

BOOSTING ORAL SKILLS WITHIN AN INQUIRY-BASED LEARNING FRAMEWORK
AND AUDIO-VISUAL AIDS

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A research study presented as a requirement to obtain the degree of Major in Spanish and
English

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2019

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Dedictory

I want to thank God and life to take me to this point. It has not been easy, but I am glad that I can now move on to new things and that my college experience allowed me to grow up both as a professional and as a person. Also, I want to thank my family for their support and for always been there for me. Finally, I would like to thank my thesis director and my teachers at the University for walking me through this process all over the years. It would not have been possible without their support.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>— FOMENTO DE LA CALIDAD —</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB		Versión: 01
Fecha de Aprobación: 10-10-2012		Página 1 de 2
1. Información General		
Tipo de documento	Trabajo de grado.	
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central.	
Título del documento	BOOSTING ORAL SKILLS WITHIN AN INQUIRY-BASED LEARNING FRAMEWORK AND AUDIOVISUAL-AIDS (FOMENTO DE LAS HABILIDADES ORALES DENTRO DE UN MARCO DE APRENDIZAJE BASADO EN LA INVESTIGACIÓN Y AYUDAS AUDIOVISUALES)	
Autor(es)	Moyano Aldana, Ronald Alexis	
Director	Mellizo Guaqueta, Nelson	
Publicación	Bogotá. Universidad Pedagógica Nacional, 2019. 85 p.	
Unidad Patrocinante	Universidad Pedagógica Nacional	
Palabras Claves	APRENDIZAJE BASADO EN INDAGACIÓN; HABILIDADES ORALES; HERRAMIENTAS DE AUDIO Y VIDEO	

2. Descripción
<p>Trabajo en el que se propone intervenir en el proceso de aprendizaje de los niños del nivel Intermedio I del Centro de Lenguas en el aprendizaje de inglés como lengua extranjera, en el cual se observó a través de una serie de observaciones, una encuesta y un examen diagnóstico la dificultad de los niños en las habilidades orales. A partir del enfoque de aprendizaje basado en aprendizaje y el uso de ayudas audiovisuales se desarrollaron una serie de exposiciones y presentaciones para desarrollar las habilidades orales en inglés. Finalmente, como resultado de la investigación los estudiantes mejoraron sus habilidades orales, tales como la pronunciación, el discurso y la fluidez, además de desarrollar su autonomía, interés y motivación hacia la clase de inglés lo cual les dio herramientas para desenvolverse en contextos y situaciones de la vida real de manera eficaz.</p>

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4. Contenidos

El presente trabajo se encuentra organizado por los siguientes capítulos:

El capítulo 1 es la introducción a la investigación, la cual incluye la contextualización de la institución y la caracterización de la población de estudio que permitieron encontrar el problema de investigación. Asimismo, presenta el objetivo general, el cual es “Describir como los estudiantes desarrollan sus habilidades orales a través de un enfoque de enseñanza basado en indagación y el uso de ayudas audiovisuales”, del cual se desprenden los objetivos específicos.

En el capítulo 2 se encuentra el marco teórico y conceptual. En primer, en el marco teórico se hace referencia a investigaciones anteriores que guardan un parecido con esta. En segundo lugar, se encuentra el marco conceptual, el cual presenta los 3 constructos principales de este estudio, las

cuales son la unidad de análisis (habilidades orales) la metodología (aprendizaje basado en indagación) y el recurso pedagógico (ayudas audiovisuales).

El capítulo 3 habla del tipo de investigación, la cual es “Investigación-acción” con un enfoque cualitativo. Asimismo, se presentan los instrumentos de recolección de datos.

El capítulo 4 presenta la propuesta de intervención pedagógica, junto a la visión de lengua y aprendizaje del estudio, los roles del profesor y de los estudiantes, el diseño de las actividades, los materiales, la evaluación, y por último presenta la descripción de las fases, el cronograma y un ejemplo de un plan de clase.

El capítulo 5 habla de los logros y limitaciones del estudio. Asimismo, presenta el análisis de los resultados, en términos de los 9 indicadores propuestos, los cuales dan cuenta de los logros alcanzados por los estudiantes.

El capítulo 6 discute el resumen de los resultados en términos de las 3 categorías, las cuales son: competencia oral, exploración y audio visualidad.

El capítulo 7 da las conclusiones de la investigación en cada uno de los objetivos específicos planteados al comienzo.

Finalmente, el capítulo 8 da unas recomendaciones generales para tener en cuenta en futuras investigaciones.

