to develop both fluency of behavior and clarity of understanding" (Littlewood, 1981, p. 8) It means that the linguistic form may be related to communicative function and the latter is closely bound up with situational context.

According to Littlewood (1981) a further step in providing links between structure and function is to contextualize the language and ask learners to practice responses which would be real ways of performing useful communicative acts in situations they might expect to encounter at some time (offering and ordering meal, inviting, refusing an invitation, taking about recent experiences, etc). In addition, the author states that is important for students to relate the language to the social meanings and to use it as a vehicle for social meanings. It occurs when learners are asked to interact as equal partners and two exchanges may be combined to form a longer conversational sequence. It is possible when communicative tasks are implemented in the classroom.

Nunan (1983) defines "a task as activities that can stand alone as fundamental units and that require, comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form" (p.12). In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, record their dialogues or interviews and take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, as taking a public opinion.

It is strongly recommended that teachers choose the appropriate instructional materials to promote oral activities.

Audio-visual aids

Audiovisual aids serve as tools to facilitate the process of learning. Through this instructional material is possible that students develop the four language skills. In addition, audio-visual materials increase students' motivation and may help teachers to create new teaching strategies. Morgan (1992) explains that audiovisual aids include a kit of materials such as: the video, tape recorder, flash cards, pictures, textbooks, transparences overhead projector etc. In addition, Sherman (2003) claims that:

"Of all of our sense receptors, the human eye is by far the most powerful information conduit to the brain; this makes using visual aids central to communication. They are useful for gaining attention, helping learners retain key points and better understand

messages. Visual aids are especially useful in foreign language settings because they enhance communication beyond the spoken word" (p.1).

Types, advantages and uses of the audio-visual aids

Morgan (1992) explains that "audio-visual aids as: videos, tape recorders, pictures and flash cards keep the attention of the students and activate the process of learning" (p.23).

Video

This resource takes part in learners' motivation. It provides helpful context to introduce new vocabulary, new structures and functions. Morgan (1992) suggests that videos must be only fifteen or twenty minutes length and they must be selected according to the students' level.

Advantages of using the video

*Language learners enjoy learning with video, because video creates an attractive enjoyable learning environment.

*Video is an effective way of studying the body language, younger language learners are still learning about the world around them.

*Children gain confidence through repetition. Young learners like to hear stories again and again and the same goes for video.

*Learners can learn by absorption and imitation.

*Offers understanding.

*Explores feeling and it is fun.

*Communicates meaning better than other media. Video presents language in contexts in ways that a cassette cannot present. Learners can see who's or (what's) speaking, where the speakers are, what they're doing etc. Theses visual clues can help comprehension.

*Represents a positive exploitation of technology. Teenagers in particular, have a positive attitude towards television and video. It is seen as being modern and more motivating than books.

Using the video for developing speaking skill

 * Completing statements, describing or narrating the visual sequence.

 *Creating and speculate about the occupation, age relationships, etc of people shown in sequences or single frames (use fast forward and pause); option: repeat immediately with sound.

*Enumerate objects or a class of objects shown (students take notes during presentation of the video, instructor uses blackboard to assemble results).

*Identify familiar people and places in the segment.

*Indicating whether statements about the segment are true or false.

*Predicting the action of the next subsegment based on the previous one; option: repeat immediately with sound.

*Reacting actions seen in the segment.

*Relating people making on-camera speeches to a list of quotes from those figures; discuss guesses with full class.

*Speculating in full class or smaller groups what the topic or action is (whit hold title and limit preparatory activities).

*Stopping an image and describe the scene in order to elicit key vocabulary or structures such as colors, objects, compare people, and locate buildings.

*Retelling the action of a series of subsegment; specify the tense to be used, replay the subsegment as often as needed for general comprehension.

*Composing dialogues or narratives based on a list of idiomatic phrases from segment.

*Conducting a team competition based on detailed student-generated true-false statements or who/ what/ when/ where questions about the segment (including visual content).

*Creating a new, alternate or humorous narrative or commentary for the segment option: small groups or pairs each take a subsegment and then present the results.

*Imagining characters in other situation.

*Preparing and act out selected scenes or engage in role playing or interviews based on characters from segments.

Tape recorder

Language teachers use this material to tape conversations and songs in order to give students the opportunity to listen to native speakers. Therefore, students may learn the right stress and intonation of a foreign language. Moreover, tape recorder helps learners to improve speaking abilities and encourage them to use the new language to express their opinions or feelings.

Advantages of using the tape recorder

*Improves listening and speaking skill.

*Facilitates cooperative work.

*Increases insight and awareness.

*Promotes effective and oral communication.

*Tapes have the advantage of maintaining the same information; repeating endlessly without tiring.

*The tape recorder is effective in showing language students the progress they are making when learning the new language.

Using the tape recorder for developing speaking skill

*Miming to a recorded play or story.

*Recording lectures for later evaluation or presentation to class.

*Class discussion on current events: new recordings then pupil discussions after reference to maps, previous events.

*Providing sound for film strips and slides or multimedia computer-based software. Following of studies of some topics, students can prepare a commentary using the information they have acquire.

*Guest speakers: it is not always possible to have your guest visit the school. Have a group to prepare questions and tape the replies for forward replay.

*Interview: teachers create a situation (item of news from newspaper) and group prepares interviews.

Pictures

Morgan (1992) explains that "sequence pictures are cards that show words. They serve as a useful resource to learn vocabulary, grammar, adverbial clauses, connectors, verbs, nouns, adjectives and adverbs." (p.32) Besides, they are used to improve comprehension and understanding to create stories following a sequence to interpret situations and describing people.
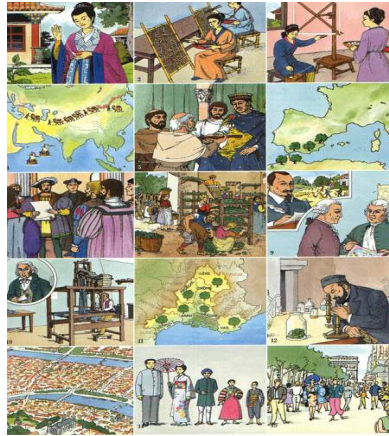
Advantages of using pictures

   *Students gain an overall sense of the story or topic. They can see progression, subtitles, drama and humor of the story.

   *Each picture helps tom clarify the meaning of the other through its sequence.

   *The vocabulary needed to tell or describe the story or topic can be discussed in order to avoid hesitation.

   *Seeing how the story ends, learners are able to shape their oral work effectively.

   *Illustrate the aspects of socio-cultural topics.

   *Give interesting meaningful practice in sounds and structures of the new language.

   *Elicit real language e.g.: What do you see? What is she doing?

   *Give variety to the topics that students need to learn to develop speaking skill as well as other skills.

   *Give practice in oral communication, while keeping the students' interests.

   *Promote the pair or group work in intermediate and advanced learners.

Using pictures for developing speaking skill

   *Pictures can be used to show stories and students can tell them orally.

   *They can be used to describe physical appearance. Students look at a picture of a man and describe him.

*In beginners, a picture of a boy and a car can be used to facilitate the learning of some structures: the boy goes to the high school by a car, does the boy go to high school by a bicycle? No, he goes to high school by a car.

*The situational pictures can be used to elicit real language.

*A students can take one picture and asks questions to his or her classmate such as: What season do you like? What do you do in that situation?

*Teachers can show the beginning of a story through pictures. Then each student prepares their own end.

*A set of pictures illustrate a part of a story and students continue the tale in chain, practicing speaking skill.

*Jumped set of pictures are handed in two pairs of group of students, who solve the problems of how to reassemble them in order to relate the story to the class. Each member of the group holds up a picture as he or she tells his part of the tale.

Flash cards

According to Morgan (1992) flash cards are a really handy resource to have and can be useful at every stage of the class" (p.42). Moreover, they are a great way to present different activities in which students can learn the specific vocabulary, structures of the language and practice them in the class.
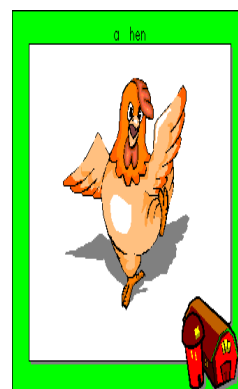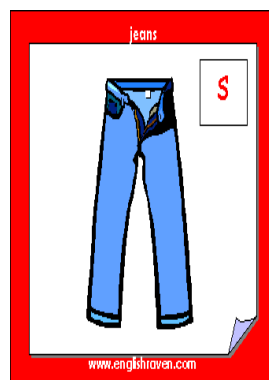
Advantages of using flash cards

    *Encourage oral practice.

    *Allow the illustration of many concepts or structures.

    *Create a comfortable learning environment in the development of oral communication.

    *Stimulate ideas for a free oral composition.

    *When students become familiar with the activities used in class, they can be given out to early-finishers to use them in small groups.

    *Practicing superlatives and comparatives in oral communication.

Using flash cards for developing listening and speaking skill

    *Teachers make a statement according to them e.g. he is happy and learners repeat the sentences if it is true.

    *Teacher has two similar packs of flash cards, he/she keeps one and distributes the other pack to students, the teacher looks one flash card in his or her pack and says "it is an orange" the student that has the flash card of an orange, holds it up and repeats the sentence.

    *Flash cards can be used to reinforce contrast e.g. she can dance/ she can not dance.

    *Each student has a flash card, one student shows his or her flash card to the class and begins to create a story, then he or she select at random another student who must continue the same story, including what is in his or her pack.

    * Teacher prepares two similar set of flash cards, he or she distributes them to each student and they do not show their flash cards, then they walk around the classroom asking questions as: have you got a picture of a fruit? Have you got a picture of an animal? These questions are made to their classmates to find their partner.

    *Describing objects.

    *Talking about images and sounds.

*Completing or creating stories.

Researches about audio-visual and visual aids

Some researches about the importance of using audio-visual aids to teach English have been carry out. One of them is "Visual Aids for Teaching Writing Skill" by Maria Cabrera and Leidy Calbache (1999). The principal objective of this research was to teach grammar by means of the visual aids. This work was an attempt to demonstrate that the visual materials serve to develop writing skill. The authors concluded that didactic material increases students' motivation and improve the classroom environment.

Freddy Gomez and Mario Benavides (1999) carry out a research project titled "A new visual aid, as a strategy, to improve the teaching and learning process in the English class". The objective of this work was to create new visual aids in order to motivate and facilitate the teaching of vocabulary. At the end of this study the authors concluded that children are able to build their own knowledge when they feel motivated.

"Influencia del material visual en la enseñanza del Ingles" by Oscar Delgado and Betty Revelo (1998) is another study that takes into account the use of visual aids to improve the communicative competence. The authors focus their research on the importance of using visual aids to develop the speaking skill. They concluded that the appropriate use of audiovisual aids facilitate the students learning and improve academic abilities.

In conclusion, in this chapter aspects related to the influence of the learning theories and learning strategies in practising oral communication have been discussed. Moreover, the theoretical background about the use of the instructional materials to promote communicative tasks had also been considered.

CHAPTER III: THE METHOD

In the previous chapter the theoretical background about the theories of learning as well as the advantages to use the audio-visual aids in the classroom are considered. In this section the methodology of this research study is explained; it entails the design, setting, sample and procedure.

Research design

Design

The design of this study was laid out with the overall features which are required in order to carry out a qualitative and quantitative research. On one hand, a qualitative research intends to discover a problem through a detailed study. In this study the objective was to identify the learners' preferences about the types and uses of audio-visual aids to develop oral interaction. Moreover, suitable instruments were carefully designed in order to gather data.

On the other hand, a qualitative research provides much more clear information. This information is very useful when analyzing the results in a qualitative way. Therefore, structured questionnaires, interviews and class observations were interpreted and analyzed considering all the aspects required showing a quantitative study.

Population sample and setting

Population

Twenty students of Antonio Nariño High School and twenty students of Instituto Educativo Municipal Libertad enrolled in eleventh grade in Pasto were participants of this study. Students were male and female teenagers whose ages ranged from 16 to 19 years old. They belong to an average socio-economical status.

Setting

This work was carried out in two public High Schools. They are located in the southwest of Pasto. In this setting, English is taught as foreign language.

Sample

The sample of this research entailed forty EFL students enrolled in eleventh grade of Antonio Nariño High School and Instituto Educativo Municipal Libertad. Twenty students of each school were selected at random.

<center>*Data collection*</center>

Validity

Pilot study and triangulation were applied in this study to evaluate the validity of these instruments.

Pilot study

The purpose of this study is to know if the design of the instruments were appropriate. Moreover, through this technique it was possible to determine how much time students needed to answer questionnaires and interviews. To carry out this study a third High School was chosen. Ten students enrolled in eleventh grade were selected at random, and then the instruments previously designed were applied. Finally answers were analyzed in order to determine if the design of the instruments permitted to identify what types and uses of audio-visual materials students prefer in the class.

Triangulation

This method is used to measure the validity of the instruments. It was made in two ways: first, questionnaires, interviews and class observations were designed to collect the specific data. The questions of these instruments were prepared in order to identify the preferences of students about the types and uses of audio-visual aids (video, tape recorder, pictures and flash cards) for developing their speaking skill of 11th grade of two public

high schools of Pasto. Questionnaires were given to the forty students to collect the information. Later interviews were applied to high school learners. In the end, class observations were carried out in both high schools. The data obtained with the three instruments was analyzed with the objective to observe the similarity of the students' answers and measure the validity of this information.

Procedure

   First, questionnaires, interviews and class observations were carefully designed to collect the information. Then two classes of 11grade from two high schools were selected at random. Finally each instrument was applied to the High School seniors and the obtained results were analyzed. Through these instruments was possible to determine the learners' preferences about the types and uses of the audio-visual aids in developing oral interaction.

Data analysis

   Organization, classification of categories, interpretations of data and conclusions were used to analyze the information. First of all the data obtained through the questionnaires, interviews and class observations was reviewed and organized. Besides the answers of the students interviewed, were discussed with them to establish if the interpretation was correct. Secondly such information was classified in categories in order to facilitate interpretation and getting specific information. The results of categories were obtained through a computer program (Excel). Thirdly, the data collected was analyzed and interpreted to set the learners' preferences concerning the types and uses of audio-visual aids in speaking learning. To sum up, the conclusions and recommendations were drawn according to the final results.

Ethical issues

In order to carry out this study, ethical issues were also considered. Authorization in high schools was formally requested and participants were informed about the aspects related to this research. In addition students' responses were always respected and there was any pressure for them. Finally, gratitude was expressed to teachers and students who collaborated in the development of this work.

In short, the questionnaires, interviews and class observations were the main instruments to carry out this research. The procedure of this study helps to identify the students' conceptions about the different activities in which the audio-visual aids should be used and to determine the types of the instructional material that they prefer to develop their speaking skills.

CHAPTER IV: THE RESULTS

In this section the data collected will be analyzed in order to show the results of this research study. This part includes categories and graphics related to the students´ answers as well as their interpretation. At the end of the chapter a brief discussion about the study will be presented.

Interviews, questionnaires and class observations were applied to forty high school students. The purpose of such instruments was that of determining all the aspects regarding the learners' preferences with respect to the types and uses of audio-visual aids in learning oral interaction. The respective analysis will be presented ahead:

Types of audio-visual aids that learners prefer to develop oral interaction

This category takes into consideration what types of audio-visual aids (video, tape recorder, pictures, flash cards) students think should be included in class to promote oral interaction. The data obtained will be useful to determine the students´ election as well as the learners´ perception about the role of these materials in communicative activities.

Figure 1 Including the video to develop oral interaction
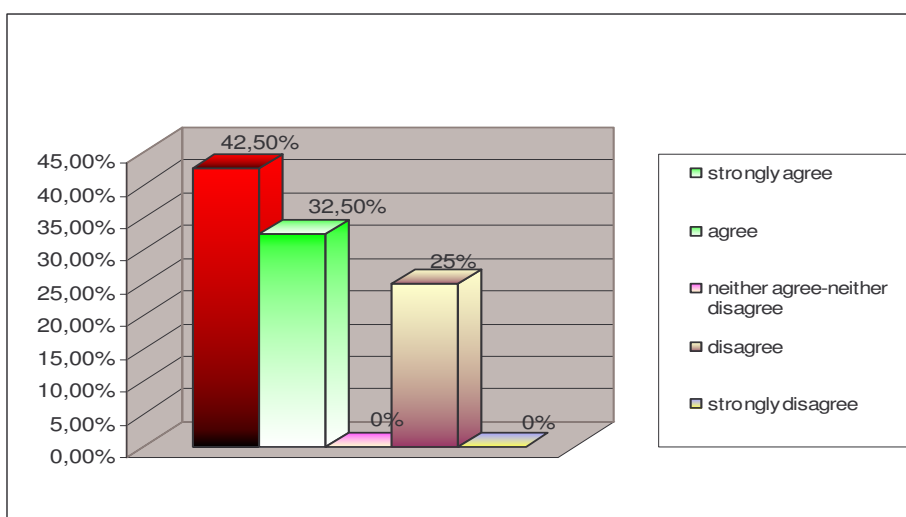
Consistent with Figure 1. 75% of high school seniors think video should be used to foster oral interaction in class. According to students ´opinion this material stimulates learners to consolidate and develop speaking skill. Participants point out that the video offers

entertaining or documentary sequences that present every day situations and enable students to learn and to practise a wide range of speech functions (giving opinions, describing people, making requests etc.). According to Morgan (1992) video shows students how language is used naturally in realistic settings. Students can see facial expressions, gestures, and whether the speaker is hesitant or not about a particular subject. They can observe the body language of a situation, how far apart people stand, how the characters react to emotional-situations, information that is difficult to get from an audio tape. Within the interviews students regard as follows:

Student 1 "Creo que el video es un material que le permite a uno practicar y mejorar la manera de comunicarnos usando este idioma. Cuando a veces miramos videos, luego podemos dar nuestra opinión acerca de este o decir como eran los personajes que aparecían en la historia"

Student 2 "Para mi el video es siempre motivante y también entretenido. Se puede observar lo que los personajes hacen y aprender expresiones que son útiles en el idioma Ingles de acuerdo a las situaciones que se presentan, por ejemplo cuando aparecen personas en las cafeterías o hablando con sus amigos"

The last information may also be supported by the class observation process. It was noted when the teacher used this material learners were highly motivated, they enjoyed working with this appealing learning instrument, and there was a voluntary students´ participation. Unfortunately, this study found this resource is almost never included in class.

