

The contribution of audiovisual resources to students' speaking skills

La contribución de los recursos audiovisuales a la expresión oral de los estudiantes

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Abstract

In Portoviejo, many educational institutions have the necessary audiovisual resources to be able to teach English as a Foreign Language. The objective of this research was to determine the contribution of audiovisual resources in the development of speaking skills. The study was carried out with a group of 62 students and 10 teachers from a school in Portoviejo city. The methods used in this study were quantitative and qualitative. The results obtained thanks to the application of various instruments such as questionnaires, revealed important information, such as that slides are one of the most used audiovisual resources in classrooms and that these resources help students with language acquisition word reminding and cognitive learning. It was also possible to know that the students consider that their level of oral production is good, as do the teachers. In this study, it was concluded that the use of audiovisual resources contributes positively to the development of the students' speaking skills.

Keys words: English as a Foreign Language, technology, audiovisual resources, speaking skills

Resumen

En Portoviejo, muchas instituciones educativas cuentan con los recursos audiovisuales necesarios para poder enseñar inglés como lengua extranjera. El objetivo de esta investigación fue determinar la contribución de los recursos audiovisuales en el desarrollo de la habilidad de hablar. El estudio se realizó con un grupo de 62 estudiantes y 10 docentes de un colegio de la

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ciudad de Portoviejo. Los métodos utilizados en este estudio fueron cuantitativos y cualitativos. Los resultados obtenidos gracias a la aplicación de diversos instrumentos como cuestionarios revelaron información importante, como que las diapositivas son uno de los recursos audiovisuales más utilizados en las aulas y que estos recursos ayudan a los estudiantes en la adquisición del lenguaje, el recuerdo de palabras y el aprendizaje cognitivo. También se pudo conocer que los estudiantes consideran que su nivel de producción oral es bueno, al igual que los docentes. En este estudio se concluyó que el uso de recursos audiovisuales contribuye positivamente al desarrollo de la habilidad oral de los estudiantes.

Palabras clave: inglés como lengua extranjera, tecnología, recursos audiovisuales, habilidad para hablar.

Introduction

In the present global world communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using language. Moreover, people can not achieve their aims, objectives, and goals without using proper language to communicate. (Rao, 2019) All human beings need to develop their oral skills in order to communicate with those around them.

There are approximately 670 million people in the world today who have a native or native-like command of English. No other language has spread around the globe so extensively, making English a truly international language. (Al-Jadidi, 2009)

Whether people learn English as a second language or a foreign language, they are learning a target language. The learning of the target language can take on a variety of patterns. Dozens of factors are involved, and it is doubtful whether we can make it possible to propose a complete analysis of all the factors. Nevertheless, there are sorts of opinions and beliefs on what influence language learning. (Setiyadi, 2020). Learning a new language is a challenge since on the way they may encounter different factors that affect that learning, as several authors say.

(Kostikova, Prishvina , Fedotova, Ilyushina, & Belogurov, 2018) found that “The foreign language teaching in job-oriented training uses varied content which is mainly focused on developing communication skills in certain professional and scientific areas. Job oriented training involves a combination of mastering the language, developing students’ personality

and attitude, and cultural awareness”. (p.16) Everything that surrounds people learning a new language plays a role in learning, from culture to attitudes.

With the emergence of universal education, and the extremely rapid development of ICT, communication became the primary goal for foreign language learners. We live in time when information technologies play a very important role in education: their use in foreign language teaching raises motivation, facilitates students’ cognitive abilities and helps to create a favourable psychological atmosphere in the classroom. (Stakanova & Tolstikhina, 2014) The use of ICT plays a fundamental role in these teaching-learning times. Teachers in charge of teaching a new language have a duty to be trained in ICT in order to motivate and improve the development of cognitive skills. It is not just about knowing ICT, but using them at the right time and with the right content.

International research into the contribution of visual and audiovisual materials started 30 to 40 years ago. These studies primarily focused on printed materials and used informative texts that are appropriate to the reading skills levels in the form of structured printed materials such as task cards and worksheets. (Akay, 2021).