5. Metodología

El presente estudio se enmarca en el enfoque cualitativo. A su vez, trabaja bajo la investigación-acción ya que busca transformar una realidad. A su vez, comprende dos fases, la primera, se concentra en la observación que permitió identificar el problema de investigación y plantear los objetivos. La segunda fase corresponde a la intervención pedagógica desarrollada por el docente durante dos semestres. La población de estudio comprende un grupo de 16 estudiantes de Intermedio I del Centro de Lenguas entre 7 a 10 años, de los cuales se tomó una muestra de 12 estudiantes para el análisis de los datos. Para el análisis de los datos se utilizó la triangulación de estos.

6. Conclusiones

Se concluye que la intervención pedagógica tuvo un impacto positivo en los estudiantes principalmente en tres aspectos:

- Los estudiantes desarrollaron y potenciaron sus habilidades orales en términos de su pronunciación, discurso y fluidez.
- El enfoque de aprendizaje basado en indagación permitió a los estudiantes llevar a cabo investigaciones y presentaciones que desarrollaron su autonomía.
- El uso de ayudas audiovisuales fomentó el interés y la motivación de los estudiantes en la clase de inglés.

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Fecha de elaboración del Resumen:	08	07	2019
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Abstract

This research reports the effects of the use of the Inquiry-Based Learning approach on a group of EFL Basic II students of the Language Center in order to improve their oral skills using Audio-visual aids. The study worked within an Action Research framework and the instruments used were field notes, a survey and students' artifacts. In this sense, a pedagogical intervention was proposed to be carried out in the next year. It is hoped of this study to give account of the improvement of student's oral skills within an Inquiry-Based methodology and the use of Audio-Visual aids.

Key words: Inquiry-Based learning, oral skills, audio-visual aids

Resumen ejecutivo

Esta investigación da cuenta de los efectos del uso del enfoque de aprendizaje basado en la indagación a un grupo de estudiantes de EFL Básico II del Centro de Lenguas, con el fin de mejorar sus habilidades orales usando herramientas de audio y video. El documento trabajó dentro de un marco de Investigación-Acción y los instrumentos utilizados fueron notas de, una encuesta y los productos de los estudiantes. En este sentido, se propuso una intervención pedagógica para llevar a cabo en los próximos dos semestres. Se espera que este estudio dé cuenta de la mejora de las habilidades orales de los estudiantes dentro de una metodología basada en la indagación y el uso de ayudas audiovisuales.

Palabras clave: Aprendizaje basado en indagación, habilidades orales, herramientas de audio y video

Chapter 1 Introduction

This chapter deals with the description of the population of study in terms of their cognitive, socio-affective, cultural, and linguistic characteristics as well as the diagnosis of the students, the statement of the problem, the rationale of the study, the research question, and the research objectives.

Contextualization

The Language Center (LC) of the National Pedagogical University (NPU) of Colombia is an institution dedicated to the teaching and learning of languages such as English, German, French and Italian. It is in Bogotá at 16-32 79th street just to some blocks of the NPU. The English program is divided for people from different ages, 7 to 9, 10 to 12, teenagers – adults. The group of this study is from 7 to 9 years old and their program includes 6 levels: Basic I, Basic II, Intermediate I, Intermediate II, Advanced and Conversational. The population of this study is a twenty-student classroom of nine girls and eleven boys from 7 to 10 years old from Intermediate I level of the LC.

From Monday to Friday classes are taken at the LC. Additionally, on Saturday classes are taken at the university. In this sense, it is important to describe the place where the study is taken place. The NPU is a public university founded in 1955. With headquarters in Cundinamarca, Boyacá, Cauca, Putumayo and Amazonas, the main headquarter is in Bogotá at 11-86 72th Street. The surroundings of the university include one of the most important business centers of the city as well as the Avenida Chile mall, Gimnasio Moderno School, Sergio Arboleda University and several companies, banks, stores, restaurants, etc. The building is an old structure that covers a

great area that counts with a pool, a gym, and a skating, soccer, and basketball field as well as laboratories, auditoriums, a library, etc.

In order to gather the information to describe the students the teacher-researcher administered a survey (See Appendix A) to 17 students based on the observations made in class (See Appendix B) that allowed the formulation of the questions for the survey. The results revealed that the 76% of students' families belong to regular families (mother, father) the other 24% of student's families are monoparental.

Further, all the children attend to either a private or public school, where at least they receive 4 hours of English per week plus the other 4 they receive at the LC for a total of 8 hours of English per week. To the 70% of the students both parents have jobs. On the other hand, only 30% of the students have only one parent that goes out to work (either mom or dad).

