



Audiovisual materials for oral expression development

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Abstract.

This research had as its ultimate objective to analyze the effects of the use of audiovisual materials in the development of oral expression in 55 ninth grader of basic education at the Unidad Educativa “Vicente Anda Aguirre”, during the first part of the first term of 2018-2019 academic year. To achieve the objective, two evaluations were applied in two moments (pre-test and post-test). The assessments were developed based on Speaking skills through the Cambridge Preliminary English Text (PET) exam.

Additionally, students and teachers were surveyed in order to obtain data related to the practice in the classroom. A booklet was designed which contained ten lesson plans. They were applied during the intervention period. The lessons focused on the use of audiovisual materials such as computer and internet, online tools, flipcharts, television and cartoons in combination with oral expression strategies such as: planning, execution, and evaluation. The data obtained was evaluated through the Cronbach Alpha test that allowed verifying the reliability of the results. After finishing the intervention with the study or experimental group, the post-test was applied, which allowed obtaining the results that were analyzed and contrasted with those obtained in the pre-test, using the T-Student test. The results obtained with the experimental group proved that the students improved their oral expression and experienced greater interest and motivation, through the use of audiovisual materials. Hence,

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it is recommended that teachers include in their didactic planning the use of audiovisual materials to improve students' performance.

Keywords: Audiovisuals materials, oral expression, evaluation, development, planning, strategies.

Introduction.

English is the third language with most speakers in the world (Crystal, 2003). It is considered vastly important as an international language and has been also declared as the universal language or lingua franca (Crystal, 2003). It is used in administration, commercial, tourism and government as a means of communication between speakers of different languages. Generally, English has been extended to diverse professional areas including education.

English is learned as the principal foreign or second language in most elementary and secondary schools around the world. As an international language it has been necessary to promote the development of the four language skills based on the use of methodological, motivational and technological strategies that allow the students to communicate proficiently in the English language.

In this academic context the use of information and communication technologies (ICT) represents an important support that is growing day by day all over the world. The use of these technologies in the language area as pedagogical tools is important since, in the first place, a change is required from the traditional conception of teaching and secondly, the students are allowed to become autonomous and independent in their own language learning process (Wichadee, 2017).

In other words, the use of technology proposals is a change from a teacher-centered approach into a student-centered teaching methodology. This, with the purpose of adapting to the expectations of the digital natives that refers to the students born in the technological era (Prensky, 2001).

Particularly in Ecuador, it has been evidenced that most of the educational institutions do not promote the use of technological resources even as a complement to the language lessons; all of this is known as traditional education (Vasquez, 2013). For this reason, students who enter in the higher education show deficiency in the use of technological resources (Flores & Melendez, 2017). On the other hand, although the government has made some changes in the quality of the text books in relation to the methods and strategies proposed, the development of the English oral skills is still limited, which blocks the process of acquiring and improving the oral competence (INEC, 2014).

Regarding the local context, this research was carried out at Unidad Educativa “Vicente Anda Aguirre” located in Mocha town - province of Tungurahua in Ambato, during the school year 2017-2018. This Institution provides and guarantees an education of quality. In the language area, it is taken into account that each human has an innate communicative capacity but that must be developed through education and focused to improve the communication, expression and comprehension skills.

After a period of observation, it was noted that in 9nd year EGB the low motivation, the use of traditional methods and the lack of resources to support the teaching and learning process are some of the main difficulties in the development of the speaking skill in the English language. Students demonstrated a low level of speaking regarding fluency and pronunciation. Therefore, they do not feel confidence to talk, they feel nervous and most of them are shy.

The curriculum proposed by the Ministry of Education and followed by the Institution is focused on a new program of study based on 5 curricular aspects: communicative cultural awareness, spoken communication, reading, writing and language through the arts (Ministerio de Educación del Ecuador, 2016), which are significant for language learning. However, this program is considered not enough to help students to achieve the oral competence in the English language.

Consequently it is necessary to implement new activities or resources within the educational plan that can focus on improving the speaking skills. In this regard, the use of audiovisual materials can be proposed to help students to produce the language in real context conversations and develop their oral expression.