Figure 2 Including the tape recorder to develop oral interaction
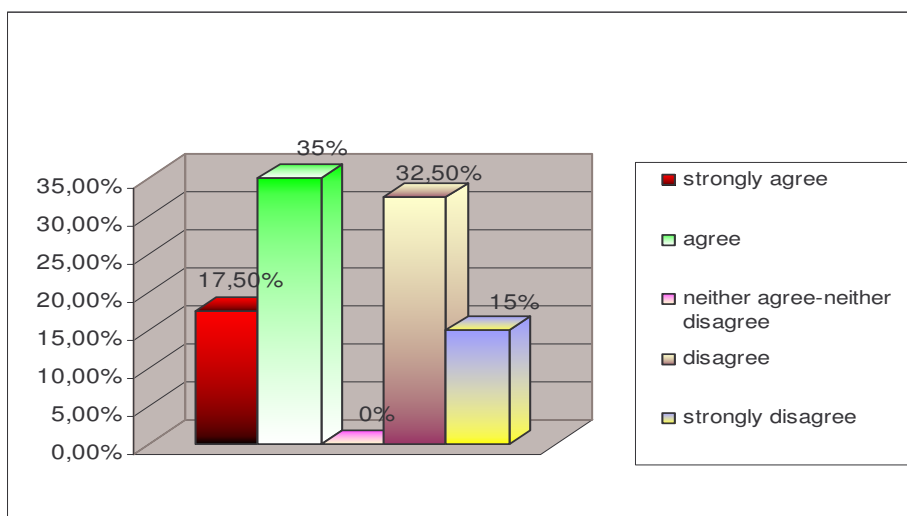
Corresponding to the figure 2. 52.50 % of high school seniors claim it will be useful to

include the tape recorder in class to foster communicative activities. The learners reported

that this material allow them to listen native speakers and improve pronunciation and

intonation. Moreover, participants state that the tape recorder provides contexts to practice

communicative functions and the interactional skills they need to exchange ideas with their

peers.

Students´ outlooks shore up the last affirmation as follows:

Student 1 "Francamente creo que la grabadora debería utilizarse para practicar la

comunicación oral. A veces la profe nos hace escuchar diálogos para practicar como se

deben pronunciar las palabras o como se deben decir la frase si se quiere hacer una

pregunta y yo creo que esto es importante para mejorar nuestro Ingles y comunicarnos."

Student 2 "Me parece que incluir la grabadora en clase genera muchos espacios en los

cuales se practica el idioma en forma oral. Se puede conversar con los compañeros sobre

los diálogos que a veces tenemos que escuchar o por ejemplo decir que pensábamos de lo

que pasaba en la grabaciones   o contestar las preguntas sobre las lecturas de las guías"

However, the last information is not entirely consistent with the data obtained in class

observation. Although students used this material to record their own dialogues, this

research found that the tape recorder is often included to practice linguistic competence

rather than the communication of meanings. Further, it was noted that many students

appeared uncomfortable and nervous when the teacher used this equipment.

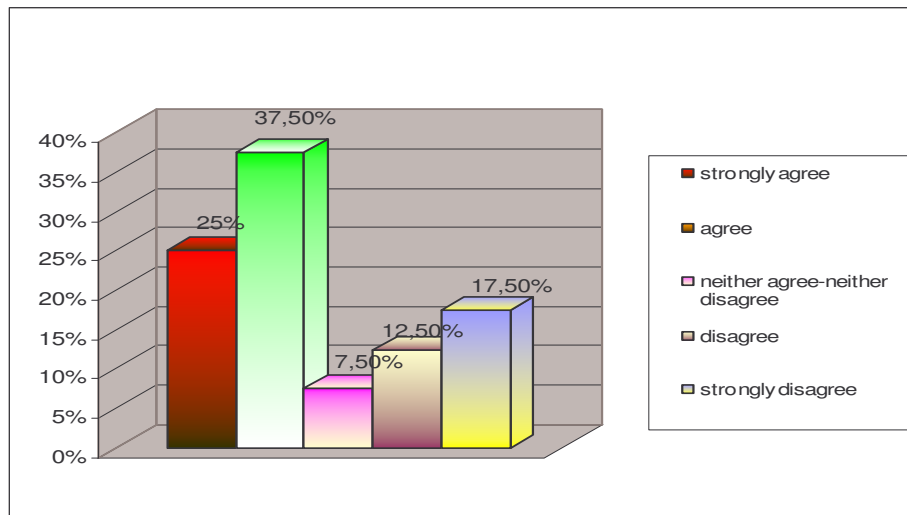Figure 3 Including pictures to develop oral interaction

Figure 3 passes on the students´ opinions about the use of pictures to foster authentic

language practice in class. In line with these research findings most learners (62.50 %)

consider that this visual aid encourages real communication. Participants claim pictures

allow them to naturally express their ideas and improvise with the second language. As

Littlewood (1981) explains, improvisation activities encourage general confidence and

fluency in foreign language use. Moreover they motivate learners to develop imagination

and individuality.

In addition high school seniors also state that pictures promote meaningful interaction

with the oral and the written language. Some opinions are described below:

Student 1 " Incluir imágenes en clase pienso que es muy bueno para aprender a hablar

en Ingles porque hay por ejemplo muchas cosas que uno puede decir cuando observa un

dibujo y esto le ayuda a practicar y a comunicarse de una manera mas libre, o sea sin estar

siempre usando el diccionario"

Student 2 "Sí estoy de acuerdo en que se deberían usar las figuras de imágenes en esta materia porque uno puede escribir historias en Ingles con respecto a un dibujo y contarse con los compañeros sobre lo que se escribió. A veces la profe nos deja hacer esto en clase y yo en serio si lo disfruto mucho y aprendo palabras"

Consistent with the last information the observation process identified when teachers used this material learners´ attitude was positive enough. Moreover it was noted a cooperative effort among participants to exchange and negotiate meanings.

Figure 4 Including flash cards to develop oral interaction
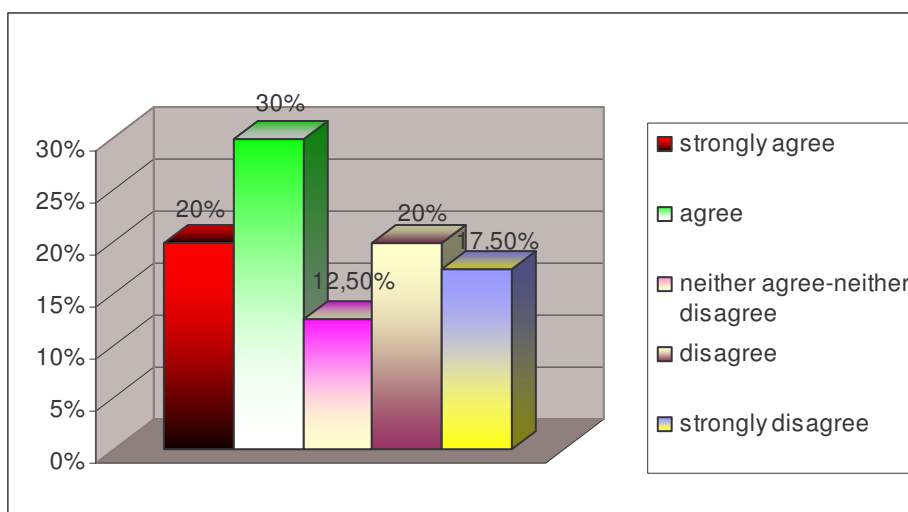
Compliant with figure 4 almost 50% of learners reported that flash cards should be included in class to provide communicative contexts. In accordance with the learners´ opinion this visual aid varies the English class, promotes group work and facilitates the learning of vocabulary, which is an important factor in oral communication. Students´ estimations depicted below support this idea:

Student 1 "La verdad es que aunque no siempre utilizamos este material si creo que se lo debería incluir mas a menudo porque este puede ser útil para desarrollar ejercicios o actividades que requieran reunirse un grupo o trabajar en parejas para practicar el Ingles"

Student 2 "Personalmente creo que este material debería incluirse en clase para ayudarnos a aprender a comunicarnos como para aprender vocabulario porque la mayoría de nosotros es difícil recordar las palabras y yo si creo que eso a veces lo perjudica para hablar en Ingles porque a veces uno quiere decir muchas cosas, pero no sabe cómo hacerlo"

However, while learners reported that they found this resource very useful to foster communicative activities, class observations identified important variations. Although in some activities including the use of flash cards students demonstrated a lot of interest, they not always seemed motivated enough. These findings probably reflect that students' preferences are more influenced by the activity rather than the material itself.

Figure 5 Types of audio-visual aids that learners prefer to develop oral interaction

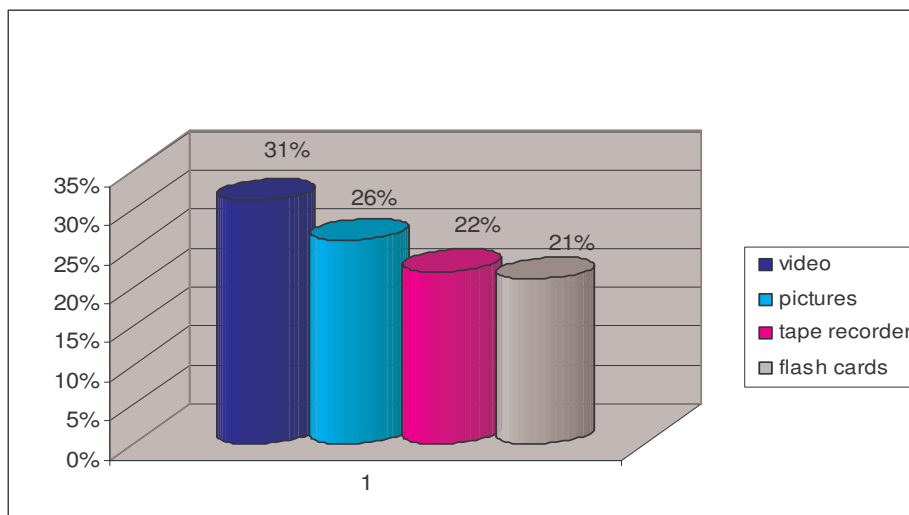| Types of audiovisual aids	SA	A	SA+A	%
Video	17	13	30	31%
Tape recorder	7	14	21	22%
Pictures	10	15	25	26%
Flash cards	8	12	20	21%

Figure 5 summarizes the learners' preferences about the types of audio-visual aids that learners consider should be included in class to encourage real communication activities. This study found that most learners prefer that their teachers include materials such as videos and pictures to promote oral communication. In accordance with the students´ opinion these audio-visual aids facilitate comprehension and give visual clues that provide opportunities to personalize the language they learn and make use of their own knowledge and experiences and express their ideas and opinions. Students´ outlooks as follows shore up the last affirmation:

Student 1 " De los materiales anteriormente mencionados el que más me gustaría que se utilizara para promover actividades orales es el video, porque creo que cuando se ve un video se puede ver y escuchar a los personajes y esto nos permite comprender mejor una historia o una situación para así poder opinar sobre ella"

Student 2 "El material que mas me gustaría que se incluyera en clase son las imágenes, porque cuando se observa un dibujo hay muchas cosas que se pueden decir, como por ejemplo describir a los personajes o decir que es lo que uno piensa sobre lo que está sucediendo.

The table above also shows that some learners found less attractive materials such as: the tape recorder and flash cards. Maybe one reason is that learners feel anxious when they do

not understand what English speakers say, and flash cards are not a highly motivating

resource for them.

Uses of audio-visual aids that learners prefer to develop oral interaction

   This category refers to the learners´ perception about the use of audio-visual materials

to foster oral interaction. Both qualitative and quantitative data have contributed to identify

the use that students consider should be given to the instructional materials to promote

language practice.

Learners ´preferences about using the video in class

   It brings up the high school seniors´ opinion regarding the use of video to practice

authentic communication in class. In what follows, the information obtained will be

reported on.

Figure 6 Using the video to promote role playing activities
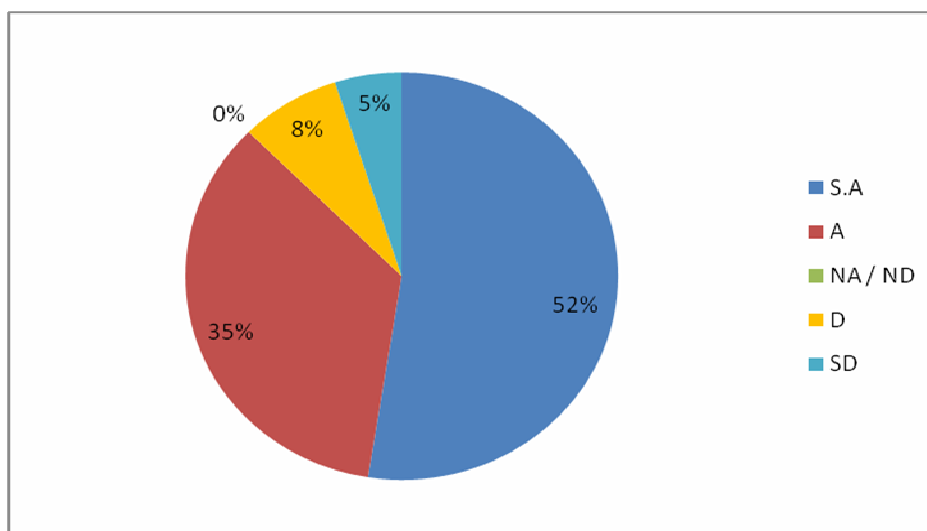
   Corresponding with Figure 6. 87% of high school seniors think the video should be

used to create more varied forms of interaction as role playing activities. In line with

students´ opinions when they watch videos they learn a wide range of language functions

which could occur in situations outside the classroom. Moreover learners assert that

represent dialogues stimulate their creativity to use the target language and accomplish a

communicative task. As Howarth (2001) state, learners find role plays enjoyable, because it put them into situations that they may encounter in real life. Furthermore this task encourages them to practise socio-linguistic competence. Some students ´opinions are described below:

Student 1 "Para mí el video debería utilizarse para que representemos diálogos y así mejorar nuestro Ingles. Observando videos es posible aprender muchas formas de usar el lenguaje en diferentes situaciones y creo que si se nos pide representarlas podemos aprender de una manera sencilla las expresiones que necesitamos utilizar".

Student 2 "Me gustaría que se utilizara el video en actividades que incluyan representar diálogos o situaciones porque podemos practicar lo que hemos aprendido en clases y además ser creativos para inventar una trama y utilizar las expresiones y frases necesarias en Ingles."

The last information may be also supported by the observation process: the subjects watched a short video in which characters were involved in difficult situations (predicaments) and they must find a solution to each problem and represent dialogues in front of the whole class. During the development of this activity it was noted the video keeps the learners´ attention and there was voluntary students´ participation. Furthermore when the teacher corrected some linguistic mistakes learners' attitude was positive and they do not seemed anxious or worried. For this reason the participants felt motivated in this oral activity and accomplished effectively the development of this task in which the students had to use the foreign language in a natural way.

Figure 7 Using the video to promote class discussions
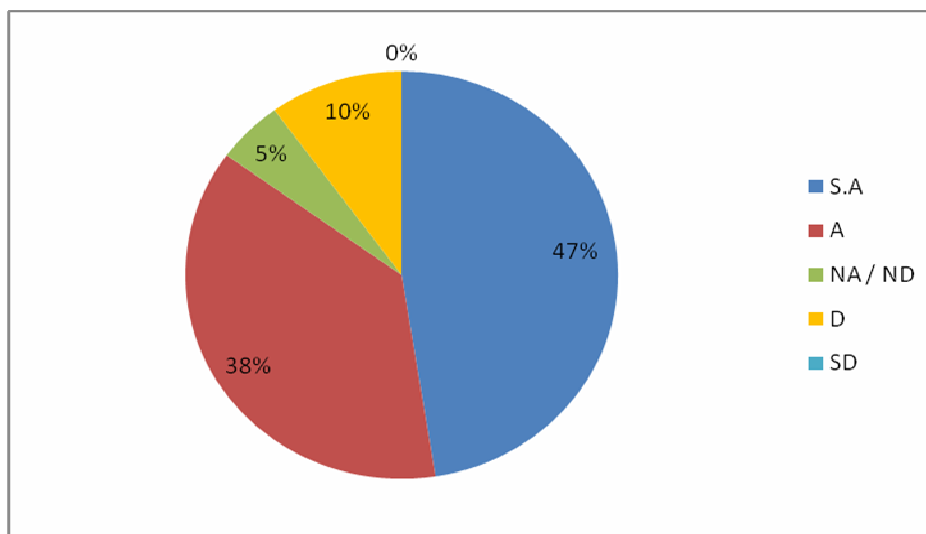
Compliant with figure 7. 87% of subjects would like video to be included in class to promote class discussions. Within the interviews most students claim this material provides suitable opportunities in which they may express their ideas and talk about their own experiences through the foreign language. Some students also state the video provides detailed information and visual clues that help them to report opinions to the whole class. According to Littlewood (1981) communicative activities may also be complemented by written or visual material which bring further aspects of the outside world into the classroom and promotes conversation sessions.