Notably, the 100% of the students have at least one technological device either a computer or a tablet, which they can use to work on the online assignments and strengthen their English through movies, films, games etc. When it comes to their likes, they like sports, reading, playing videogames, listening to music and watching movies.

Regarding their like of English, 94% of the students do like English, just one 4% does not. The reasons are distributed in the following way: 70% due to travel opportunities and 30% for job and culture interests. In a 100% of the student was the family the one who motivated them to study English, which means the family has a great impact on their decisions. Their favorite class is English, followed by Physical Education, Mathematics, Biology and Spanish.

More importantly, student's self-perspective about English is prone to the input skills (listening and reading) where they feel stronger and weak in the output ones (writing and

speaking). When it comes to their feelings about the class, 70% of the students feel good in the English class while the other 20% does not. At the time of doing activities out of the class to strengthen their English, 82% of the students like watching movies or videos, reading, surfing in the Internet, etc. The remaining 18% does not do any extra activities out of the class.

Likewise, 47% of the class prefers to work in either groups or pairs, while 53% prefers to work alone. They are on an age where they are egocentric and prefer to do things by their own. Finally, the 70% of the students feel they have a good relationship with their classmates, only the 30% does not and a 100% of the students would like to include more activities in the class such as games, movies, and music.

Diagnosis

In order to describe student's English level, the student-teacher researcher considered the observations made in the first exam (See Appendix B). The LC syllabus follows the Common European Framework of Reference for Languages (CEFR), as a result, the language is focused into the main four skills; reading, writing, listening, and speaking. These skills are the ones evaluated in the exams of the LC, plus grammar. For each section, there is a specific time and number of questions to answer as well as a grade. The evaluation at the LC goes from 1.0 to 5.0, where 5.0 is the highest grade, the passing grade is 3.5.

The exam started with the listening part (See Appendix B), which was about professions and daily routines. For this part, the teacher played the recordings twice. Overall, the students felt comfortable with the listening part since it was easy to understand. Students listened and immediately write down the answers, it was multiple choices. All the class got an excellent result on this part.

Next, the teacher began with the speaking part. The speaking test consisted in asking each student some topics of the class. The inquiries were open questions. Three aspects were considered to assess the speaking part; pronunciation, comprehensible speech, and fluency. In terms of their pronunciation, most of the students have a good pronunciation. They have slight mistakes when they needed to pronounce a vowel or a consonant since they do not know whether to do it in the English or in Spanish. For instance, they doubted on how to pronounce the word Apple with the phonetics of English /æ/ or the /a/ of the Spanish. As well, they made mistakes on the pronunciations of the consonants since they do not know whether to make stress at the beginning, middle, or end of the word.

Besides, some of them pronounce some words as they read them in Spanish, they did not ask for the right pronunciation since it was in the middle of the exam. In most of the cases student's speech was very comprehensible, though they have some problems with the structure of the sentences in English; they did not use the adjective, adverb, etc. in the right way. For instance, some students used *always* and *never* in the middle of the sentence instead of after the subject and before the verb. Anyway, since their pronunciation was accurate it was possible to understand what they said in most of the cases. Also, they often confused the use of the *-ing* and *to-* for as well as the use of the present simple, this made hard to understand their ideas. As for their fluency, they made use of short answers with few pauses.

In the grammar part, students made many mistakes in the spelling of the words and they did not make use of the es/s on the third persons of the singular in the present simple tense. In the reading part, they made mistakes at the time of writing their answers due to their lack of vocabulary and grammar structure. For this reason, most of them got low results in this part. As

for the writing part, they were only asked to write two sentences about their dream job. Their answers were short and concise.

Statement of the problem

Based on the observations made (See Appendix B), the survey for the students (See Appendix A), and the observation of the first exam (See Appendix B), the teacher researcher determined the main problematic in the students of the LC, which is the lack of oral skills. Below are the reasons for this statement.

To begin, the LC methodology is based on the use of a textbook for each level. Although the textbook includes different kinds of exercises framed within the CEFR, these are mostly focused on the listening, reading, writing, and even in grammar. There are just a few sections dedicated to the speaking skill. Ahmad and Shah (2014) sustain that a:

Textbook is a primary and imperative teaching aide for language learning in an academic context and EFL/ESL teachers draw on them as a core foundation for their teaching. Learners feel influenced by the textbooks they exercise for learning English language and in the process, they come across social, religious, cultural, and linguistic diversities. (p. 12)

In this regard, the textbook lacks emphasis on the oral skills and therefore, makes the learning process incomplete since it focuses mostly in the input skills and not in the output ones like is the oral skills.