This research proposal was designed to solve some problems related to the English teaching and learning processes. First, it was found that students from the Unidad Educativa Vicente Anda Aguirre have a low level of proficiency of the English language oral expression. Second, there are different problems that affect negatively the learning process of these students: teachers do not use technological resources to teach speaking skills, students have low level of motivation to learn English language, among others.

From a technological and practical point of view, the present research proposes the use of nonconventional resources which are not included in the traditional teaching approach. It will provide teachers with innovate strategies to teach the English language speaking skills. Specifically, teachers can take advantage of technology to support their teaching and at the same time students will feel motivated and encouraged to learn. Moreover, the use of audiovisual resources such as commercials, video clips, TV series or movies will offer authentic and interesting language use. These are free and easy-to-use resources. These audiovisual materials will provide the students with English native speakers’ models.

The main beneficiaries of this research are the students. These strategies will contribute to the integral formation of the students, since they will be able to improve their oral expression by using authentic materials. This will promote the students' participation in real-life situations. This also will enhance team work and communication among students since it promotes dialogue, dramatization, singing, acting, role plays and debate to confront ideas. This will consolidate learning, improve the interpersonal relations, and help them to express their own ideas, feelings and thoughts.

The use of these strategies to teach speaking skill is feasible and viable; it can be implemented easily, because it does not require the use of expensive and sophisticate tools and equipment.

Teaching strategies

Ulloa and Díaz (2018) propose the Audiovisual Materials-Based Teaching Strategy to enhance students' language abilities. This strategy refers to the idea that learners acquire a language better performance when they are exposed to audiovisual materials because these kinds of materials are more realistic. Audiovisual materials do not only support the learning process of visual-spatial learners but also the auditory ones. Furthermore, audiovisual materials-based teaching strategy avoids teachers' excessive of meaningless verbalization in teaching English. Moreover, it provides students the opportunity to form clear and accurate concepts in the target language. Further, the process of teaching and learning is more effective because it not repetitive but has a variety of teaching activities. Additionally, it engages learners to be interested and inspired for learning. This strategy clarifies the concepts in the subject matter and helps to save time and energy. In this context, the current research pretends to specifically enhance the students' oral expression at Vicente Anda Aguirre School through a meaningful and engaging way of teaching which uses audiovisual materials for a better language performance.

Besides, teaching strategies refer to the techniques, procedures, structure, system, methods, and processes that a teacher uses during instruction, training, tutoring or lessons. In other words, these are strategies that teachers use to assist students learning. During the teaching process, the strategies that will best facilitate the learning are determined by teachers. They then decide the activities that the students will do to use the intended strategy and to accomplish the intended learning (Orlich, Harder, Callahan, Trevisan, & Brown, 2010).

The interactive teaching and learning strategies are used to motivate students to learn and increase their background included in each focus areas of the language. Strategies are indicated in bold text in the learning activities. Teachers should refer to teaching strategies to promote active learning and students' high order thinking implements the strategy with their students (Herrera, 2014).

Picard (2004) argues that all strategies are proactive. They conceptualize strategies as actions teachers can do. Those activities can be performed either alone or in collaboration with others. One of the valuable instructional strategies is debate. Wiater (2017) argues that debating is considered as another instructional strategy which is structured to address argumentation from opposed points of view. This strategy involves students' skills such as analyzing, reasoning, evidence, organizing, arguing. Debates provide the opportunity to apply their knowledge and enhance their critical thinking skills. Furthermore, graphic organizers are strategically used for creating visual representations the relationships and patterns between the ideas and facts with are studied in a lesson. This strategy can be used before, during, and after the presentation of information (Wiater (2017)).

Moreover, Armstrong (2017) proposes the "HITS" which are the High Impact Teaching Strategies. They are 10 strategies that help to increase students' learning wherever they are applied. Teachers must know their students and their learning styles in order to design classroom planning. HITS refer to a group of strategies that teachers must apply in order to develop successful classes and have good results. Those strategies are: setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognitive strategies, and differentiated teaching.