The use of audiovisual resources plays a fundamental role in this new era, changing the process of teaching a new language. Role of technology cannot be ignored in ESL classrooms. Technological advancement provides new opportunities for teachers to apply online resources to traditional classrooms. It makes both learning and teaching interesting and meaningful. If students and the teachers have adequate access to the internet, there is a vast number of audiovisual resources available online that can be used in a multiple way in English classes. (Jalaluddin, 2016)

Audio-visual resources include television, computer and films and the like. These resources are capable to ensure effective teaching which improves skill acquisition and retention among learners especially at the prime level. The use of audio-visual resources in teaching and learning will move teaching method from rote method (teacher center method) to a more innovative and enriched method known as “child center method”. (Ojobor, Fagbemi, & Babarinde, 2020). Classes at this time must be focused on the students, the role of the teacher is to be a guide and the main character is the student, and thanks to audiovisual resources, students can fulfill their role, since the classes can be more dynamic and fun, making the teaching process of learning a new language more effective. (Ode, 2014) says that “Teaching and learning processes are

very crucial at all levels of educational development. If well planned and directed, they are the keys to success and progress of an individual. Therefore, best methods have to be used in order to enhance effective teaching and learning. Consequently, the need to employ the use of teaching aids otherwise referred to as audiovisual resources to enhance effective teaching and learning.” (p.1)

In Ecuador, The English Language Learning Standards of the Ministry of Education (2012) says that “the third domain is devoted to “Curriculum Development”, particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively” (p.2). The use of technology such as audiovisual resources to improve the development of students' skills is very important in our country. But it cannot always be used in all educational centers due to different factors.

Communication is one of the fundamental pillars in the development of the human being. Communicating in our mother tongue is essential, but over the years learning a new language has become a necessity, as is being able to communicate with others. Essentially, being able to speak a foreign language means having communicative efficiency. It is inconceivably difficult to imagine what life would look like if people could not communicate verbally. (Kuśnierek, 2015)

Living in a globalized age calls us to better understand the culture and beliefs of the people around us. By developing our oral skills, we will be able to share that culture with others. Not only in a classroom, but in our environment. (Zyoud, 2016) says that “Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.”

In Portoviejo, many educational institutions have the necessary audiovisual resources to be able to teach English as a Foreign Language.

However, numerous classical schools still attempt to utilize old methods and old books. At the same time, there will always be problems, and language learners do not satisfy both quality of lessons as well as their results (Abduramanova, 2021) If we focus only on the strategies that teachers used in the past decades we will not be able to see the results we expect, students with the ability to communicate openly in another language.

We have to take into account that the ability to speak goes beyond expressing our ideas, we also have to recognize certain key points such as pronunciation and fluency in order to maintain effective communication with others. (Hussain, 2017) found that good pronunciation and fluency in speaking skill is the hallmark of culture and it is the duty of the teacher to accomplish this goal approximately as an Englishman does. Incessant effort is needed in this direction from the teachers and learners.

Developing speaking proficiency requires more than simply just getting the language learners exposed to a pool of vocabulary or grammar descriptions. Unfortunately, most of the language teachers who are to run conversation courses still devote much of the class time immersing the students with non-communicative activities (Bahrani & Soltani, 2012)

The objective of this research was to determine the contribution of audiovisual resources in the development of speaking skills. The present study is focused on speaking skills, and several authors agree that it is one of the most important skills to develop when learning a new language. Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. (Rao, 2019)

Materials and Methods

This mixed study combines quantitative and qualitative methods for data collection. Techniques such as the survey were applied through a questionnaire to the students, in order to obtain findings and viewpoints related to this study. Likewise, the bibliography was used to collect conceptual and theoretical information from different sources that helped to develop a theoretical framework. By integrating findings and perspectives from many empirical findings, a literature review can address research questions with a power that no single study has. (Snyder, 2019)

In order to visualize the results in a summarized way, tables and graphs were used. To know the reality in this study, it was carried out with a group of 62 students and 10 teachers from a school in the city of Portoviejo.

Results

In order to determine the contribution that audiovisual resources have in the development of speaking skills, surveys were applied to students and teachers.

The teachers indicated that the use of audiovisual resources in the classroom contributes positively to the learning process of their students. Likewise, it was revealed that one of the most used audiovisual resources in the classroom are the slides, since they help a large percentage with the language acquisition, word reminding and cognitive learning of the students, giving the opportunity to rate the level of oral production of their students as good thanks to the application of these resources.

The students in turn indicated that thanks to the use of audiovisual resources their development of speaking skills is carried out in a positive way, although some of the respondents consider that the use of the slides only helps them in the language acquisition, leaving behind options like word reminding and cognitive learning. Most of the students were able to rate their level of oral production as good, as indicated by the teachers in the applied surveys.

Table 1: *Test scores – students*

Question 1: According to your opinion, the contribution of audiovisual resources to your speaking skills development is?

Variable	Frequency	Percentage
Positive	62	100%
Negative	0	0%
Total	62	

Source: Students from a school in the city of Portoviejo.

According to the students surveyed, 100 % considered that audiovisual resources have a positive contribution to the development of speaking skills.

Table 2: *Test scores – students*

Question 2: What are the advantages of using audiovisual resources to the development of your speaking skills ?