Moreover, in the first exam student's oral skills lacked oral skills such as; pronunciation accuracy, comprehensible speech, and fluency in their speech, which in general was evidenced not only in their results, but also on their presentations and whenever they were are asked to speak. In that respect, students' oral skills performance was low because students' activities and resources are not focused on the enhancement of oral skills.

According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue (p. 121).

As mentioned above, the main difficulties found in the students of the LC were pronunciation, comprehensible speech, and fluency and the causes of this are because students are afraid to speak, they do not want to participate and are incline to use their mother-tongue rather than the language they are learning.

Furthermore, we should not let behind the element that Colombia does not have an immediate context where a student can practice his/her English in both a spontaneous and authentic way. Cárdenas and Miranda, (2014); Guerrero (2008) believes:

Colombia is facing limitations related to overcrowded classrooms, lack of resources, insufficient time exposure to the target language in class, low level of EFL proficiency held by primary and secondary English teachers, adoption of foreign educational models, poor infrastructure, and exclusion of indigenous native languages (as cited in Sánchez-Narváez & Chavarro-Vargas, 2017, p. 264).

The above means the time a student is exposed to the English language is reduced to the number of hours they see of English per week. Out of the English class this exposure is reduced to none and the time they use it in the English class is not enough.

Justification

This section describes the constitutive reasons to carry out a research within an IBL approach to boost oral skills in the students of the LC. The main reason to carry out this study is to provide the students with a space to strengthen their oral skills; pronunciation, speech, and fluency specifically. According to Lynch (1996) “humans negotiate ideas and transfer views on life to the rest of the world through spoken language” (as cited in in Sánchez-Narváez & Chavarro-Vargas, 2017, p. 265). This implies students to be able to unwind themselves in real life situations and foreign contexts. The role of oral skills in communication consists in the realization of a language, which is to speak it accurately and fluently.

The next reason is that it allows to develop an active learning process of the language with the use of a groundbreaking approach like it is the Inquiry-Based Learning (IBL) by formulating questions, problems or scenarios on a certain topic with the use of the target language in an authentic and spontaneous way. Dufour, Jousse, Estève, Béchet and Linarès (2009) define spontaneous speech as “unprepared speech, in opposition to prepared speech where utterances contain well-formed sentences close to those that can be found in written documents” (p. 41). This is the use of language in real life situations and responds to social interactions and exchanges.

Furthermore, inquiries in IBL allow students to research on issues and questions to develop small projects that integrate diverse work units and more importantly provides them with a space to practice and strengthen their oral skills.

Students ask questions and find the answers by themselves with some help from the teacher, technology, and their learning community. The students construct the knowledge (not receive it) by combining what they have known about the topic and what do they want to know (Rejeki, 2017, p. 136).

Moreover, the students of the LC work within the CLIL framework and at the end of the term are asked to present a project integrating the work units of the level. In this regard, the IBL works as a support to the CLIL project by enabling the students to work in small projects that serve as support to the final one.

The last reason to carry out this study is to make use of Audio-visual Aids and the Information and communications technology (ICT), which includes audiovisual materials, internet, etc. Activities related to listening and speaking skills require audio-visual aids. It is the responsibility of the teacher to use audio-visual aids to make the teaching learning process effective (Mathew & Alidmat, 2013, p. 87). Research is one of the main streams in this study. In that sense, the students make use of the audiovisual media to strengthen their oral skills. As well, the use of the ICT is present at the time of creating their artifacts since they have the choice to make videos, recordings and make use of the ICT in general do show their creations.

Taking all this into consideration, it is precise to propose a study wherein students become active participants of their learning process with a trustworthy approach, as well as to achieve learning outcomes through inquiries, problem solving tasks, use of audiovisual materials and a series of presentations.

Research question

How to boost oral skills in Basic II EFL students of the Language Center within an Inquiry-Based Learning framework and the use of audio-visual aids?

General objective

To describe how the Basic II students of the Language Center boost their oral skills through an Inquiry-Based Learning (IBL) framework and the use of audio-visual aids.

Specific objectives

- To analyze the development of student's oral skills in terms of pronunciation, comprehensible speech, and fluency.
- To describe the use of the Inquiry-Based Learning framework in the enhancement of student's oral skills.
- To examine the use of audio-visual aids as a resource to strengthen student's oral skills.

Chapter 2 Theoretical Framework

This chapter deals with the construction of both the state of the art, which is the studies that are alike to this one and the conceptual framework, which is the definition and description of the main concepts for this study.

State of the art

In order to provide a complete theoretical background, it was necessary to do an extensive review of the researches related to this study. In this sense, several data bases were consulted for this state of the art. The filters used were key words such as Inquiry Based Learning, Oral Skills and Audio-visual media. Other terms included EFL and groups of study alike to this one with a similar population, context and conditions. The following chart presents a list of the studies selected for this thesis.