Students' views depicted below support the last information:

Student 1 "Creo que después de ver un video hay muchas sobre las cuales uno puede opinar, por eso esta actividad sería muy útil para practicar el Inglés. Además con el video es más fácil entender una situación porque se observa lo que está sucediendo y así se puede expresar lo que uno piensa utilizando el Inglés".

Student 2 " Personalmente creo que el video debería ser incluido para que se realicen discusiones de clase porque cuando uno ve una película o una historia tiene la posibilidad

de observar muchos detalles que generan espacios de opinión por ejemplo hablar de la historia o de lo que nosotros pensamos al verla   haciendo uso del idioma extranjero".

The last information clearly shows that the learners´ attitude toward using video in class discussion is predominantly positive. Observations demonstrated this material is almost never used in these types of activities. Perhaps one reason is that in high school settings syllabus are designed to enable students to develop linguistic competence rather than the communicative ability.

Figure 8 Using the video to predict actions
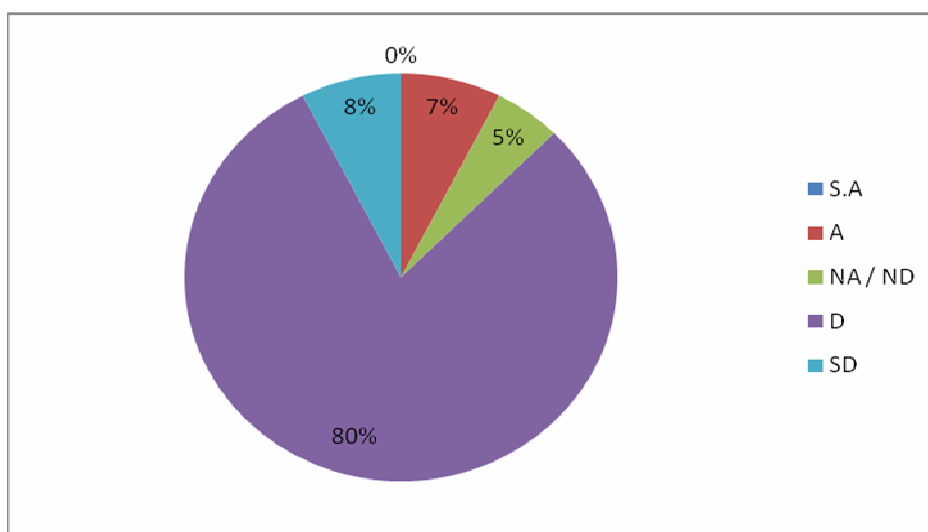
Consistent with figure 8. 88% of participants disagree and strongly disagree with the idea of using videos to predict actions. Responses to the interviews indicated this activity is never carried out in class and it is too demanding for learners. Students explain it could be difficult to understand clearly each sequence because they do not have enough proficiency in listening. Some participants also point out this task will be controlled by the teacher and his/her presence often produces anxiety to use the spoken language. Within the interviews students regard as follows:

Student 1 "Francamente creo que nunca hemos utilizado el video para predecir acciones después de ver una escena, pero si se incluyera esta actividad la verdad sería difícil para nosotros, porque para poder decir lo que va a pasar en la siguiente escena, hay que

entender muy bien lo que ocurría antes y a veces eso no es fácil ya que los personajes

hablan muy rápido en Ingles y no se alcanza a entenderlos".

Student 2 "Considero que predecir acciones luego de ver un video, nos puede ayudar a

practicar la comunicación oral, pero sinceramente no me gustaría esta actividad porque

realmente no me siento preparada para ella. A mí se me dificulta mucho entender el Inglés

y además seria incomodo porque uno tendría que hacer este ejercicio con todo el curso y

es desagradable cuando la profe le pregunta y uno está perdido y no sabe que responder".

The last assertion is also supported by Tsui (1995) who advocates that classroom

anxiety is an important factor that affects oral interaction, and it has a tremendous negative

impact on students´ self-perception and self-confidence.

Figure 9 Using the video to speculate about characters
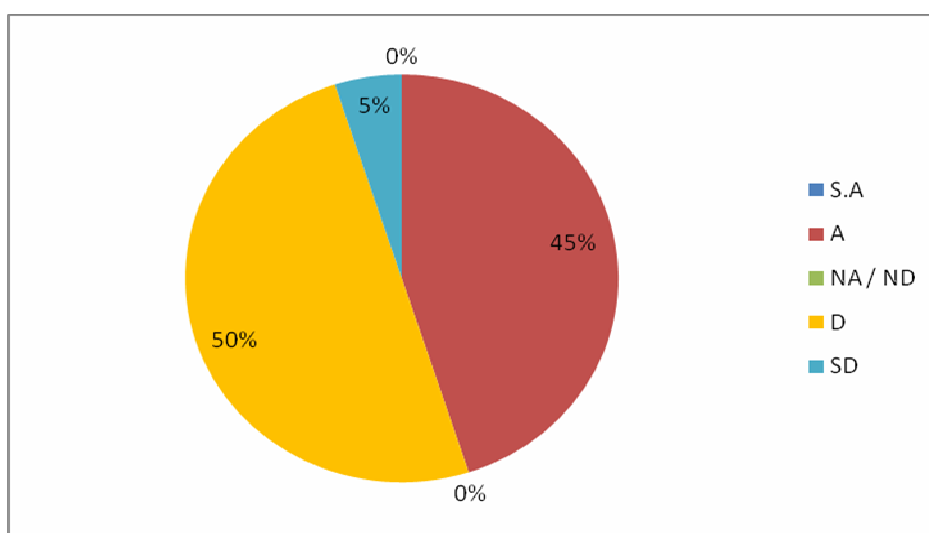
Corresponding to figure 9. 55% of learners think using video to speculate about

characters is not a useful tool to develop oral interaction. Interviews indicated learners are

not familiarized with this activity and there is a negative attitude toward the task. High

school seniors claim that describe characters or speculate about them limit students to

guess answer, but it not provides learners with opportunities to share opinions. Students´

outlooks as follows shore up the last affirmation:

Student 1: "Aunque hemos algunas veces visto videos en clase o en la sala de sistemas, nunca se nos ha pedido describir o hablar de los personajes. Sin embargo esta actividad si la hemos hecho con las ilustraciones que a veces vienen en las guías, pero creo que esto no es que nos ayude a mejorar o practicar el Inglés en forma oral, porque nada más se responde preguntas de la profe y ya."

Student 2: "Describir a los personajes de una película no creo que tenga una mayor influencia para desarrollar la habilidad oral o la interacción, porque por ejemplo uno puede decir que un personaje tenia cabello negro o era rubio y nada más, pero por ejemplo no puede dialogar con los compañeros sobre lo que hacia el bueno o el malo de la historia."

 The last judgments are also supported by Tsui (1995) who states oral interaction do not take place when students are reduced to a very passive role of answering questions and carrying out the teachers´ instructions.

Figure 10 Using the video to retell stories
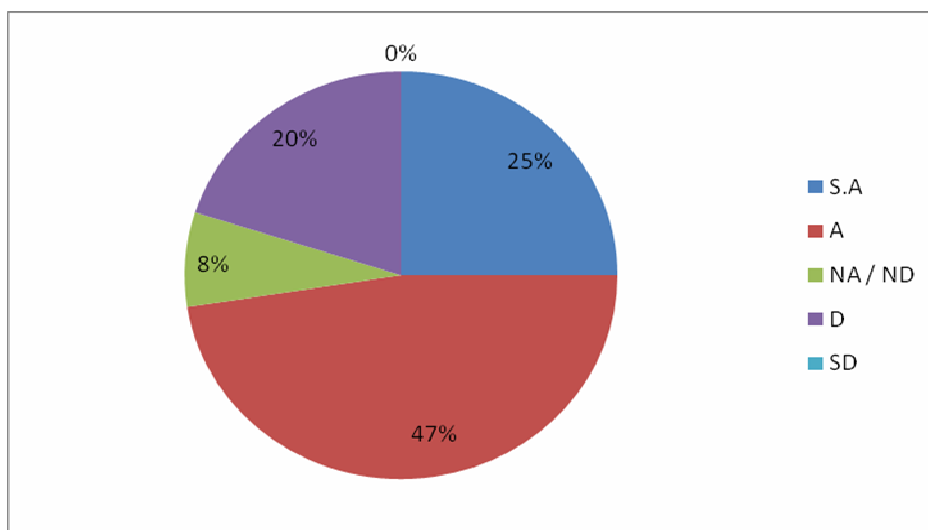
The figure 10. shows that most students (72%) think video should be included in class to retell stories and foster language practice. During the observation process in one high school students were asked to watch a video about the memories of an old man and write a short composition using the past tense and comparative/superlative adjectives, later

they must retell the events to the whole class. It was noted this activity helped students to

extend and personalize what they have learned in each class and it also encouraged general

confidence and fluency in foreign language use. Moreover some participants took the risk

to ask questions to their peers about the countries, the animals, and the people the main

character visited. In addition to that information within the interviews, students suggest

this task should be included in class more frequently.

Student 1 "Me gustaría mucho que se utilizara un material como el video en actividades

como las de contar una historia porque en primer lugar el material lo mantiene atento y

uno no se distrae y en segundo lugar porque se puede practicar y mejorar el Ingles

escuchando y contándoles lo que uno entendió a los compañeros".

Student 2 "Estoy muy de acuerdo en que se utilizara el video para recontar una historia

y es mas pienso que actividades como estas son las que deberían realizarse más a menudo

porque nos ayudan a utilizar lo que hemos aprendido no solo de forma escrita como casi

siempre lo hacemos sino también para medir nuestra capacidad con el Inglés en forma

oral".

Figure 5 uses of the video that learners prefer

	SA	A	Sum(sa +a)	%
Retell a story	10	19	29	24%
Predict an action	0	3	3	3%
Speculate about characters	0	18	18	15%
Role playing	21	14	35	29%
Class discussions	19	15	34	29%
				100%
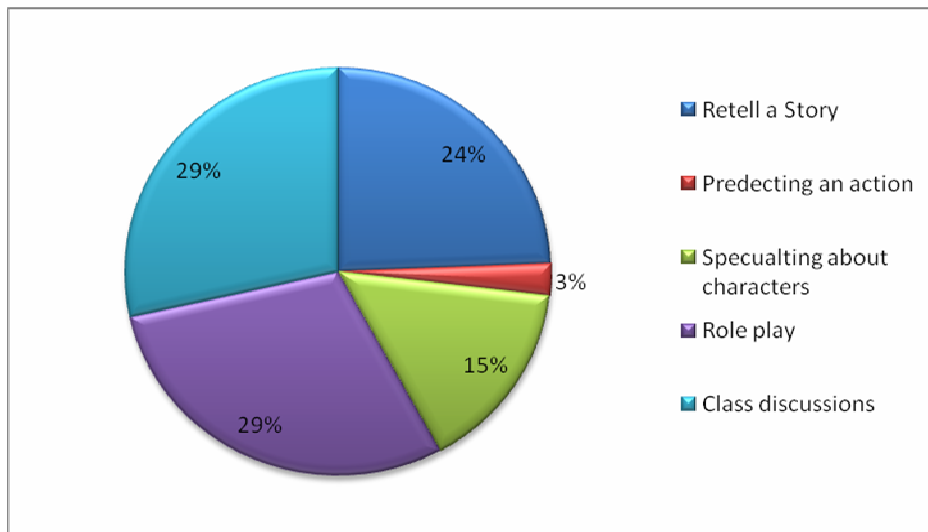
According to the results obtained from two high schools of Pasto and considering the learners´ preferences about the use of video in class Figure 11 shows that 29% of them affirm this instructional material should be used in role playing activities. The same percentage of participants (29%) agree video should be used to foster oral interaction in class discussions. 24% of them state retell a story is the best way to develop oral skills. 15% of them would like using video to speculate about characters, and only 3% point out this audio-visual aid should be used for predicting actions after watching previous scenes.

The last information shows role plays, class discussions and retell stories are the most preferable activities to high school seniors. This study found that students coincide these tasks promote group work, require communicative language use and encourage learners to participate in meaningful communication. Unfortunately, activities involving prediction of actions or speculation about characters are less attractive for learners; students explain the first is highly demanding and the second one do not foster oral interaction.

Learners´ preferences about using the tape recorder in class

It submits the uses that high schools seniors concern should be given to the tape

recorder in class in order to foster oral communication and get speaking proficiency. The results obtained are depicted below:

Figure 12 Using the tape recorder to answer comprehension questions
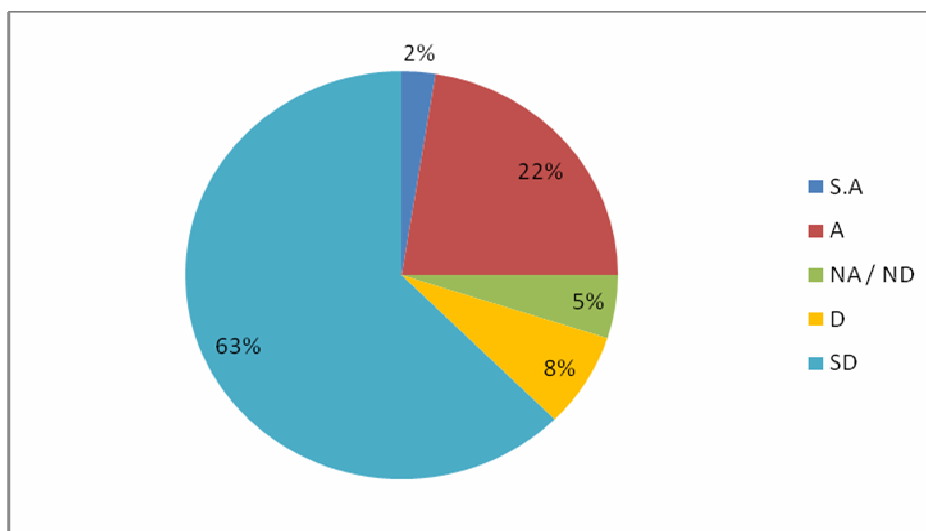
Compliant with Figure 12. 71% of high school seniors disagree with the tape recorder used to answer questions after listening a recording. In keeping with the students' opinions, although this is a very common task in class it not always promotes authentic language practice. It can be maintained the last assertion with the judgments of students as follows:

Student 1 "En algunas ocasiones la profesora nos ha hecho escuchar conversaciones en clase y luego ella nos hace preguntas sobre lo que sucede o el tiempo verbal que estaban utilizando las personas en los diálogos, pero es difícil participar porque no siempre se comprende bien la situación y tampoco se nos pide hacernos preguntas con los compañeros"

Student 2 "Esta actividad casi siempre la realizamos sobre todo porque las preguntas de las grabaciones que escuchamos aparecen en las guías de trabajo. Sin embargo nunca se nos ha pedido trabajar en grupo o interactuar con nuestros compañeros y son muy poquitos, a veces solo los más duros los que responden las preguntas de la profe"

In addition to the last information, class observations demonstrated that this material is often included in activities in which the purpose is only to develop grammatical competence. In both high schools it was noted teachers always ask learners to listen to conversations, repeat each sentence and translate it, but students were not given a context where they might practice the structures that they have learned.

Figure 13 Using the tape recorder to memorize dialogues
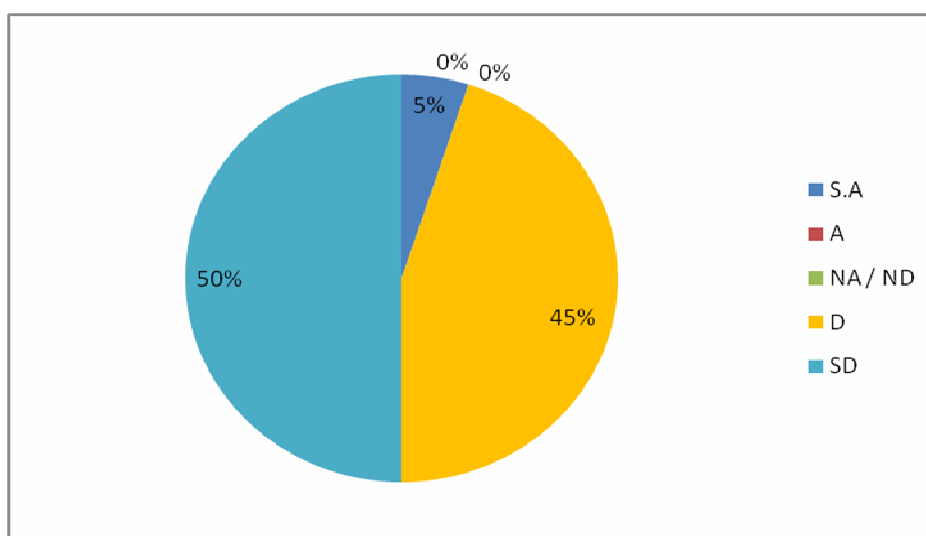
Corresponding Figure 13. most learners (95%) would not like the tape recorder to be used to memorize dialogues or conversations. Students point out this is an unnatural way to acquire the second language, because this task not provides learners with a relatively safe opportunity to try out their own ideas and exchange meanings. Some participants´ estimations are depicted below:

Student 1 "A veces tenemos que memorizar los diálogos que nos hacen escuchar o que aparecen en las hojas de trabajo y representarlos, pero es una actividad que creo no me ayuda mucho para aprender a hablar en Inglés, porque cuando tengo que recordar cada frase entonces olvido la pronunciación y si pienso en cómo se pronuncia bien ya no recuerdo lo que tenía que decir. Tal vez sería más sencillo si nosotros intentáramos esforzarnos y decir lo que realmente pensamos en ese momento".