Zamudio (2004) claims that chalk and black board are still the main technologies for teaching and learning process. He considers them as primitive ICTs. Books, projectors, slides and printings have as main objective to give a graphic representation of knowledge, as well as characters, numbers, symbols, pictures, drawings, or photographs. With the advancement of technology digital technology has been included. Other media like audio, video, animations and voice – image virtual representations had also been represented. Besides, ICTs are helpful because they are environmentally friendly for they do not use paper to record voice and images which can be created in classrooms. In this era of globalization (Crystal, 2003) ITCs cannot be separated from audiovisual resources. On the web, a number of sites appear which contain audio and video materials that have commercial and educative objectives. In addition, mass media (television and radio) are also part of digital culture; they create, store, reproduce, and delivery boundaries.

Webster's Encyclopedia Unabridged Dictionary of the English Language as cited in Ashaver and Igyuve (2013) defines audio-visual materials as training or educational aids like photographs, films, and recordings which are directed to both eyes and ears to for instruction in class purposes. Another definition states that audiovisual materials may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses (Dike, 1993 as cited in Ashaver and Igyube , 2013). Furthermore, audiovisual materials help to transmit messages in an effective way as the well-known proverb states "a picture is worth a thousand words". In this context if the teacher

uses good audiovisual materials he will have students' understanding an engagement in the class environment (Ashikuzzaman, 2018).

Davidovich (2004) argues an audio-visual method of teaching is the one that is practiced through the use of video projections with audios which include transcriptions or translations.

The audiovisual method of foreign language teaching is a structural global method which teaches speaking and listening before reading and writing, it does not use the mother tongue in the classroom, uses recorded dialogues with film-strip picture sequences to preset language items, uses drills to teach basic grammar and vocabulary. This method was developed in France in the 1950s, and is based on the belief that language is learned through communication, translation can be avoided if new language items are taught in situations, choice of items for teaching should be based on a careful analysis of the language being taught (Richards & Rodgers, 2014).

Language teaching refers to teaching a second or a foreign language. It sounds easy but this is not a simple process. A language teacher must base the teaching on a scientific approach to teach a language. The teacher must have knowledge of linguistics as well as psychology (Richards and Rodgers, 1986).

Planning

Planning refers to the activation of the schemata of the exchanges in the next activity. It also considers the distance with reference to other interlocutors for preparing possible responses (Common European Framework of Reference, 2001). Furthermore, organization is vital in this part because learners must organize their ideas in logical sequence for making sense and being sure that spoken idea is relevant to the topic (Stearns, 2018).

Execution

Oxford dictionary (2018) states "execution" is the carrying out of a plan. In this context when learners execute a plan or produce, they adopt strategies like turn taking for obtaining the discourse initiative. In doing this, they cooperate in the task and maintain the discussion on course. Furthermore, learners are able to ask for help to others (Common European Framework of Reference, 2001).

Evaluation

Evaluation also focuses on a communicative level based on the planned schemata in order to achieve communicative goals; in this case, learners are monitoring and monitoring the effects of communication. Learners also ask for clarification in order to clear up misunderstanding when necessary. It means that learners are developing communication repair (Common European Framework of Reference, 2001).

Methodology

This study focuses on mixed methods research modality. Doyle, Braddy and Byrne (2009) state mixed methods are conceptualized as research in which the researcher collects, analyzes, makes inferences, in both qualitative and quantitative methods in a study. Furthermore, mixed methods include a qualitative and quantitative dimension, however, they difficulty when the researcher attempts to articulate how the two variables relate to each other. Therefore, mixed methods are the collection and analysis of quantitative and qualitative data.

The quantitative research modality refers to objective measurements of data which is obtained through polls, questionnaires, and surveys and its corresponding mathematical, statistical, or numerical analysis to explain particular phenomena (USC Libraries, 2018). Cohen, Manion, and Morrison (2007) state quantitative data analysis is a powerful research form that helps in extensive research as well as smaller scale research; for example, case studies, action and correlational research and experiments and they are analyzed with mathematical tests.