Variable	Frequency	Percentage
Language acquisition	32	52%
Word reminding	15	24%
Cognitive learning	5	8%
All the above	10	16%
Total	62	100%

Source: Students from a school in the city of Portoviejo.

According to the students surveyed, the use of audiovisual resources has many advantages for the development of speaking skills. Most agree that language acquisition is the greatest advantage, while 16% of the students consider that one of the advantages is word reminding. Only 8% consider cognitive learning as an advantage of using audiovisual resources.

Table 3: *Test scores – students*

Question 3: From the following audiovisual resources, which does your English teacher use?

Variable	Frequency	Percentage
Images	10	16%
Videos	11	18%
Movies	6	10%
Slides	35	56%
Total	62	100%

Source: Students from a school in the city of Portoviejo.

56% of those surveyed agree that from the list of audiovisual resources shown, teachers use the slides in the classroom. A low percentage uses movies and images. Only 10% of the students surveyed agree that teachers use movies as an audiovisual resource in the classroom.

Table 4: *Test scores – students*

Question 4: How do you rate your level of oral production into the classroom?

Variable	Frequency	Percentage
Excellent	5	8%
Good	39	63%

Regular	16	26%
Bad	2	3%
Total	62	100%

Source: Students from a school in the city of Portoviejo.

63% of those surveyed consider that their level of oral production in the classroom is good, while 26% rate their level of oral production as regular. Only 8% consider that their level of oral production is excellent.

Table 1: *Test scores – teachers*

Question 1: According to your opinion, the contribution of audiovisual resources to the development of students' speaking skills is?

Variable	Frequency	Percentage
Positive	10	100%
Negative	0	0%
Total	10	100%

Source: Teachers from a school in the city of Portoviejo.

According to the teachers surveyed, 100% consider that audiovisual resources contribute positively to the development of their students' speaking skills.

Table 2: *Test scores – teachers*

Question 2: What are the advantages of using audiovisual resources to the development of students' speaking skills ?

Variable	Frequency	Percentage
Language acquisition	1	10%
Word reminding	1	10%
Cognitive learning	0	0%
All the above	8	80%
Total	10	100%

Source: Teachers from a school in the city of Portoviejo.



According to the teachers surveyed, 80% consider that there are several advantages of using audiovisual resources with their students, such as: language acquisition, word reminding and cognitive learning but, a low percentage considers that the use of audiovisual resources only helps their students with language acquisition or with words reminding.

Table 3: *Test scores – teachers*

Question 3: From the following audiovisual resources, which do you use with your students?

Variable	Frequency	Percentage
Images	1	10%
Videos	2	20%
Movies	1	10%
Slides	6	60%
Total	10	100%

Source: Teachers from a school in the city of Portoviejo.

According to the experience of the teachers, 60% use the slides in their classes, on the other hand only 20% of the teachers use the videos and finally 10% of the teachers use images or movies.

Table 4: *Test scores – teachers*

Question 4: How do you rate the level of oral production of your students into the classroom?

Variable	Frequency	Percentage
Excellent	0	0%
Good	8	80%
Regular	2	20%
Bad	0	0%
Total	10	100%

Source: Teachers from a school in the city of Portoviejo.

According to 80% of the teachers surveyed, they consider that the level of oral production of their students is good, on the other hand, 20% of them consider that the level of oral production of their students is regular.

Discussion

The main objective of this study was to know the contribution of audiovisual resources in the development of students' speaking skills in a school in Portoviejo City. Thanks to the different methods used, it was possible to know that most of the students consider that there is a favorable contribution. Many of the cited authors gave guidelines to address this issue; some audiovisual resources have changed over time, but the use of simple resources has given great results.

There are different points of view among the students and teachers surveyed, for example: most teachers consider that the use of certain audiovisual resources helps their students in a general way in the development of their speaking skills, while students consider that they can develop more language acquisition than others.

On the other hand, it was found that most of the students surveyed can say that their level of oral production is good but not excellent, as the teachers stated in the applied surveys.

Conclusions

The results of this study revealed many important and significant data for the educational environment of this era. The group of students and teachers selected for the study were key points in order to better understand the reality that exists in face-to-face or virtual classrooms.

It was possible to know that audiovisual resources play a fundamental role in the teaching-learning process. It was also possible to show that the level of speaking of the students has a noticeable improvement thanks to the audiovisual resources used in the classes. It was learned that there are certain resources that are more adaptable and useful for students and that they themselves recognize the improvement thanks to their use.

It is important to note that a large percentage of those involved in the research consider that the advantages of the use of audiovisual resources in the development of students' speaking are many, including language acquisition. It was also possible to compare the previous investigations with the reality that exists in the country, the results coincide with the conclusions obtained by several authors previously cited.

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