Student 2 "Como estudiante de grado once yo creo que cuando se memoriza diálogos no nos estamos involucrando con el lenguaje, porque nos limitamos a decir lo que otros dicen y a veces siquiera se conoce bien el significado de las palabras que se está diciendo o no se sabe como pronunciarlas o, sea para mi es una manera ficticia de aprender".

The last assertions are also supported by Thompson (1996) who states that the content of what student said must not be controlled at every point by the book (making a question using prompts, answering questions about the texts, repeating a dialogue, etc). Thompson explains that in those activities the learners never choose what to say, they simply work out how to say what they are told to say.

Consistent with the information obtained in the interviews, the observation process also reflected that some students made many grammatical and pronunciation mistakes when they were asked to listen to conversations, to memorize dialogues and to represent them to the whole class.

Figure 14 Using the tape recorder to record dialogues
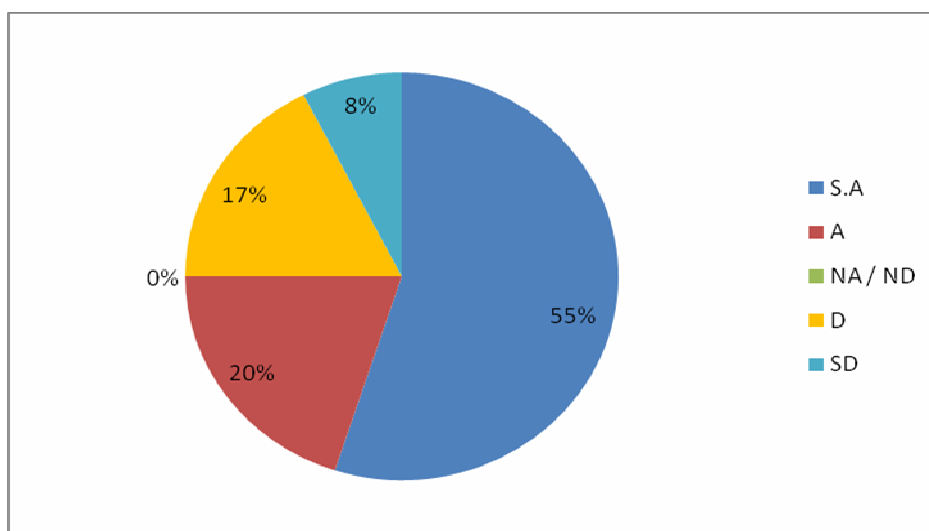
The Figure 14. passes on the learners´ opinions about using the tape recorder to record their own dialogues. In line with this research findings, 75% of students coincide this activity encourages real communication. Participants consider this task as highly

motivating, promote group work, and enable learners to develop both linguistic and socio-linguistic competence. Within the interviews students regard as follows:

Student 1 "La verdad me gustaría muchísimo que se utilizara la grabadora para que grabemos nuestros propios diálogos porque se puede trabajar con los compañeros y nos motiva mas a buscar las palabras que queremos decir en el diccionario, o revisar lo de los tiempos que hemos estudiado   para armar cada frase y sobre todo creo que esto nos ayudaría a practicar mucho mas el Ingles."

 Student 2 "Creo que hacer uso de la grabadora en esta actividad nos permitiría aprender mucho más sobre esta materia. No solamente porque para inventar las conversaciones tenemos que saber la manera correcta de escribir las palabras y pronunciarlas sino también porque podemos trabajar juntos, participar en la conversación y tratar de entendernos para hablar en Ingles"

In considering the previous information, class observations demonstrated using the tape recorder in this activity appeared to be attractive enough for learners. At the final stages of this research study in both settings the teacher asked students to do a scholar project in which they must record short dialogues using the present perfect and the past perfect tense. During two weeks it was noted that students work together to write and edit their dialogues and the task increases motivation and the students´ collaboration. At the end of the task the teacher checked out the students work with the whole class and it was found that learners made a great effort to accomplish it.

figure 15 Using the tape recorder to record interviews
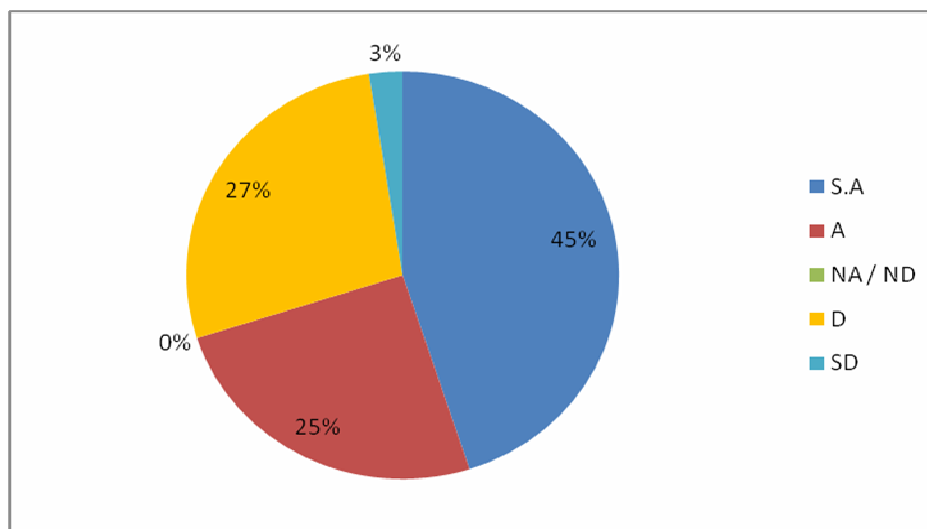
Figure 15 shows that 70% of students would like using the tape recorder to interview their classmates and interact with them. Most of learners claim this activity allow them to express their own opinions and ideas as well as know what they classmates think (likes, dislikes, personal information and so on). Moreover some students also state that simulate roles encourage oral language practice in class. Students´ estimations below support this idea:

Student 1 "Sinceramente creo que entrevistar a los compañeros y grabarlos seria una actividad muy interesante porque se trabaja más con los compañeros y se utiliza información real, por ejemplo sobre lo que a ellos les gusta hacer, sobre su cumpleaños o su edad, y de esta manera podemos practicar lo que vamos aprendiendo corrigiendo los errores que se cometen con ayuda profe y corrigiendo también la pronunciación."

Student 2 "Incluir la grabadora para entrevistar a los compañeros de clase creo que sería una forma de darle variedad a la clase de Inglés, porque se podrían inventar situaciones en las cuales se puede representar a personajes no reales o de la televisión y aprender que preguntas se pueden hacer y cómo responder. Creo que esta actividad sería muy motivante para practicar el Inglés y trabajar con los compañeros"

The last assertions are supported by Littlewood (1981) who claims that when learners are asked to perform role playing activities based on their own experiences and ones in which they must adopt a specific role they will never adopt in real life, students have a clear conception about their future needs with the foreign language. Littlewood points out that each learner should be allocated a fair proportion of roles which are more directly relevant in two senses: a) students may reasonably expect to have to perform that role in foreign language situations outside the classroom; b) students are already familiar with their roles in the native language.

However, despite the students' opinions, observations clearly demonstrate the tape recorder   is never used to record interviews.

Figure 16 Using the tape recorder to promote class discussions
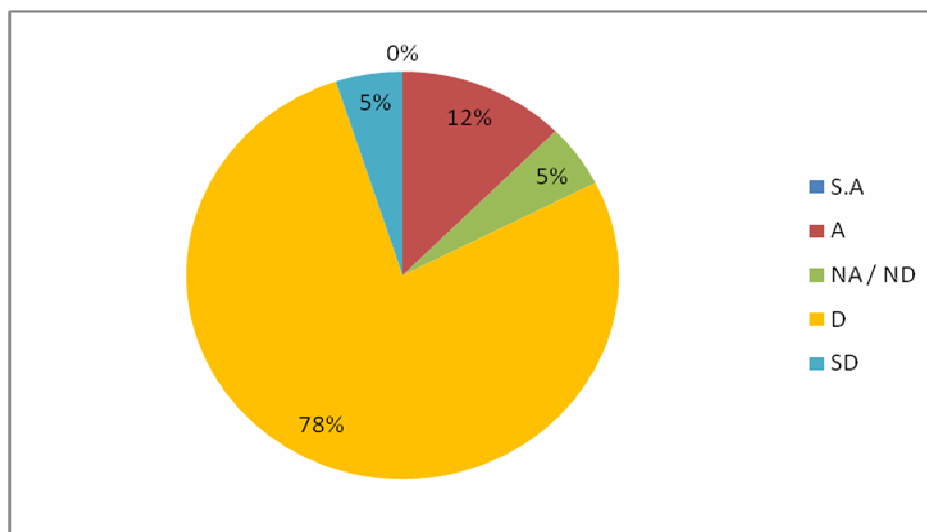
Compliant with Figure 16. 83 % of learners disagree and strongly disagree with the tape recorder used to foster class discussion in class. In keeping with the students´ opinions although this activity foster real communication, it is highly demanding for them. Learners explain they do not have much training in listening skills and they often do not understand what English speakers say. It can be maintened the last assertion with the judgements of students as follows:

Student 1 "Personalmente no me gustaría que se utilizara la grabadora en las discusiones de clase porque sinceramente no sabría que decir ya que es necesario comprender muy bien de que se trataba lo que los personajes estaban hablando y soy consciente de que es difícil entender el Ingles"

Student 2 "Crear una discusión en clase en base a una grabación seguro nos daría mucho practica con el idioma, pero no me gustaría porque siendo realistas ninguno tiene el nivel para entender bien las grabaciones y poder dar una opinión o algo así, pienso que la mayoría solo nos quedaríamos callados"

Although this study found is not common to use the tape recorder to promote class discussions, the last information shown that there is a negative learners' attitude toward the development of this task. Perhaps one reason is that learners do not feel familiarized with this activity and they are reluctant to not complete it successfully.

Figure 17 Uses of the tape recorder that students prefer

	SA	A	Sum(sa +a)	%
Comprehension questions	1	9	10	13%
Memorize dialogues	2	0	2	3%
Record dialogues	22	8	30	40%
Record interviews	18	10	28	37%
Class discussions	0	5	5	7%
				100%
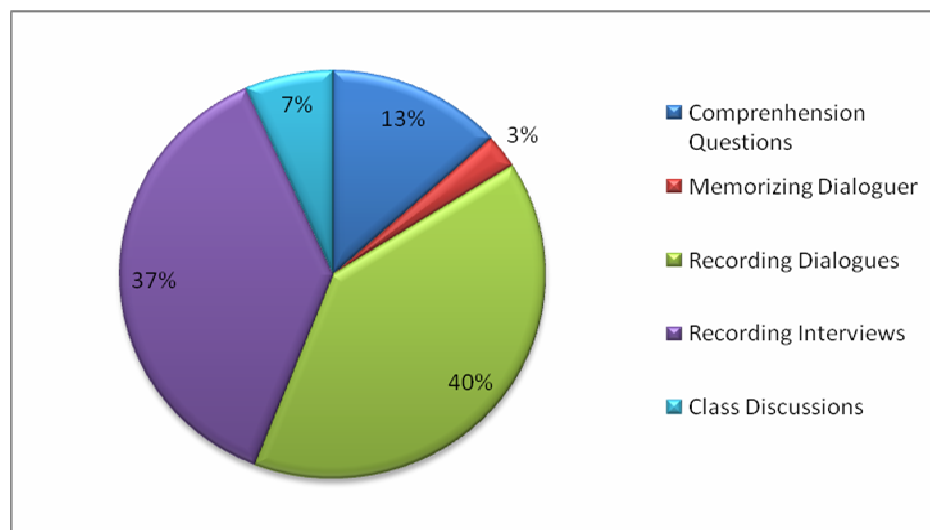
Figure 17. Regarding the learners' preferences about using the tape recorder to develop oral interaction, 40% of students affirm they would like to use this material to record their own dialogues. Almost the same average of participants (37%) answered they prefer using this material to interview their classmates; 13% of high school seniors state they would like to answer questions after listening a record; 7% of them coincide they would enjoy using the tape recorder in class discussion activities; finally, only 3% of students claim this material should be used to memorize dialogues and represent them in front of the class.

The last results mean most learners would like this material will be used to record their own dialogues and interview classmates. In line with this research findings participants coincide both activities vary the English lesson, foster cooperative work and provide learners with opportunities to practice grammatical and functional aspects of the second language.

Figure 17 also shows that activities involving answer questions, memorize dialogues and class discussions are less attractive for learners. After analyzing the students´ responses it may be conclude that using the tape recorder in these activities do not promote language practice, or is way too demanding for them.

Learners´ preferences about the uses of pictures in class

It refers to the learners´ perception with respect to the uses of pictures to encourage real communication in high school settings. The data obtained is described below:

Figure 18 Using pictures to elicitate real language
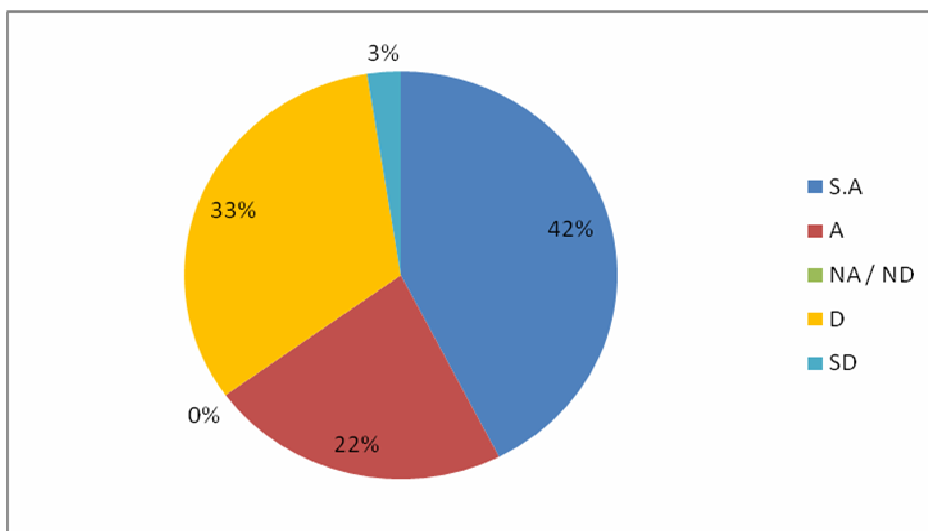
Corresponding to figure 18. 64% of learners would like pictures to be used to answer and ask questions after observing an illustration. Learners state this task provides a lot of opportunities to interact with their partners. Students might describe people, objects, places, and they might guess what just happened or what is about to happen. Students´ estimation below support these ideas:

Student 1: "Me gustaría que las imágenes se utilizara en actividades en las cuales podamos interactuar con nuestros compañeros porque creo que al formular preguntas que nos ayuden a obtener cierta información se usa el idioma Inglés para hablar sobre las personas que aparecen en la ilustración o lo que hacen"

Student 2: "Pienso que incluir imágenes en actividades en las que tengamos que interactuar contribuiría mucho en el mejoramiento del Inglés y en el manejo de esté como recurso de comunicación en el aula porque al observar una imagen y trabajar con un

compañero se podría practicar el idioma, comentando lo que se cree que sucedió en cada

imagen o lo que va a pasar."

Unfortunately, despite the learners consider this activity encourages the use of language

in class, it was noted this material is never included in these activities.

Fugure 19 Using pictures to tell stories
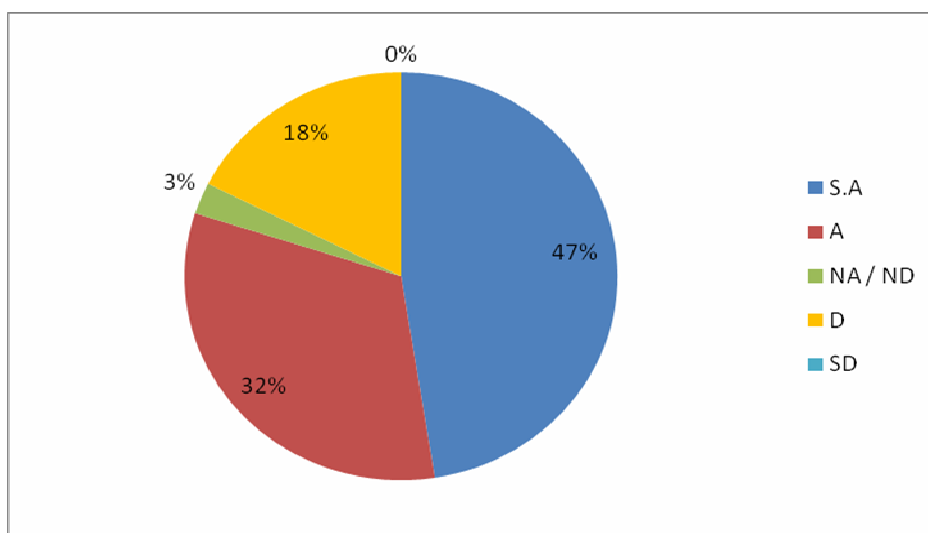
Consistent with figure 19. 79% of participants regard pictures should be used to tell

stories. In keeping with the students´ minds this task gives learners the opportunity to

revise the language learned in class (verbal tenses, connectors, adjectives. etc) and

stimulate their imagination to use the spoken language to interact with their peers.