On the other hand, the qualitative research modality deals with the data analysis which involves the organization, tabulation, and explanation of data in terms of participants' definitions, schemes, themes, class, and steadiness (Cohen, Manion, & Morrison, 2007). Besides, Bryman (2008) as cited in Hammersley (2013) states qualitative research focuses on words rather than numbers in the data analysis which helps human beings to understand, produce, experience, and interpret the social world Sandelowsky (2004) as cited in Hammersley (2013).

Therefore, the combination of both qualitative and quantitative research modalities has helped to the researcher to get feasible results. This research is mainly qualitative: measuring development of oral production. Besides, some aspects of quantitative research have been applied when determining the relations of the gathered data in the pre-test and post-test to make sure any quantified data and results are reliable. Pre and post-tests were based on Preliminary English Test parts 1, 2 and 3. In the establishment of results, the qualitative aspect of the investigation has been touched upon again, as this section offers a thorough description of the data analyzed.

The present study mainly focuses on three levels of research: quasi-experimental, correlational research, and field research.

Cohen, Manion, and Morrison (2007) argue in educational research quasi-experiments are the matter of field experimentation. Besides, quasi-experiments center on two groups of

students which are not chosen by randomization. Those groups are the control group and the experimental one. They were addressed by the researcher in her intervention.

As the objective of this study is to find out if students' oral expression could enhance by means of exposing them to audio-visual materials, it is correlational; the aim is to find out what type of relationships exist between these two variables (Hernández, Fernández, & Baptista, 1997) and up to what point any found relationships created a theoretical framework that aids the learning process of the students for this study.

The present study has also field research level. Alston (2018) argues field research is performed in natural settings or where the variables occur. In this case, the present research has not been done inside a laboratory but it has occurred in real class context.

This research has considered teenage students belonging to 9th year EGB students from the Unidad Educativa Vicente Anda Aguirre, Mocha – Ecuador. The intended population for this research is formed by 3 English teachers who have taken a survey, as well as, two groups of students which in total are 55 students. 9th A has been called as the control group and 9th B is the experimental group. This information is detailed in Table 1.

Table 1. Population

	Population		%
Control group	9 A	27	49.10
Experimental group	9 B	28	50.90
TOTAL		55	100

Source: Secretaria Unidad Educativa Vicente Anda Aguirre, Mocha – Ecuador (2018)

Created by: Peña, L. (2018)

The researcher has developed her study with these two groups of students who are in 9th year of basic education. The control group took both the pre-and the post-test and they attended to their regular English classes. On the other hand, the experimental group took part in the experiment through the application of the proposal. The experimental group also took the pre and the post-tests before and after the teacher's intervention. The students attended to classes which were planned based on the use of audiovisual materials in order to improve their oral expression development. First, the students took the pre-test. After that, the researcher planned her classes and applied them to improve her students' oral skills. Finally, the students took the post-test after finishing the teachers' treatment.

Data for this study has been gathered by means of administration of Preliminary English Test: parts 1, 2, and 3 as pre-test and post-tests. The intention behind the use of these instruments is to determine the subjects' initial level of development of oral expression therefore different questions have been included, and the result has been determined through a corresponding rubric. A similar post-test, with variation of questions, but inside the same characteristics of

the first test, has been applied later. The same rubric has been used to determine the new result and a comparison between the results of the pre-test and post-test has been developed.

Data processing implicates five steps:

First, the researcher gave a Pre-Test to students in order to collect data and prove the validity of the information about the students' level of oral expression before the implementation of the proposal. The data enlighten teacher to be aware about the real level of students which later was used to support the results of the current research.

Second, the proposal development was carried out in four weeks. The proposal is divided into 10 lesson plans which include audio-visual materials such as flashcards, videos, reading texts, drawings, and so forth.

Third, after the proposal implementation, the researcher gave and analyzed the data obtained from the post-test in order to draw conclusions.

Fourth, the researcher collected and analyzed the survey results about the importance of audio-visual materials in the development of oral expression.