Student 1: " Si me gustaría que se utilizara las imágenes para contar una historia o

narrarla con nuestros compañeros, porque creo que de esta manera podríamos aprender

y practicar el idioma hablando en Inglés, que es algo que se nos dificulta un poco. Se

puede trabajar con los amigos para contarles la historia que uno creo o preguntarle sobre lo

que piensan ellos. Además sería interesante porque tendríamos que ser creativos".

Student 2: "Yo disfruto mucho observar imágenes para crear historias, porque a veces la

profe nos pide escribir historias en base a las ilustraciones de las hojas de trabajo y esto

nos sirve mucho para practicar los tiempos verbales, inventar párrafos o describir cada

acción. Aunque creo que si nos beneficiaria hacerlo en forma oral porque así sea más

corto lo que uno diga, no tiene que estar siempre con el diccionario sino usar las palabras y las estructuras que uno conoce".

The last judgments are also supported by Morgan (1992) who states that pictures encourage students to use their imagination and gain a great deal of knowledge and fluency in the second language. Morgan points out that tell stories allows learners to use the language to describe characters, vary each sequence, give the story tension and determine how to finish it.

However, the observation process clearly demonstrated when students were asked to create a story after watching a picture, the purpose of the activity was that of reinforcing compositional skills (writing).

Figure 20 Using pictures to continue stories in chain
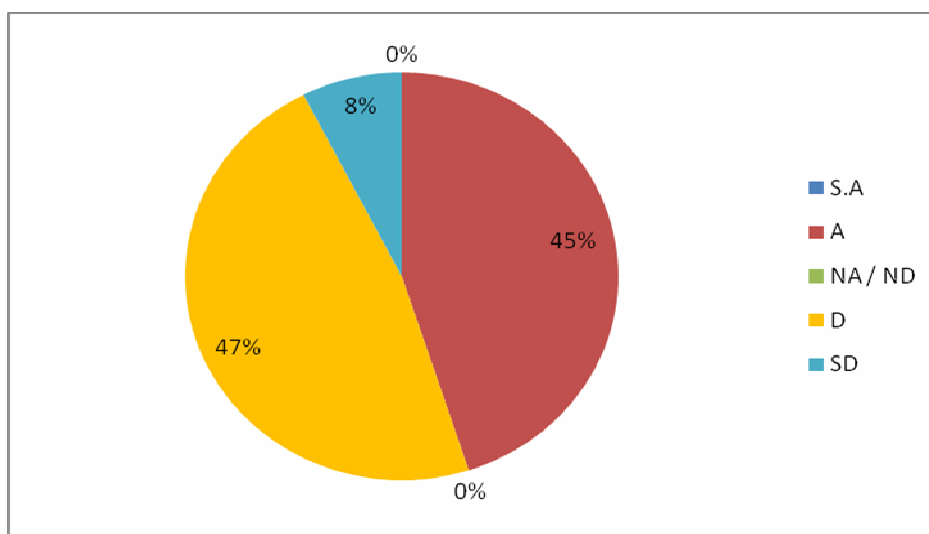
Compliant with figure 20. 53% of respondents think pictures should be included in class to continue stories in chain. High school seniors think this activity is highly motivating, promotes group work, and enables learners to practice oral communication in class. Some participants also state they need to be creative enough to continue a story in the right way, respect their classmates' turns and give reasons to justify each fact. Within the interviews students regard as follows:

Student 1 "A mí me parece que continuar una historia en cadena en base a ciertas imágenes es una actividad que se puede disfrutar mucho porque se trabaja con los compañeros practicando el idioma. También se debe estar pendiente de lo que los otros dicen para seguir el hilo de la historia."

Student 2 "Creo que las imágenes deberían utilizarse para continuar historias en cadena, porque cada uno de nosotros tendría algo que decir, aunque sea una oración sencilla en Ingles y es algo que se piensa en el momento, por eso creo que nos ayudaría a mejorar el Inglés, además se debe decir porque pasan los sucesos o como pasan. Creo que esto cambiara un poco la forma de aprender."

In accordance to the students opinions, observations also reflect there is a positive attitude toward the development of this activity, for example, in an observation, the teacher showed to the students some pictures and ask them to create a story using vocabulary related to illness (rash, sore throat, backache, etc) and modals (may, must, might, could, should, etc). Despite some learners made grammatical mistakes during the activity, most of them used the language and the structures they knew in a spontaneous right way.

Figure 21 Using the pictures to promote class discussions
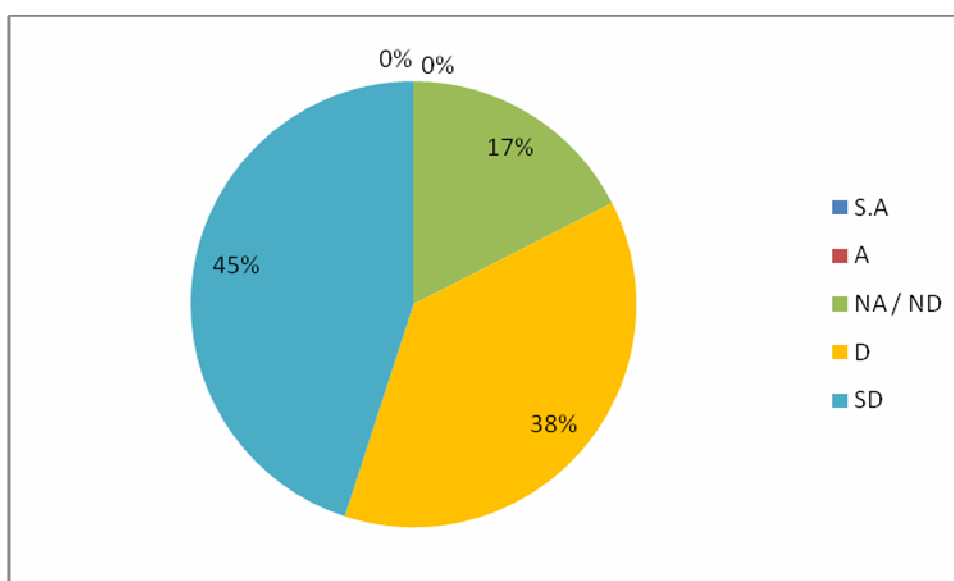
figure 21 allows to see that no one of the participants agree with pictures used to foster

class discussions. Although within the interviews students state this activity will be useful

to practice authentic communication, most of them explain this is a highly demanding task.

Learners point out they are not familiarized with the activity and they do not have much

training to talk in English about something and tell each other their opinions and ideas

concerning a topic. Within the interviews students regard as follows:

Student 1 " Utilizar las imágenes para crear una discusión en clase creo que sería muy

difícil para nosotros, porque aunque una ilustración puede dar mucho para opinar, no

proporciona muchas pistas o vocabulario para decir lo que se piensa y sinceramente no me

siento preparada para un ejercicio así".

Student 2 "Nunca se nos ha pedido discutir o conversar en Ingles con solo observar una

imagen, pero creo que hacer esto es muy difícil y también creo que no sabría que decir y

como decirlo o como contestar las preguntas que se me hagan."

Considering the last assertions, Tsui (1995) advocates that much of the students'

apprehension for using the foreign language have to do with fear, nervousness, and worry.

Tsui claims this phenomenon occurs by the fact that in the language classroom, the teacher

often focuses not only on the correctness of students' performance in terms of content, but

also in terms of form.

Figure 22 Uses of pictures that students prefer

	SA	A	Sum(sa +a)	*%*
Elicitate real language	17	9	26	34.21%
Tell stories	19	13	32	42.11%
Continue stories in chain	0	18	18	40%
Class discussions	0	0	0	0%
				100%
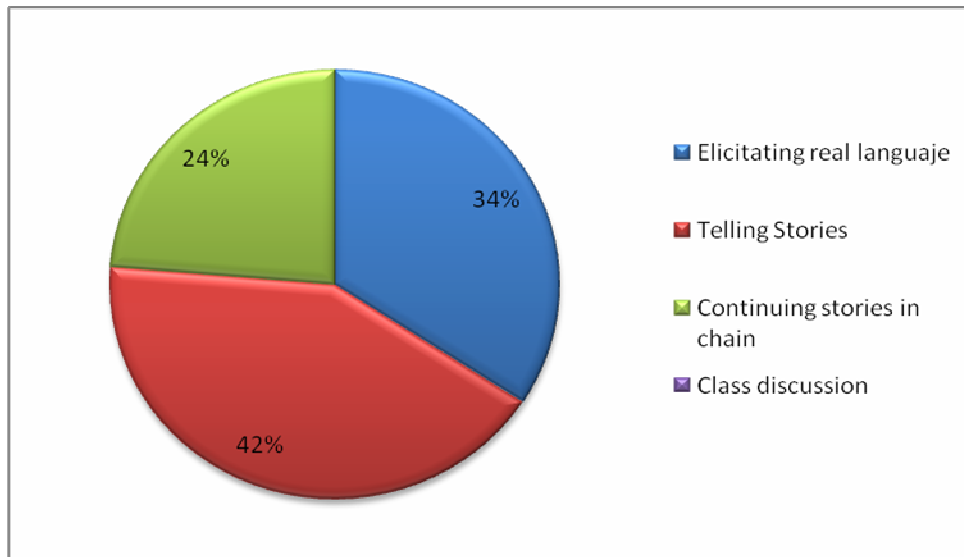
Figure 22. Concerning to the learners' preferences about the use of pictures 42% of students would like to use this material to tell stories; 34 % of them coincide with pictures used to elicitate real language; 24% of them agree it would be a good idea to use pictures for continuing stories in chain; and no one of the participants regard this material used in activities including class discussion

In accordance with the last information tell stories, elicitate real language, and continue stories in chain are the most preferable uses of pictures to high school seniors. Corresponding to the students´ opinions these activities provide favorable conditions for social interaction, and encourage learners to develop their own imagination and individuality. Moreover in these task students may ask each other questions, contradict, agree, etc.

Figure 22 also shows that activities required using pictures to promote class discussions seemed less appealing for learners. Perhaps the main reason is that they are not common enough in high school settings and learners feel they do not have enough proficiency to accomplish them.

Learners' preferences about using flash cards in class

It turns to the students´ judgments concerning to their opinions about the uses of flash cards in class to foster language practice. Next the information obtained will be reported on.

Figure 23 Using flash cards in information gap activities
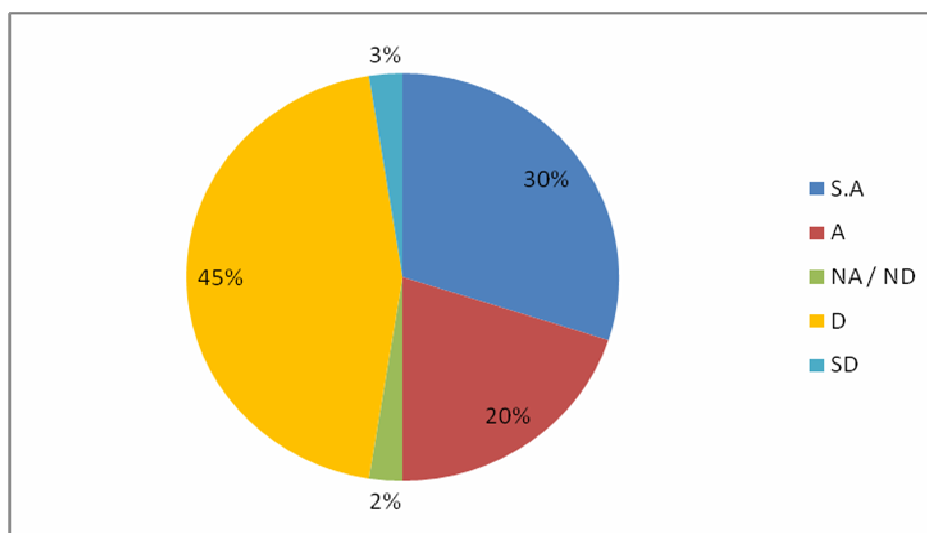
Corresponding to the results of figure 23. 50% of respondents would like flash cards to be included in class to exchange ideas and opinions with their partners and find specific information. Students coincide this activity encourage them to work in a cooperative way and enables them to use the target language as a communicative devise to get something. As Littlewood (1981) states it occurs, because information gap activities help learners to concentrate on the communication of meanings rather than the specific language forms they produce.

Moreover this task gives learners the opportunity for creating the interaction themselves. Students outlooks as follows shore up the last information:

Student 1 "Me gustaría que se utilizara este material en actividades en las cuales se tengan que utilizar el Inglés para buscar determinada información, porque creo que de esta manera se puede trabajar en grupo, y practicar el Inglés".

Student 2 "A veces en las guías hay ejercicios en los cuales se debe trabajar en parejas y hacerse preguntas para encontrar alguna información, sin embargo creo que este material es novedoso y haría esta actividad mucho más interesante, porque empezamos a ser conscientes de que para cumplirla se necesita hablar en Ingles".

In proportion to the learners´ opinions, class observations demonstrated students enjoy using this visual aid in information gap activities and they feel motivated enough. In one class the teacher prepared sets of identical pictures of a similar nature and gave a card to each student. The learners were asked to walk around the class asking the other students questions in order to find his partner. The students were not allowed to show their flash cards to anyone else, but they must ask questions using the present perfect (Have you got a card of a man, woman, animal? Has she got black/blonde/red hair?, etc). During this activity it was noted that some students feel comfortable enough using the spoken language and the activity give them a reason to use the foreign language.

Figure 24 Using flash cards to memorize words
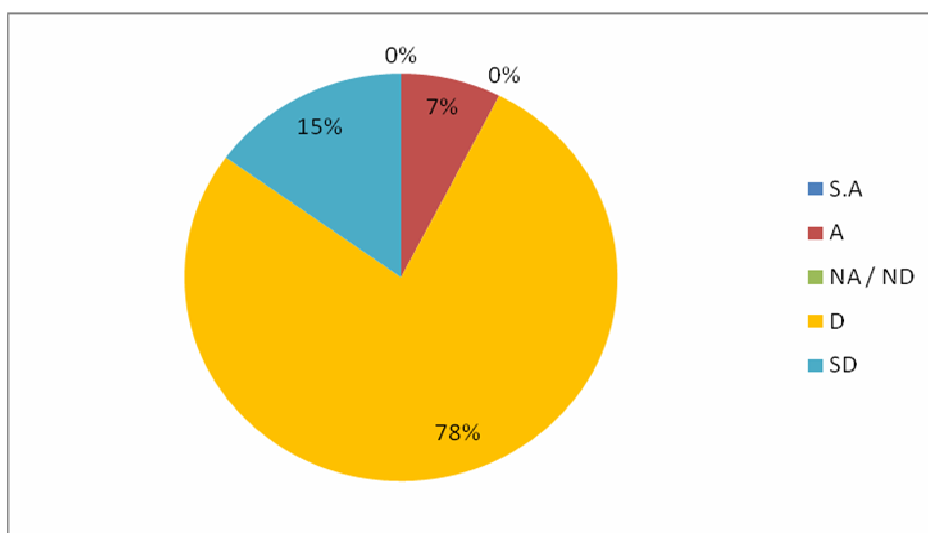
The figure 24 allows see that 93% of learners coincide flash cards should not be used to memorize words. According to them this activity does not really help them to learn vocabulary, because they easily forget what they have learnt. Moreover learners state in this task most of the work is individual. Students´ estimations below support this idea:

Student 1 "A mi me parece difícil aprender el vocabulario en Ingles, pero no creo que utilizar este material nos ayude mucho si solo tenemos que memorizar palabras, porque por ejemplo a veces en las guías aparecen ilustraciones con las palabras que hemos visto en la unidad y debemos aprenderlas para los exámenes, pero luego es seguro que nadie se acuerda de ellas"

Student 2 "Aunque este material es motivador no creo que memorizar palabras sirva mucho para que interactuemos en grupo porque aunque uno puede trabajar en parejas y ayudarse a recordar las palabras que se aprendió, esto se vuelve aburrido y no pienso que contribuya mucho a que mejoremos en esta materia."

The previous information may be supported by the observation process. At the final stages of this study the learners were given a set of flash-cards (word cards) and they were asked to find the meaning of each word in the dictionary. During the activity learners looked tired and the material seemed unattractive for them. Moreover this study found that although this material is almost never included to memorize words, this activity is very common in high school settings.

Figure 25 Using flash cards to learn vocabulary in a context
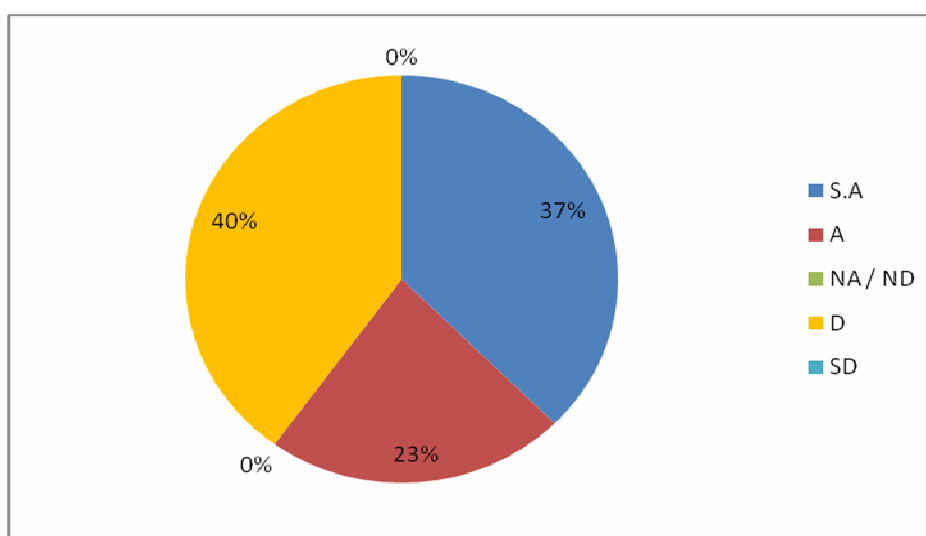
The figure 25. passes on the learners´ opinions about using flash cards to learn and practice vocabulary in a context. Most participants(60%) sometimes state that is difficult to

interact with their partners, because they do not know how to use words in determined situations. Students state also that class activities must be followed by oral practice which helps them to apply what they are learning. Within the interviews students regard as follows:

Student 1 "Personalmente creo que este material nos ayudaría mucho a aprender vocabulario si la actividad se desarrolla dentro de una situación ya que así estas palabras estarían asociadas a algo y uno sabría en que momento usarlas y así sería más probable recordarlas"

Student 2 "Me parecería bueno que se usara este material en actividades en las cuales se aprendan palabras de acuerdo a contextos, porque creo que las cartas con figuras son muy bonitas para aprender Ingles y porque creo que el problema que varios tenemos es que aunque aprendemos palabras en cada unidad, siempre las olvidamos

In spite of the learners' perception about using this material to learn words in a context, it was found that flash cards are never included in this activity.

Figure 26 Uses of flash cards that students prefer

	SA	A	SA+A	%
Learning vocabulary in a context	15	9	24	24%
Information gap activities	12	8	20	43%
Memorizing words	0	3	3	6 %
				100%
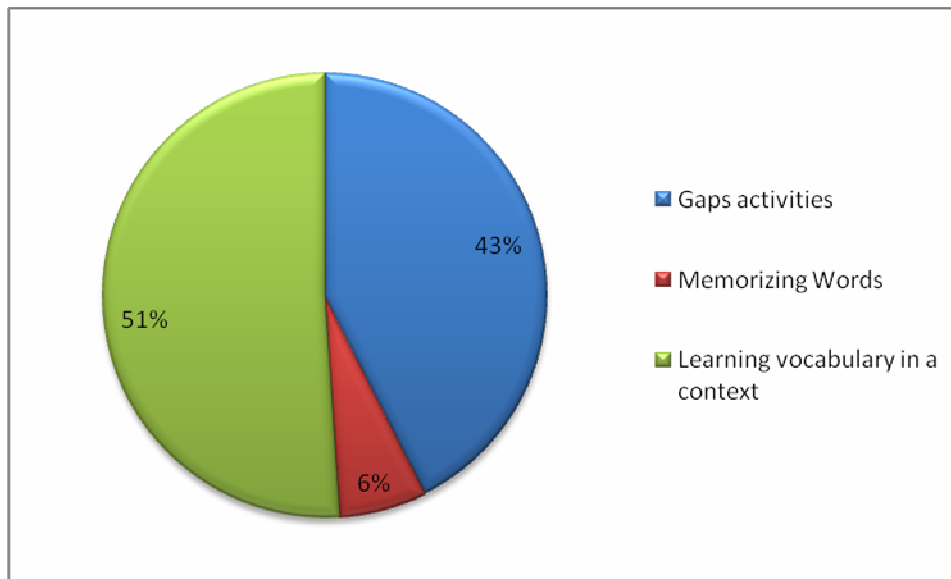
In Figure 26. 51 % of learners coincide with flashcards used to learn vocabulary in a context; 43% of them answered they would like to use flashcards in information gap tasks; almost 6% of them state this material should be used to memorize words.

In accordance to the last information most high school seniors prefer this material to be used in activities that promote group work and encourage learners to learn the vocabulary in a context where they can understand why they are learning a second language for.

In conclusion after regarding the results found about the types and uses of audio-visual aids (video, tape recorder, pictures, and flash cards) that the learners prefer, most students support the idea that including materials in class is useful to develop oral interaction activities. According to this research findings, video as well as pictures are really attractive visual resources for high school seniors, and using these materials in group work and role playing activities increases students interaction and enhance the language practice in class.

Discussion

Regarding the high school seniors´ perception about the types and uses of audio-visual aids (video, tape recorder, pictures, flash cards) to foster oral interaction in class, this study reflects on that despite some variations the learners´ attitude toward these materials is positive.

The findings revealed that most of the students would like videos and pictures to be included in class. In the same way a high percentage of learners claim that these audio-visual resources should be used to encourage learners to practice the functional aspects of the language and promotes group work activities (role-plays, storytelling, continue stories in chain, information gap activities, etc.). However, it was also found that students´ attitude towards the use of the tape recorder and flash cards vary according to the use that the teachers give to them. Although, learners feel highly motivating when they are asked to record their own dialogues, interview their classmates, or interact with their peers in order to find specific information, some of them seemed to be reluctant when they have to answer questions after listening to a conversation, or memorizing vocabulary.

There are some possible reasons that could explain the last results. As said by Mejia (2001) nowadays, most teenagers learn better by seeing what they are learning, it is because they spend much time with technological resources like the computer and the T.V. Perhaps the learners´ perception related to the tape recorder and flash cards is not the same because of the lack of listening proficiency, and the overuse of grammatical exercises in which the role of students is that of memorizing words.

This study has taken a step in the direction of identifying the high school seniors' preferences about the types and uses of some audio-visual aids to foster communicative situations in class. It is possible, of course, that other studies produce entirely different results. In addition, it is important to emphasize that the methodology of this research limit

our interpretations, hence observation, interviews and questionnaires receive a strong influence from external factors such as the seting , the teachers´ and the learners' willingness to participate in each phase of this work.

The information obtained intends to serve as a contribution for high schools in Pasto, but it is important this study will be replicated in other settings in order to determine the students' perception about including audio-visual materials to promote oral interaction in class.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

To put it briefly, in two high schools, the outcomes demonstrated that the video is the learning resources more preferable for students. Pictures are more used to practise grammatical structures and writing. They are sometimes used to practise oral interaction. Flash cards are rarely used to develop speaking skill. This resource is more used to facilitate the learning of vocabulary; for that reason, learners prefer the use of pictures in oral communication tasks more than flash cards.

It may be observed that learners are not familiarized enough with the use of video, pictures, flash cards and tape recorder in oral activities. However, most students state that the audio-visual materials are important because they encouragee the use of the foreign language in real contexts.

Video is the learning tool that students prefer the most because of the combinations of images and sounds, which facilitate the comprehension of a foreign language. Tape recorder, pictures and flash cards are less preferable for students because they do not practise the English in oral activities that include frequently these aids. It was observed that learners select the audio-visual materials according to their own learning strategies too.

The use of video in role playing, retell a story and class discussion are very helpful for learners; these activities promote group work which helps them to develop the oral interaction easier.

Class discussions are more motivating with the use of video than tape recorder, pictures and flash cards. Through this resource, students are able to see the gestures and actions of the characters as well as the environment where the play is developed. All these clues help learners to understand the situation or the topic. Discussions are a demanding task with the

use of tape recorder, pictures and flash cards because they do not provide the enough clues to understand the new language.

In the two High Schools, tape recorder is more effective in activities such as: tape dialogues and interviews' students. Comprehension questions and class discussion are less preferable because they do not have enough training in listening due to constraint of time. Besides, memorizing dialogues activities are not appealing because they are a mechanical way to learn the oral communication.

Including pictures in oral activities: activities such as elicit real language, retell stories and continuing stories in chain, give the opportunity to the learners to train as much as possible in listening and speaking.

Flash cards are a better learning resource if they are included in gap information activities and are used to facilitate the learning of vocabulary. Gap information tasks create pleasant environments where learners have the opportunity to interact with their classmates. The learning of vocabulary in a context using this material helps learners to memorize them without difficulty and use them appropriately in their oral communication practice.

Bearing in mind the results obtained through this research the main recommendations to put forward are:

It is important that teachers often use the different instructional materials to promote different oral activities to help students to develop their speaking skill as well as the other skills.

It is necessary to know what learning strategies students have in order to select the appropriate audio-visual materials, in order to teach effectively. According to Finocchiaro (1999) it is necessary that teachers know as much as they can about their students, with the objective of preparing the various parts of their lessons and select the appropriate materials of instruction. The author establishes that students are an important consideration in teaching.

The audio-visual materials promote activities as follows: role playing, dialogues, retell stories, continuing stories in chain, comprehension question tasks, gap information activities and discussions. These oral activities may be applied on each level of proficiency in the high schools. In this way, students can be familiarized with the use of the materials and the activities.

 In conclusion, using the teaching and learning materials in oral activities motivates the learning process of the speaking skill. Furthermore, this process takes place if the use of audiovisual aids and oral tasks are related to the abilities, needs and preferences of the students.

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ANNEXES

Class observation

1. ¿Cuántos estudiantes hay en clase?_____

2. ¿Durante la clase de Ingles que materiales el profesor utiliza?

a. book   e. pictures

b. photocopies   f. flash cards

c. video   g. other. which?_____

d.tape recorder

3. ¿Cuando se incluye el video en clases la actitud de los estudiantes es positiva o negativa? ¿Por que?

4. ¿Cuándo se incluye la grabadora en las clases los estudiantes se sienten cómodos con el material? ¿Por que?

5. ¿Cuando se incluyen las imágenes en clases los estudiantes se mantienen atentos a las explicaciones del profesor y su actitud es positiva? ¿Por que?

6. ¿Cuando se incluye flash cards en clases los estudiantes sienten interés por los temas tratados y / o hacia al material? ¿Por que?

7. ¿Cuándo se utiliza materiales de instrucción que habilidades del lenguaje se espera los estudiantes desarrollen?

     a. Speaking   b. Listening   c. Reading

d.Writing

8. ¿Cuando se utiliza materiales de instrucción que componentes del lenguaje se espera que los estudiantes practiquen?

     a. Grammar   b. Vocabulary   d. Pronunciation

9. ¿Durante la clase el video es utilizado para promover la practica oral y el trabajo en grupo? ¿En que tipo de actividades?

10. ¿Cuando el profesor incluye el video para promover actividades orales, los estudiantes se interesan se motivan y participan activamente en la tarea?

11. ¿Durante la clase la grabadora es utilizada para promover la practica oral y el trabajo en grupo? ¿En que tipo de actividades?

12. ¿Cuando el profesor incluye la grabadora para promover actividades orales, los estudiantes se interesan se motivan y participan activamente en la tarea?

13 ¿Durante la clase las imágenes son utilizadas para promover la practica oral y el trabajo en grupo? ¿En que tipo de actividades?

14 ¿Cuando el profesor incluye las imágenes para promover actividades orales, los estudiantes se interesan se motivan y participan activamente en la tarea?

15 ¿Durante la clase el video es utilizado para promover la practica oral y el trabajo en grupo? ¿En que tipo de actividades?

16. ¿Cuando el profesor incluye el video para promover actividades orales, los estudiantes se interesan se motivan y participan activamente en la tarea?

17. ¿Durante la clase las flash cards son utilizadas para promover la practica oral y el trabajo en grupo? ¿En que tipo de actividades?

18. ¿Cuando el profesor incluye flash cards para promover actividades orales, los estudiantes se interesan se motivan y participan activamente en la tarea?

Students´ interview

Conteste las siguientes preguntas de acuerdo a sus intereses y gustos particulares explicando su respuesta.

1. ¿Le gustaría que se incluyera el video en clase para practicar la comunicación oral e intercambiar opiniones e ideas con sus compañeros haciendo uso del Ingles? ¿Si, No? ¿Por qué?

_____

_____

_____

_____

_____

_____

_____

2. ¿Cree usted que seria buena idea incluir un recurso como la grabadora para practicar la comunicación en el aula? ¿Si, No?   ¿Por qué?

_____

_____

_____

_____

_____

_____

_____.

3. ¿Considera que incluir imágenes en la clase promueve la practica oral del Ingles generando espacios para intercambiar opiniones e ideas con sus compañeros? ¿Si, No? ¿Por qué?

_____

_____

_____

_____

_____

_____

_____.

4. ¿Cree usted que incluir materiales como flash cards (cartas con imágenes o palabras impresas que se utilizan para la enseñanza del Ingles) seria útil para practicar el Ingles oralmente e interactuar con sus compañeros. ¿Si, No? ¿Por qué?

_____

_____

_____
_____
_____
_____
_____.

5. De los siguientes materiales mencionados (video, grabadora, imágenes, flash cards) ¿Cuál o cuales considera usted son los más apropiados incluir para promover la comunicación oral y la interacción en clase? ¿ ¿Por qué?

_____
_____
_____
_____
_____
_____
_____.

Encierre en un circulo la respuesta que considere es para usted la mas conveniente y explique la razón de su elección.

6. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** al video para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

a. Representar o dramatizar escenas de diálogos vistos.

b. Predecir una situación después de ver una escena.

c. Especular sobre la edad, profesión e intereses de los personajes que aparecen en la historia

d. Promover discusiones en clase en base a un tema presentado.

Me gustaría que el video se utilizara en las clases de Ingles para_____
___
_____
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porque_____

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No me gustaría que el video se utilizara en las clases de Ingles

para_____

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7. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a la grabadora para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Escuchar grabaciones y responder las preguntas que el profesor formule respecto a ellas.
   b. Memorizar diálogos y representarlos frente a la clase
   c. Inventar y grabar sus propios diálogos considerando   las estructuras y el vocabulario aprendido en clase.
   d. Realizar entrevistas a los compañeros de clase y grabarlas.
   e. Promover discusiones en clase, presentando opiniones sobre un tema, luego de escuchar una grabación.

Me gustaría que la grabadora se utilizara en las clases de Ingles

para_____

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No me gustaría que se utilizara la grabadora en las clases de Ingles

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8. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las imágenes para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

a. Actividades que involucren formular preguntas y contestar respuestas para obtener información, luego de observar una ilustración (What is she doing?...)

b. Crear y contar una historia en base a una ilustración.

c. Contar historias en grupo siguiendo una secuencia de imágenes.

d.   Promover discusiones de clase.

Me gustaría que se utilizara imágenes en las clases de Ingles

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No me gustaría que se utilizara imágenes en las clases de Ingles

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9. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las flash cards para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

    a. Actividades que requieran interacción entre los estudiantes para encontrar una información determinada (formulación de preguntas/ contestar respuestas para cumplir una tarea)

    b. Memorizar vocabulario

    c. Aprender el vocabulario o expresiones que se debe emplear en un contexto determinado (HOSPITAL – doctor-nurse-prescription ect)

Me gustaría que se utilizara flash cards en las clases de Ingles

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No me gustaría que se utilizara flash cards en las clases de Ingles

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Gracias

Students´ questionnaire

INFORMACION GENERAL

Genero   M____   F____

Años cumplidos   15___ 16___ 17___ 18___ 19___

Las afirmaciones que aparecen a continuación son opiniones sobre algunos diferentes tipos de materiales de enseñanza y sobre sus usos para promover espacios de interacción en clase. Por favor indique con una **X** una de las alternativas siguientes señalando que tan de acuerdo esta usted con cada una de estas opiniones.

5: Totalmente de acuerdo (TDA)   3: Indeciso (I)   1. Totalmente
                                                                  En desacuerdo (TED)

4: De acuerdo (DA)   2: En desacuerdo (ED)

Tipos de ayudas audio-visuales y visuales	5 TDA	4 DA	3 I	2 ED	1 TED
1 El video debería utilizarse para que los estudiantes puedan intercambiar ideas practicando funciones del lenguaje (saludar, despedirse, dar una opinión etc.)					
2. La grabadora debería utilizarse para que los estudiantes puedan					

Usos de las ayudas audio-visuales y visuales	5 TDA	4 DA	3 I	2 ED	1 TED
5. Las imágenes deberían utilizarse para que los estudiantes puedan intercambiar ideas practicando funciones del lenguaje (saludar, despedirse, dar una opinión etc.)					
6. Las flash cards (cartas con imágenes o palabras impresas en ellas) deberían utilizarse para que los estudiantes puedan intercambiar ideas practicando funciones del lenguaje (saludar, despedirse, dar una opinión etc.)					
7. Incluir el video en clase para que el estudiante pueda especular sobre la edad, profesión e intereses de los personajes que aparecen en una historia promueve el desarrollo de habilidades orales generando espacios de interacción					
8. Incluir el video en clase para que el estudiante represente escenas de los diálogos vistos promueve el desarrollo de habilidades orales generando espacios de interacción					
9. Incluir el video en clase para que los estudiantes discutan sobre un tema tratado promueve el desarrollo de habilidades orales generando espacios de interacción					
10. Incluir la grabadora para que los estudiantes escuchen una grabación y mas tarde respondan preguntas a propósito de esta promueve el desarrollo de habilidades orales generando espacios de interacción					
11. Incluir la grabadora en clase para desarrollar habilidades orales como memorizar diálogos cortos y representarlos frente a la clase promueve el desarrollo de habilidades orales generando espacios de interacción					
12 Incluir la grabadora en clase para que los estudiantes					

produzcan y graben sus propios diálogos promueve el desarrollo de habilidades orales generando espacios de interacción					
13.Incluir la grabadora en clase para que los estudiantes realicen entrevistas a sus compañeros promueve el desarrollo de habilidades orales generando espacios de interacción					
14. Incluir la grabadora en clase utilizada para discutir sobre un tema en particular promueve el desarrollo de habilidades orales.					
15. Incluir ayudas visuales como las imágenes en actividades que involucren preguntas y respuestas promueve el desarrollo de habilidades orales generando espacios de interacción					
16. Incluir ayudas visuales como las imágenes para contar historias de acuerdo a una secuencia promueve el desarrollo de habilidades orales generando espacios de interacción.					
17. Incluir ayudas visuales como las imágenes para contar historias en cadena promueve el desarrollo de habilidades orales generando espacios de interacción.					
18. Incluir ayudas visuales como las imágenes para discutir u opinar en base a una ilustración promueve el desarrollo de habilidades orales generando espacios de interacción.					
19. Incluir ayudas visuales en actividades en las cuales los estudiantes necesiten comunicarse en Ingles para encontrar determinada información promueve el desarrollo de habilidades orales generando espacios de interacción.					
20. Incluir ayudas visuales como flashcards para memorizar vocabulario sin un contexto determinado promueve el desarrollo de habilidades orales					

generando espacios de interacción.				
21. Incluir ayudas visuales como flashcards en clase para aprender vocabulario dentro de un contexto (en el restaurante: food, waitress, waiter, cook…) promueve el desarrollo de habilidades orales generando espacios de interacción.				