Last but not least, final conclusions and recommendations were drawn.

Preliminary English Test (PET) was given to students as for the pre as for the post-test specifically the speaking parts 1, 2, and 3.

The proposal was divided into ten lesson plans which included audio-visual materials for oral expression with the experimental group; on the contrary, the control group had their normal English classes.

The current research has been designed taking into consideration the socio-educational students' background. Since the intended population is placed in a level A1.2 according to the Common European Framework of Reference, the researcher decided to implement the use of audiovisual materials for enhancing their English oral expression. The students' do not have a good level of speaking performance because they do not have access to appropriate learning material because of their low economic status. Furthermore, they come from the rural areas of Mocha canton and do not have enough support at home. Therefore, it is important to propose a handbook with class planning which focuses on the usage of audiovisual materials in order to improve 9th graders' oral expression.

Results

Pre and post-tests results

Two main tests were taken by the students who belonged to the control and the experimental one. The former was taken before the researcher's intervention and the post-test was developed after it. Furthermore, speaking parts 1, 2, and 3 of (PTE) Preliminary Test of English were applied for obtaining data. These actions were carried out in order to verify the hypothesis for the current study through the mathematical test T-student.

Normal distribution test

Table 2. Normal distribution test. Kolmogorov-Smirnov

Prueba de Kolmogorov-Smirnov for one sample^a					
		Control		Experimental	
		Pre-test	Post-test	Pre-test	Post-test
N		27	27	28	28
Normal Parameters^{b,c}	Mean	5	7,44	5,46	11,18
	Standard deviation	1,209	1,311	1,401	1,634
Extr. differences	Absolut	0,315	0,161	0,273	0,314
	Positive	0,315	0,161	0,273	0,151
	Negative	-0,204	-0,146	-0,149	-0,314
Test Statistic		0,315	0,161	0,273	0,314
Two tailed Asip.Sig		0,000 ^d	0,070 ^d	0,000 ^d	0,000 ^d

Created by: Peña, L. (2018)

The table above shows that the data for the pre and post-tests in both control and experimental group come from a normal distribution. The Kolmogorov-Smirnov test was applied according to the contrast of significance Lilliefors.

Cases processing

Table 3. Valid cases. Control group

		Frequency	Percent	Valid percentage	Accumulated percentage
Valid	4	11	20,0	40,7	40,7
	5	11	20,0	40,7	81,5
	6	1	1,8	3,7	85,2
	7	2	3,6	7,4	92,6
	8	2	3,6	7,4	100,0
Total		27	49,1	100,0	

Created by: Peña, L. (2018)

Table 1. Valid cases. Experimental group

	Frequency	Percent	Valid percentage	Accumulated percentage
Valid	4	8	14,5	28,6
	5	10	18,2	35,7
	6	2	3,6	71,4
	7	6	10,9	92,9
	8	1	1,8	96,4
		1	1,8	100,0
Total	28	50,9	100,0	

Created by: Peña, L. (2018)

The tables displayed above show that the control group has 27 valid cases and the experimental group has 28 valid cases. It means that “audio-visual materials for the oral expression development” studio has 55 valid cases which correspond to ninth grades of Unidad Educativa “Vicente Anda Aguirre”.

Table 4. General statistics

		Statistics			
		Control group Pre test	Control group Post-test	Experimental group pre-test	Experimental group post-test
N	Valid	27	27	28	28
	Lost	28	28	27	27
Mean		5,00	7,44	5,46	11,18
Mean standard error		0,233	0,252	0,265	0,309
Standard deviation		1,209	1,311	1,401	1,634
Variance		1,462	1,718	1,962	2,671
Sum		135	201	153	313

Created by: Peña, L. (2018)

Control group: Pre-test

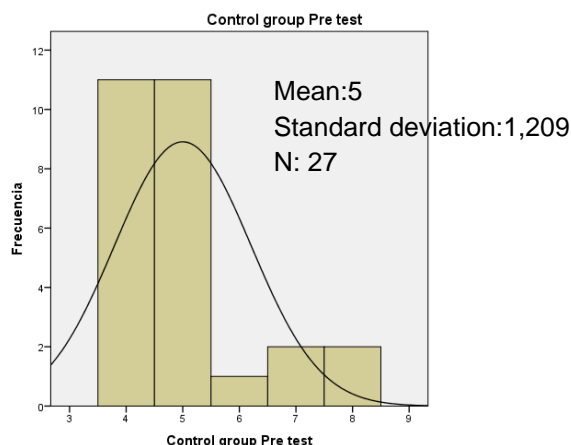


Figure 1. Control group: Pre-test histogram

Created by: Peña, L. (2018)

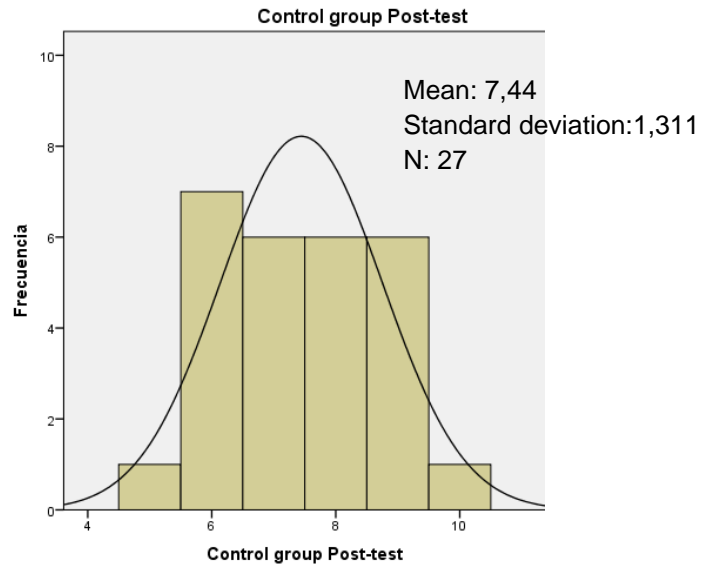


Figure 2. Control group. Post-test histogram
Created by: Peña, L. (2018)

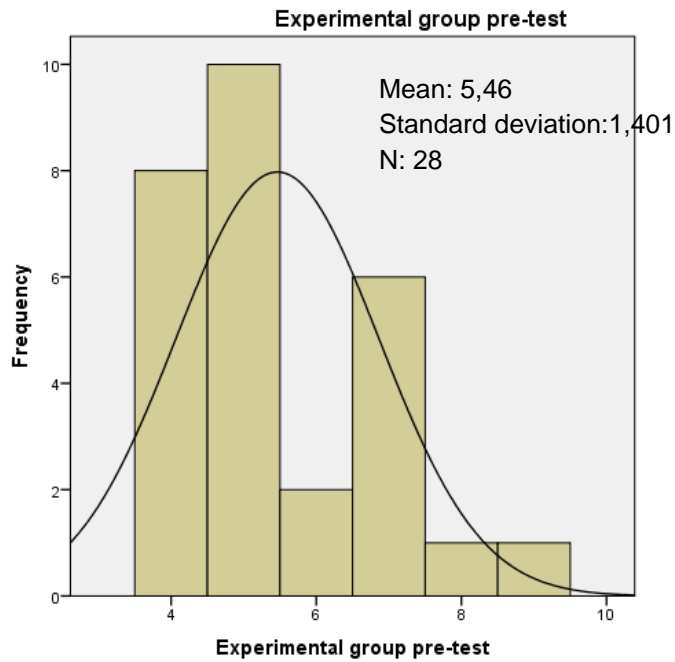


Figure 3. Experimental group. Pre-test histogram
Created by: Peña, L. (2018)