High shool seniors' interviews

Student # 1

1. ¿Le gustaría que se incluyera el video en clase para practicar la comunicación oral e intercambiar opiniones e ideas con sus compañeros haciendo uso del Ingles? ¿Si, No? ¿Por qué?

R/ Si me gustaría mucho que se utilizara el video porque este material cambia un poco el ambiente de clases y creo también podría usarse dentro de actividades que nos ayuden a los estudiantes a mejorar la comunicación oral en Ingles.

2. ¿Cree usted que seria buena idea incluir un recurso como la grabadora para practicar la comunicación en el aula? ¿Si, No? ¿Por qué?

R/ Creo que la grabadora es un material que sirve mucho para aprender Ingles, porque se puede escuchar la correcta pronunciación de las palabras lo que me parece fundamental si queremos comunicarnos en este idioma

3. ¿Considera que incluir imágenes en la clase promueve la práctica oral del Ingles generando espacios para intercambiar opiniones e ideas con sus compañeros? ¿Si, No? ¿Por qué?

R/ Personalmente me gusta mucho cuando en los talleres a veces trabajamos con las imágenes que aparecen en las guías, porque de alguna manera podemos ser creativos y creo que también se puede trabajar con los compañeros en grupo.

4. ¿Cree usted que incluir materiales como flash cards (cartas con imágenes o palabras impresas que se utilizan para la enseñanza del Ingles) seria útil para practicar el Ingles oralmente e interactuar con sus compañeros. ¿Si, No? ¿Por qué?

R/ La verdad es que aunque no siempre utilizamos este material si creo que se lo debería incluir mas a menudo porque este puede ser útil para desarrollar ejercicios o actividades que requieran reunirse un grupo o trabajar en parejas para practicar el Ingles.

5. De los siguientes materiales mencionados (video, grabadora, imágenes, flash cards) ¿Cuál o cuales considera usted son los más apropiados incluir para promover la comunicación oral y la interacción en clase? ¿Si, No? ¿Por qué?

R/ El material que a mi más me gustaría que se incluyera es el video, porque creo que logra mantenerlo a atento y mas interesado en un tema, además se pueden realizar muchas actividades que involucren expresar nuestras ideas en Ingles para mejorar nuestro nivel académico en esta materia.

6. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** al video para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

a. Representar o dramatizar escenas de diálogos vistos.

b. Predecir una situación después de ver una escena.

c. Especular sobre la edad, profesión e intereses de los personajes que aparecen en la historia

d. Promover discusiones en clase en base a un tema presentado

R/ Me gustaría que el video se utilizara en las clases de Ingles para representar diálogos y dramatizaciones Porque este material genera una mayor participación en clase, se aprenden expresiones o frases que a veces los personajes utilizan para comunicarse y que nos servirían también a nosotros.

R/ No me gustaría que el video se utilizara en las clases de Ingles para predecir escenas después de ver una película, porque no siempre es senillo entender lo que los personajes dicen en Ingles, lo que dificulta la participación en este tipo de actividades.

7. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a la grabadora para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

a. Escuchar grabaciones y responder las preguntas que el profesor formule respecto a ellas.

b. Memorizar diálogos y representarlos frente a la clase

c. Inventar y grabar sus propios diálogos considerando las estructuras y el vocabulario aprendido en clase.

d. Realizar entrevistas a los compañeros de clase y grabarlas.

e. Promover discusiones en clase, presentando opiniones sobre un tema, luego de escuchar una grabación.

R/ Me gustaría que la grabadora se utilizara en las clases de Ingles para realizar entrevistas a los compañeros porque considero que de esta manera podríamos trabajar con nuestros compañeros y también practicar lo que aprendemos de una manera mucho mas dinámica.

R/ No me gustaría que se utilizara la grabadora en las clases de Ingles para promover discusiones de clase, porque nunca lo hemos hecho y creo también que no estamos listos para hacerlo. A veces, por ejemplo no se logra comprender de lo que se trata un tema, por eso es difícil opinar

8. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las imágenes para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

a. Actividades que involucren formular preguntas y contestar respuestas para obtener información, luego de observar una ilustración (What is she doing?...)

b. Crear y contar una historia en base a una ilustración.

c. Contar historias en grupo siguiendo una secuencia de imágenes.

d. Promover discusiones de clase.

R/ Me gustaría que se utilizara imágenes en las clase de Ingles para contar historias siguiendo una secuencia porque esta seria una buena forma de practicar el Ingles en forma ora, que creo es importante para nosotros además se debe estar pendiente a lo que dicen los compañeros para saber que decir.

R/ No me gustaría que se utilizara imágenes en las clases de Ingles para promover discusiones de clase, porque para la mayoría de nosotros seria difícil tener que decir solo observando una imagen, además creo que es necesario conocer mucho vocabulario y sinceramente yo no sabría como hacerlo.

9. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las flash cards para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Actividades que requieran interacción entre los estudiantes para encontrar una información determinada (formulación de preguntas/ contestar respuestas para cumplir una tarea)

   b. Memorizar vocabulario

   c. Aprender el vocabulario o expresiones que se debe emplear en un contexto determinado (HOSPITAL – doctor-nurse-prescripción ect)

R/ Me gustaría que se utilizara flash cards en las clase de Ingles para promover actividades que incluyan interacción entre los estudiantes, como por ejemplo encontrar una determinada información porque creo que así nosotros tendríamos que intentar utilizar el Ingles como un medio de comunicación y además utilizar este recurso haría las actividades todavía mas interesantes.

R/ No me gustaría que se utilizara flash cards en las clases de Ingles para memorizar vocabulario porque lo que menos disfruto es aprender listas de palabras, y aunque a veces

con los dibujos se puede recordar mejor, realmente no nos sirve para comunicarse con nuestros compañeros.

Gracias.

Student #2

1¿Le gustaría que se incluyera el video en clase para practicar la comunicación oral e intercambiar opiniones e ideas con sus compañeros haciendo uso del Ingles? ¿Si, No? ¿Por qué?

R/ Si se debería incluir este material en clases. Creo que el video es un material que le permite a uno practicar y mejorar la manera de comunicarnos usando este idioma. Cuando a veces miramos videos, luego podemos dar nuestra opinión acerca de este o decir como eran los personajes que aparecían en la historia.

 2. ¿Cree usted que seria buena idea incluir un recurso como la grabadora para practicar la comunicación en el aula? ¿Si, No? ¿Por qué?

R/ Pienso que la grabadora es un recurso que siempre debe incluirse en clase ya que escuchar el Ingles es importante, para corregir nuestra pronunciación y además responder las preguntas de las guías, luego de escuchar las conversaciones nos ayuda a mejorar la manera de hablar en este idioma.

3. ¿Considera que incluir imágenes en la clase promueve la practica oral del Ingles generando espacios para intercambiar opiniones e ideas con sus compañeros? ¿Si, No? ¿Por qué?

R/ Si creo que este material sirva mucho para que practiquemos el idioma, porque existen varias actividades en las cuales se pueden incluir las imágenes y trabajar juntos para colaborarnos entre todos, intercambiando ideas.

4. ¿Cree usted que incluir materiales como flash cards (cartas con imágenes o palabras impresas que se utilizan para la enseñanza del Ingles) seria útil para practicar el Ingles oralmente e interactuar con sus compañeros. ¿Si, No? ¿Por qué?

R/ Si seria útil, porque es un material diferente y que también puede incluirse para que los estudiantes trabajemos en grupo y podamos de alguna manera practicar lo que aprendemos en las unidades vistas.

5. De los siguientes materiales mencionados (video, grabadora, imágenes, flash cards) ¿Cuál o cuales considera usted son los más apropiados incluir para promover la comunicación oral y la interacción en clase? ¿Por qué?

R/ El video y las imágenes, porque ambos me parecen entretenidos para aprender a hablar en Ingles y porque se pueden hacer muchas cosas, así como por ejemplo actividades en las que podamos participar todos y estos recursos son atractivos.

6. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** al video para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

    a. Representar o dramatizar escenas de diálogos vistos.

    b. Predecir una situación después de ver una escena.

    c. Especular sobre la edad, profesión e intereses de los personajes que aparecen en la historia

    d. Promover discusiones en clase en base a un tema presentado.

R/ Me gustaría que el video se utilizara en las clases de Ingles para contar historias porque, en primer lugar el material lo mantiene a uno atento y uno se distrae y en segundo lugar porque se pude practicar y mejorar el Ingles escuchando y contándoles lo que uno entendió a los compañeros.

R/ No me gustaría que el video se utilizara en las clases de Ingles para especular sobre la edad y profesión de los personajes, porque creo que no nos involucramos realmente en situaciones en las cuales podamos hablar en Ingles y simplemente la actividad nos limita a responder preguntas

7. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a la grabadora para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Escuchar grabaciones y responder las preguntas que el profesor formule respecto a ellas.

   b. Memorizar diálogos y representarlos frente a la clase

   c. Inventar y grabar sus propios diálogos considerando las estructuras y el vocabulario aprendido en clase.

   d. Realizar entrevistas a los compañeros de clase y grabarlas.

   e. Promover discusiones en clase, presentando opiniones sobre un tema, luego de escuchar una grabación.

R/ Me gustaría que la grabadora se utilizara en las clases de Ingles para promover actividades en las cuales debamos producir y grabar nuestros propios diálogos porque nos permite lograr una integración con nuestros compañeros y tendríamos la oportunidad de revisar lo que hemos estudiado en clases, del mismo modo ser creativos.

R/ No me gustaría que se utilizara la grabadora en las clases de Ingles para las discusiones de clase porque sinceramente no sabría que decir ya que es necesario comprender muy bien de que se trataba lo que los personajes hablaban y yo soy consciente de que es difícil entender el Ingles.

8. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las imágenes para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Actividades que involucren formular preguntas y contestar respuestas para obtener información, luego de observar una ilustración (What is she doing?...)

   b. Crear y contar una historia en base a una ilustración.

   c. Contar historias en grupo siguiendo una secuencia de imágenes.

   d. Promover discusiones de clase.

R/ Me gustaría que se utilizara imágenes en la clase de Ingles para crear historias de acuerdo a una secuencia porque así podríamos practicar las estructuras y el vocabulario que diariamente aprendemos con las guías o en los talleres en grupo.

R/ No me gustaría que se utilizara imágenes en las clases de Ingles para promover discusiones en clase, creo que la profe nunca nos ha pedido hacerlo y estoy segura de que nadie participaría, ya que es difícil hablar en Ingles, solo observando un dibujo. Yo no sabría que decir

9. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las flash cards para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Actividades que requieran interacción entre los estudiantes para encontrar una información determinada (formulación de preguntas/ contestar respuestas para cumplir una tarea)

   b. Memorizar vocabulario

   c. Aprender el vocabulario o expresiones que se debe emplear en un contexto determinado (HOSPITAL – doctor-nurse-prescription ect)

Me gustaría que se utilizara flash cards en las clases de Ingles para aprender el vocabulario que se debe aprender en un contexto determinado porque me parece que de esta manera seria mas fácil recordar las palabras que aprendemos y no simplemente memorizarlo para tener buenas notas en los exámenes.

No me gustaría que se utilizara flash cards en las clases de Ingles para memorizar vocabulario porque es algo que a menudo tenemos que hacer, pero que nadie realmente las utiliza para comunicarse o responder las preguntas en Ingles que a veces nos hace las profesora.

Student # 3

1. ¿Le gustaría que se incluyera el video en clase para practicar la comunicación oral e intercambiar opiniones e ideas con sus compañeros haciendo uso del Ingles? ¿Si, No? ¿Por qué?

Para mi el video es siempre motivante y también entretenido. Se puede observar lo que los personajes hacen y aprender expresiones que son útiles en el idioma Ingles de acuerdo a las situaciones que se presentan, por ejemplo cuando aparecen personas en las cafeterías o hablando con sus amigos

2. ¿Cree usted que seria buena idea incluir un recurso como la grabadora para practicar la comunicación en el aula? ¿Si, No?   ¿Por qué?

Seria bueno en la medida en que se diera a todos la posibilidad de participar en las actividades que requieran este material, porque a veces no todos entendemos bien el Ingles, pero creo que si serviría mucho para ayudarnos en nuestra formación académica en esta materia.

3. ¿Considera que incluir imágenes en la clase promueve la practica oral del Ingles generando espacios para intercambiar opiniones e ideas con sus compañeros? ¿Si, No? ¿Por qué?

Pienso que las imágenes son un material que seria bastante útil para practicar oralmente el Ingles, porque se debe ser imaginativo y conocer estructuras para poder decir algo respecto a ellas, creo que nos motivaría a utilizar más recursos como el diccionario y a repasar lo que aprendemos para expresar nuestras ideas.

4. ¿Cree usted que incluir materiales como flash cards (cartas con imágenes o palabras impresas que se utilizan para la enseñanza del Ingles) seria útil para practicar el Ingles oralmente e interactuar con sus compañeros? ¿Si, No? ¿Por qué?

Casi no utilizamos este tipo de material muy a menudo, pero considero que si contribuirá a que mejoremos nuestra manera de comunicarnos en este idioma porque es innovador y genera muchas oportunidades de trabajo en grupos.

5. De los siguientes materiales mencionados (video, grabadora, imágenes, flash cards) ¿Cuál o cuales considera usted son los más apropiados incluir para promover la comunicación oral y la interacción en clase? ¿Por qué?

 El material que mas me gustaría que se incluyera en clase son las imágenes, porque cuando se observa un dibujo hay muchas cosas que se pueden decir, como por ejemplo describir a los personajes o decir que es lo que uno piensa sobre lo que esta sucediendo.

6. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** al video para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

      a. Representar o dramatizar escenas de diálogos vistos.

      b. Predecir una situación después de ver una escena.

      c. Especular sobre la edad, profesión e intereses de los personajes que aparecen en la

        historia

      d. Promover discusiones en clase en base a un tema presentado.

R/ Me gustaría que el video se utilizara en las clases de Ingles para promover discusiones de clase porque cuando se observa un video, existen muchos aspectos sobre los cuales se puede opinar e igualmente conocer el criterio de los compañeros. Aunque generalmente no es fácil comprender el Ingles, este material nos da la ventaja de que al observar lo que sucede se puede asumir lo que ocurre.

R/ No me gustaría que el video se utilizara en las clases de Ingles para predecir acciones, luego de observar una película porque si bien es cierto esto contribuirá en la practica oral de Ingles, para nosotros seria difícil realizar una preedición certera debido a la poca capacidad de comprender el idioma extranjero, teniendo en cuenta que cada secuencia este ligada con la que continua.

7. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a la grabadora para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

   a. Escuchar grabaciones y responder las preguntas que el profesor formule respecto a ellas.

   b. Memorizar diálogos y representarlos frente a la clase

   c. Inventar y grabar sus propios diálogos considerando las estructuras y el vocabulario aprendido en clase.

   d. Realizar entrevistas a los compañeros de clase y grabarlas.

   e. Promover discusiones en clase, presentando opiniones sobre un tema, luego de escuchar una grabación.

R/ Me gustaría que la grabadora se utilizara en las clases de Ingles para promover actividades en las cuales los estudiantes deban producir y grabar sus propios diálogos porque esta es una actividad que nos permite trabajar independientemente y a la vez dentro

de un grupo, ya que cada quien debe preparar sus parlamentos para luego si practicar el idioma extranjero con los compañeros.

R/ No me gustaría que se utilizara la grabadora en las clases de Ingles para memorizar diálogos y representarlos porque considero que esta actividad esta muy lejos de ayudarnos a los estudiantes a comprender que un idioma debe servir como una forma libre de expresión y que nos permita expresar lo que sentimos o pensamos.

8. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las imágenes para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

    a. Actividades que involucren formular preguntas y contestar respuestas para obtener información, luego de observar una ilustración (What is she doing?...)

    b. Crear y contar una historia en base a una ilustración.

    c. Contar historias en grupo siguiendo una secuencia de imágenes.

    d. Promover discusiones de clase.

R/ Me gustaría que se utilizara imágenes en la clase de Ingles para que podamos interactuar con nuestros compañeros porque creo que al formular preguntas que nos ayuden a obtener cierta información se usa el idioma Ingles para hablar sobre las personas que aparecen en la ilustración o lo que hacen

R/ No me gustaría que se utilizara imágenes en las clases de Ingles para promover discusiones en clase porque considero que observar una imagen despierta mil interpretaciones de acuerdo a las concepciones de cada ser humano y aunque si podríamos, por supuesto expresarlas, dudo mucho que estemos listos para generar una conversación usando el Ingles.

9. Cual de los siguientes usos preferiría usted **se diera** y **no se diera** a las flash cards para promover espacios en los cuales pueda **interactuar** con sus compañeros haciendo uso del Ingles. Por favor justifique sus respuestas.

    a. Actividades que requieran interacción entre los estudiantes para encontrar una información determinada (formulación de preguntas/ contestar respuestas para cumplir una tarea)

    b. Memorizar vocabulario

    c. Aprender el vocabulario o expresiones que se debe emplear en un contexto determinado (HOSPITAL – doctor-nurse-prescription ect)

R/ Me gustaría que se utilizara flash cards en las clase de Ingles para aprender vocabulario en un contexto determinado porque creo que esta actividad nos ayuda a ser conscientes sobre en que tipo de situaciones se deben utilizar las palabras o frases que aprendemos.

R/ No me gustaría que se utilizara flash cards en las clases de Ingles para memorizar vocabulario, porque lógicamente si se memoriza no se aprende y mucho menos se puede utilizar estas palabras.

Gracias

Triangulation

Questions	Students´survey	Students´interview	Class observations	Proposition
Genre	55% women and 45% men were participants in this study. The higher percentage of the population is women.	In the interviews, women integrated the major participation.	In the classroom, in the both high schools the bigger parts of students are women.	In this research study most participants are women, it is because the criterion for chossing the sample was according to the will of the students.
Age	15-17 years 40%. 18-19 years 60%. The major part of the population is among 18-19.	15-17 years 40%. 18-19 years 60%. The major part of the population is among18-19.		In both settings students look youth. In general there is not a big diference between the two high schools
Including video to promote oral interaction.	74% of high school seniors coincide video should be used to foster language practise in class	In both settings the major part of students claimed that the video provides learners with opportunities to practise language functions (giving opinions, describing people ect).	The class observation revealed the video kept the learners´attention and it is highly motivating for learners.	The video should be included in class and help learners to practice the language they learned. As Morgan (1992) states the video shows students how language is used naturally in realistic settings.
Including the tape recorder to promote oral interaction	52% of students consider the tape recorder is a good resource to promote communicative activities in class.	In line with students´opinion, in both high schools, they agreee this material gives learners the opportunity to practise interactional	Although most learners state they would like the tape recorder will be included in class it was noted students feel a lot of anxiety when the teacher	Despite learners consider using the tape recorder is useful to develop oral interaction, there is a negative attitude when the teacher includes this

		skills and communicative functions.	use this material.	material in class.The main reason is that students do not have much training in listening.
Including the pictures to promote oral interaction	62% of participants argues pictures should be used to foster authenthic language practise in class.	In accordance with students´opinion,this material promotes meaningful interaction with the oral as well as the written language.	In both settings it was noted students´ attitude using pictures is positive enough and it also promotes group work activities.	According to Morgan (1992) pictures give a lot of variety to the English lesson and they are helpful tools to foster oral communication
Including flash cards to promote oral interaction	50% of learners coincide flash cards should be included in class to provide communicative contexts.	In both settings learners reported flash cards are helpful to foster oral language practise, and facilitates the learning of vocabulary.	In despite of the students´opinion, class observations showed students not always feel motivated when the teacher includes flash cards in class.	Although many high school seniors coincide flash cards is a good visual material to develop language practise, students´attitude toward this resource depends on the activity in which it is used rather than the material itself.
Types of audio-visual aids that learners prefer	Video 31% Pictures 26% Tape recorder 22%. Flash cards 21%. The majority of students consider video and pictures are the most suitable materials to promote oral practise in class.	In keeping with learners´ opinions video is a highly motivating resource to learn English, and pictures are an appealing resource that varies the English lesson.	The observation procces clarly demonstrated students feel comfortable when the teacher includes both materials. Moreover it was noted using videos and pictures promotes group work activities. Unfortunately these types of materials are seldom included in class.	The use of videos and pictures foster comunicative activities and encourage learners to use the language to complete a task. Furthermore students really like these visual aids will be included in class.
Using the video to promote role-play activities	SA 52% A 35% NA/ND 0% D 8% SD 5% A high number	In proportion to students´ opinions represent dialogues stimulate their creativity and enables them to	The observation demonstrated learners enjoy watching videos in class. Moreover when they were	Using the video to promote role playing activities encourage learners to use the language as a communicative

	of students coincide it would be helpful to use the video to create more varied forms of interaction as role-playing activities	apply the language they learned.	asked to represent dialogues in front of the class, there was a voluntary participation.	device and practise language function which could occur outside the clasrrom. As said by Howarth (2001) role play enables students to develop linguistic and socio-linguistic competence.
Using the video to predict actions	SA 0% A 7% NA/ND 7% D 80% SD 8% A big part of high school seniors (88%) disagree and strongly disagree using the video to predict actions help them to develop communicative ability and encourage them to interact with their peers	Along with participants, they do not feel comfortable predicting actions after watching a video. Students explain they do not have much training in listening and they are worried about not perform the task in the right way.	In both settings it was observed the video is never used to ask students to predict actions or scenes.	Using the video to predict actions is not a motivating activity for learners. Unfortunatelly they are not familiarized with the activity and they think it is too demanding for them.
Using the video to speculate about characters	SA 0% A 45% NA/ND 5% D 80% SD 8% Most students (88%) regard using video to speculate about characters does not provide contexts in which they may practice the spoken language.	In relation to students´opinion describe characters or speculate about them limit learners to guess answers, but it not enables them to share opinions.	In both high schools it was noted learners are hardly ever asked to speculate about characters after watching a video.	There is a negative learners´attitude toward using the video to speculate about characters. The main reason is that the students think this activity not promotes a real oral interaction. According to Tsui (1981) interaction do not take place if the role of students is only that of answering questions. However is important to say that the manner in which

				the activity is adressed by the teacher determine the interaction in class.
Using video to retell a story	SA 25% A 47% NA/ND 8% D 20% SD 0% A high percentage of participants (72%) would like video to be used in class to retell a story and foster language practise.	In keeping with students´ opinion, retell a story after watching a video is highly motivating, and help them to extend and personalize what they have learned in each class.	During the observation process it was noted students enjoyed watching a video and retell the facts to their peers. Moreover the activity also encouraged general confidence and fluency.	Including the video in class and ask students to retell stories, promotes authenthic language practise and motivate learners to express their opinions and exchange ideas with their partners using the foreign language.
Using the video to promote class discussions	SA 17% A 38% NA/ND 5% D 10% SD 0% The majority of students (55%) coincide video should be used to promote communicative contexts in class	Most of high school seniors argue video provides a lot of information that help them to report their opinions and ideas to the whole class.	In spite of the learners´ opinions the observation demonstrated class discussions are almost never carried out.	Although is not common including the video in class discussions, learners consider it would be a good way to practise the foreign language, express their opinions and their own ideas. As Littlewood (1981) claims communicative activities may be also complemented by visual material which brings futher aspects of the outside world into the clasroom.
Uses of the video that learners prefer.	Role playing activities 29%. Class discussions 29% Retell a story 24% Speculate about	Most students agree role plays and class discussion foster group work and encourage them to participate in a meaningful communication	It was noted students like represent dialogues in front of the class and they work in a cooperative way.	The majority of high school seniors prefer that the video will be used in role play activities as well as class discussions. Learners´attitude toward both

	characters 15% Predict actions 3% The majority of learners would like video will be used to promote role palying activities and class discussions.			activities is positive enough and they coincide both foster language practise.
Using the tape recorder to memorize dialogues	SA 5% A 0% NA/ND 0% D 45% SD 50% A higher percentage of students (95%) disagree and strongly disagree the idea of using the tape recorder to memorize dialogues	In both settings students agree using the tape recorder to memorize short conversations is an unnatural way to learn a second language.	During the observation, it was noted learners do not fell enthusiastic when the teacher ask them to memorize dialogues after listening a recording. Moreover learner made many grammatical and pronunciation mistakes when they performed the task.	Using the tape recorder to memorize dialogues is not useful to encourage language practise in class. As Thompson(1996) said in those activities the learners never choose what to say, they simply work out how to say what they are told to say
Using the tape recorder to answer comprehension questions	SA 22% A 2% NA/ND 5% D 8% SD 63% A big part of learners (71%) would not like the tape recorder will be used to answer questions after listening a recording.	In line with students´opinion this task do not promotes authentic language practise in class.	Throughout the class observation it was noted the tape recorder is almost always included in these types of activities, but most of learners felt demotivated with the task.	Using the tape recorder to answer questions is a common activity in high school settings, but it not encourages learners to use the language with communicative purposes. One reason is that teachers ask students answer simple questions, but students are not involved in a real exchange of meanings.
Using the tape recorder to record	SA 55% A 20% NA/ND 0%	Along with laearners using the tape recorder in this	Class observations reflect students really enjoy record	Using the tape recorder to record dialogues is a very

dialogues	D 17% SD 8% A big part of students (75%) coincide using the tape recorder to record dialogues promotes oral language practise.	activity is highly motivating, encourage group work and enable learners to develop both linguistic and socio-linguistic competence.	their own dialogues. Furthermore the task increases learners´motivation and collaboration.	attractive task to high school seniors. The activity foster group work and real communication.
Using the tape recorder to record interviews	SA 45% A 25% NA/ND 0% D 27% SD 3% The majority of students (70%) coincide using the tape recorder to interview their peers is an effective way to use the language for authentic communication.	In proportion to students´ opinions this activity allows them to express their opinions and ideas and interact with their partners. Moreover they could create their own conversations and represent different characters.	Despite the learners´attitude toward this activity is positive enough. It was observed it is never included in high school settings.	The tape recorder should be used to foster more varied forms of interaction in the class and help learners to understand what they are learning a second language for. According to Littlewood (1981) role playing activities based on the students experiences and role plays in which they must adopt specific roles help learners to have a clear conception about their future needs with the language.
Using the tape recorder to promote class discusions	SA 0% A 12% NA/ND 5% D 78% SD 5% A big part of students (83%) disagree and strongly disagree the tape recorder should be used in class to foster language	High school seniors, in both settings claim that they do not have much training in listening skills, and this taks is too demanding for them.	Class observation showed that this activity is completely unfamiliar for high school seniors.	The use of the tape recorder to promote class discussions is not common in high school settings.Moreover students´attitude toward this activity is negative, because they are afraid of not perform the task in the righ way.

	practise.			
Uses of the tape recorder that learners prefer	Comprehension questions13% Memorize dialogues 3% Record dialogues 40% Record interviews 37% Class discussions 7% The majority of learners regard the tape recorder should be used to record dialogues. A big part of students also state it will be useful to use this material to interview their clasmates and interact with them.	In keeping with the students opinions both activities vary the English lesson, foster cooperative work and involved learners in a real exchange of meanings.	During the observation high school seniors felt enthusiastic enough when they were asked to record their own dialogues and they perform the activity succesfully,	Using the tape recorder in activities that promotes cooperative work in class enable learners to use the spoken language and interact with each other. Moreover these types of task are the most preferable and motivating for learners.
Using the pictures to elicitate real language	SA 42% A 22% NA/ND 0% D 33% SD 3% Most learners (64%) coincide pictures should be included in class to answer and ask questions and try to find a specific information.	In accordance with learners´opinion pictures encourage interaction and oral communication, they explain that after observing an illustration is possible to describe people, places or say what is happening.and interact with their peers.	The observation process demonstrated pictures are never used in these types of activities	Pictures should be included so often in activities in which learners may interact with each other. Students state that they like these tasks because they may apply what they are learning using the spoken language.

Using the pictures to retell a story	SA 47% A 32% NA/ND 3% D 18% SD 0% A big part of participants would like using pictures to retell a story.	In both high schools, students argue that retell a story after watching a picture, stimulate their creativity and enables students to use the language as a communicative devise.	Although, sometimes pictures are included in class, it was noted they are only used to reinforce writing skills.	Using pictures to retell stories is a good way to encourage learners to practice the spoken language. As said by Morgan (1992) tell stories after watching pictures encourage students' imagination and they gain a great knowledge and fluency in the second language.
Using the pictures to continue stories in chain	SA 8% A 45% NA/ND 0% D 47% SD 0% A high percentage of learners (53%) established pictures should be included in class to continue stories in chain and provides communicative contexts	In line with students´opinion continue stories in chain after watching a picture vary the English lesson, promotes group work and enables learners to practise oral communication.	Class observations reflect learners enjoyed continue stories in chain. It was noted despite the grammatical mistakes some students made, most learners used the language in a natural and spontaneous way.	The use of pictures to continue stories in chain provides learners with opportunities to improvise with the second language and develop speaking skills.
Using the pictures to promote class discussions.	SA 0% A 0% NA/ND 17% D 38% SD 45% A high percentage of learners (62%) disagree and strongly disagree using pictures to promote class discussions	Most students coincide they are not familiarized enough with the activity. Moreover they state this task is too demanding for them and they do not feel prepared to perform it.	Class observations demonstrated pictures are never used to foster class discussions.	High school seniors regard including pictures in class discussions is a demanding activity for them. Furthermore students seem anxious to carry out this task because is not commom for them. According to Tsui (1995) much of students´aprehension to use the foreign language has to do

				with nervousness and worry.
Uses of pictures that learners prefer	Elicitate real language 34.21% Tell stories 42.11% Continue stories in chain 40% Class discussions0% The majority of learners would like pictures should be included in class to tell stories. Some students also state that it would be useful to use this material in activities that require elicitate the real language	In proportion to the students´ opinions retell a story and elicitate the real language, after observing a picture provides communicative contexts.	Class observations show that students feel comfortable when the teacher uses pictures and ask them to retell stories. Moreover the activity foster group work	Using pictures in activities that promotes language practise is motivating for high school seniors. Unfortunately these tasks are hardly ever carried out.
Using flash cards in information gap activities	SA 30% A 20% NA/ND 2% D 45% SD 3% A big part of students regard that flash cards should be included in information gap activities and promotes language practise.	In both settings students consider using this visual aid in information-gap activities enables them to work in a cooperative way and to use the spoken language.	During the observation process it was noted that students' attitude toward using flash cards to get specific information was predominantly positive.	Using flash cards in information gap activities provides students with opportunities to use the foreign language and interact with their peers. According to Littlewood (1981)information-gap activities help learners to concentrate on the communication of meaning rather than the specific language form they produce.
Using flash cards to memorize	SA 0% A 7% NA/ND 0%	In keeping with students´ opinions this activity does not	Class observations revealed memorizing words	Although flash cards appear attractive for many learners, when

words	D 75% SD 15% Most high school seniors (92%) coincide flash cards should not be used to memorize words.	really help them to learn words and use them to interact with their classmattes.	is a very common activity in high schol settings, and most learners completely dislike the task.	they are used to memorize words students do not feel comfortable. The main reason is that in these activities students are not given a context in which they may practise the vocabulary they have learned.
Using flash cards to learn vocabulary in a context	SA 37% A 23% NA/ND 0% D 40% SD 0% A big part of students (60%) strongly agree and agree flash cards should be included to practise vocabulary in a context.	In accordance with students´ opinion using flash cards to learn vocabulary in a context help them to remember words and know how to use them in determined situations.	In spite of the learner´perception toward using this material is positive, class observations demonstrated this activity is never perform by them.	The use of flash cards to learn vocabulary in a context will be a good way to encourage learners to practise the vocabulary and use it with communicative purposes.
Uses of flash cards that learners prefer	Learning vocabulary in a context. 24% Information gap activities 43%. Memorizing words 6 % The majority of high school seniors consider that using flash cards in gap activities is useful enough to foster oral interaction in class.	Along with students, information- gap activities promote group work and provide contexts in which is necessary to use the foreign language.	During the observation process it was noted students enjoy using this visual aid in information- gap activities. However flash cards are hardly ever included in these types of activities.	Flash cards should be used in activitie in which learners may use the spoken language and work together, rather than in activities that only require to practise the linguistic aspects of the language.

Budget

Detail	Quantity	Unit value $	Total
Paper	3	8000	495 000
Printing	100	450	290 500
Pencils	10	600	25 000
Photocopies	900	50	242. 500
Internet	100	1600	240 000
Transportation	1000	850	250 000
Telephone	80	250	85 000
CDS	50	1000	98 000
Disquettes	28	1000	38 000
Other			595 000
TOTAL			**2 359 000**

Schedule

	Jul. 006	Aug 006	Sep 006	Oct 006	Nov 006	Dec 006	Jan 007	Feb 007	Mar 007	Apr 007	May 007	Jun 007	Jul 007	Aug 007	Sep 007	Oct 007	Nov 007
Elaboration and presentation of the study	X	X	X														
Corrections to project				X	X	X											
Presentation of the study							X	X									
Design of the instruments									X	X							
Correction of the instruments											X						
Gathering information											X	X	X				
Organization, tabulation,analysis and interpretation of the results													X	X	X		
Presentation of the study and the results																X	
Elaboration,presentation and socialization of the final document at the University.																	X