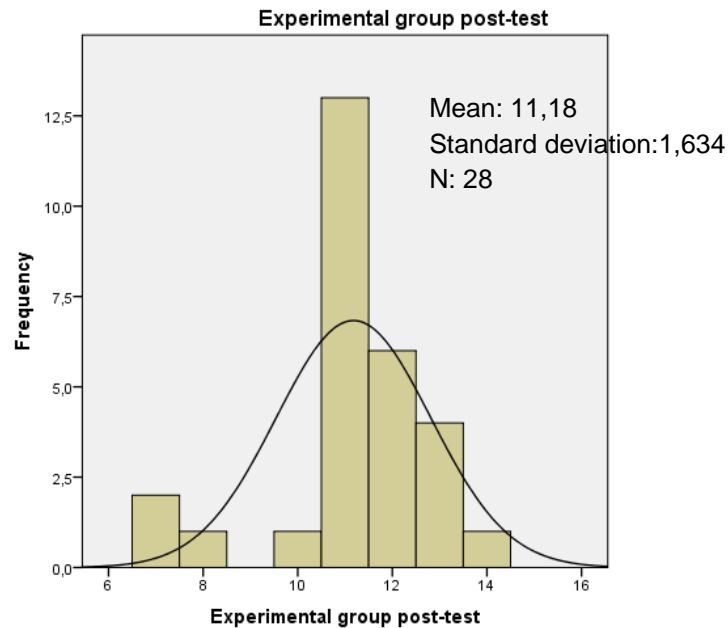


Figure 4. Experimental group. Post-test histogram
Created by: Peña, L. (2018)

Hypothesis verification

The alternative hypothesis (H1) was stated in terms of the positive effectiveness of audiovisual materials in the development of oral expression; while the null hypothesis (H0) proposed for this study indicates that audiovisual materials are not effective in the development of oral expression. According to the data displayed in table 54, the alternative hypothesis is accepted and the null hypothesis is rejected. With 95% of confidence and a mean of 11, 18 in the experimental group against the 7, 44 of the control group in the post-test. Therefore, it was verified that the alternative hypothesis was accepted because the students' oral expression in the experimental group was highly improved.

Reliability test

Table 5. Summary of cases processing

		N	%
Cases	Valid	27	49,1
	Excluded ^a	28	50,9
	Total	55	100,0

Created by: Peña, L. (2018)

Table 6. Statistics of reliability

Cronbach Alpha	N
0,853	6

Created by: Peña, L. (2018)

According to the tables displayed above the reliability test gives the researcher the following results: With Cronbach Alpha of 0,853 that is > 0.8 which is statistically accepted, the researcher proves that the data for this study is reliable with a confidence interval of 95%.

Final decision

In the pre-test there is a slight difference between the mean of the control group and the mean of the experimental group. The first one had a mean of 5,00 and the second had a mean of 5,46. However, after the treatment with the implementation of the proposal for this study, the results are highly different. The mean of the control group in the post-test was 7,44 and the mean of the experimental group was 11,18.

Therefore, it is important to say that the quasi-experiment had good results because the students from the experimental group have evidenced their improvement in their oral expression performance, on the other hand, the students belonging to the control group did not improve their oral expression.

Conclusions

- The level of proficiency of the student' oral expression in English language was determined. It was measured through the speaking part of Preliminary English Test (PET) from Cambridge. Before the intervention, the pre-test was taken by the students of both control and experimental groups. The students' level of proficiency was low with an average of 5.00 in the control group and 5.46 in the experimental one. There was a slight difference between the two groups; in the same way, after finishing the intervention the post-test was given the whole intended population. The results were encouraging because the mean of the control group was 7.44 and the mean in the experimental group was 11.18. These results were obtained with a confidence interval of 95%.
- Valuable information about the audio-visual materials that teachers use for the development of English language oral expression was collected. In this field, important data about audio-visual material for teaching were compiled; for example, television, on-line tools, computer and internet, and flip charts. Furthermore, strategies to develop oral expression were detailed such as planning, execution and evaluation; as well as oral

activities to be developed in class were analyzed like questioning, and individually and cooperatively working.

- The effect of the implementation of audio-visual materials was analyzed through the T-student mathematical test. The results of this implementation were detailed in the chapter IV. It was clearly noticeable that there were high students' improvements of oral expression after the implementation of the proposal. In this way, the null hypothesis was accepted and the alternative was rejected.

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