Table 1

State of the art

Title of the study	Author	School	Year
Implementing a proposal with a communicative and a project work approach by designing learning environments in EFL to improve oral skills	Yeni Mayely Camacho Rojas, Carlos Alberto Nivia Chisaba	Prado Veraniego IED	2009
Oral Skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work	Martha Sedeida Devia Grisales, Andersson Smith García Cruz	Universidad del Tolima	2017
Use of Student-Produced Videos to Develop Oral Skills in EFL Classrooms	Nadide Özgüç Akdeniz	Kocaeli University	2017
Learning by Teaching: Training EFL Pre-service Teachers through Inquiry-based Learning	Luis Fernando Gomez R.	Universidad Pedagógica Nacional	2017
Learning English Through Inquiry: An Acquired Experience in Three Public Settings in Colombia	Claudia Janneth Parada Moreno	Universidad Pedagógica y Tecnológica de Colombia	2008
The Implementation of Inquiry-Based Learning to Reading Comprehension of EFL Students	Ermawati, Nasmilah Yunus, Abidin	University, St. Perintis	2015

	Pammu	Kemerdekaan	
Audiovisual Aids as a tool to promote meaningful EFL vocabulary learning	Sebastián Leonardo González Contreras	Universidad Pedagógica Nacional	2017
Implementation of visual aids on students' listening comprehension activities	Juan Esteban Ramírez Carmona, Diego Fernando Álvarez Echeverry	Universidad tecnológica de Pereira	2016
Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda)	María García Ramírez	Margarita Salas high school	2012

In a first study called *Implementing a proposal with a communicative and a project work approach by designing learning environments in EFL to improve oral skills* Camacho and Nivia (2009) carried out a project with a group of students of third and fourth grades at the public School Prado Veraniego I.E.D through the design of learning environments in a communicative and project work approach to improve student's oral skills. The findings revealed that the creation of learning environments allowed the real use of the language as well as the implementation mini-projects and meaningful materials to enhance their oral skills, which kept students motivated in the class. Furthermore, children made use of the target language to interact with each other and the teacher while they were on the classroom. This study is related to this one due to the view of the use of the language in a real and authentic way and it is focused on the oral skills.

The following study *Oral Skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work* conducted by Grisales & Garcia (2017) describes a project conducted at a public school to show the effect of podcasting, language learning strategies, and collaborative work in the development of tenth graders' oral skills. This study allowed student's oral skills improvement, evidenced on the increase of their vocabulary, pronunciation accuracy, grammar use and fluency. As well, the implementation that helped them

the most to achieve this were practicing, planning, and cooperation. Also, the study allowed students to learn in a safe environment, which at the end influenced their performance. This study conceives learning not only as a class-oriented process, but also as an autonomous self-aware process.

The next study called *Use of Student-Produced Videos to Develop Oral Skills in EFL Classrooms* Akdeniz (2017) presented the use of student-produced videos to improve oral skills in preparatory classes at Kocaeli University. The outcomes of this study allowed students to make use of the target language in an authentic way through produced-videos as well as to strengthen their awareness towards their production of the language. The implementation of audiovisual media fosters oral skills in the target language is a common aspect with this research.

In his research, Gómez (2017) conducted a study called *Learning by Teaching: Training EFL Pre-service Teachers through Inquiry-based Learning in* order to observe a group of EFL pre-service teachers of seventh semester; all students of a foreign language teacher education program at a public University. The group worked within the IBL approach supported by the theory of learning by teaching to do literary research to impart lessons on analysis of short stories in an EFL literature class. The findings revealed that through the IBL approach the students were able to build up a better knowledge on literature, pre-service teachers were able to do more critical analysis of literature works, and students were able to learn how to carry out a lesson rather than just giving a presentation. This study is related to this one since it applies IBL on a guided-oriented framework as well as it expects to relate inquiries to the topics of the English class.

In a study carried out in three different settings Moreno (2008) made a description of the implementation of the IBL framework from a personal and social dimension. Moreno divided the results into three. Students strengthened their pronunciation and grammar in an unconscious way as well as the impact of research in their personal and professional life. Researches allowed students to work not only individually, but also in group, which increased their team work skills and contributed to their perception of other's ideas as something positive for their life and community. Students' reflections, experiences, and feelings helped to construct their identity and plans through IBL. This study is alike to this one since it implements not only the IBL approach but also the authoring cycle and perceives inquiries as possibilities to develop not only student's language skills, but also their personal and social aspects.

In another study, Ermawati (2015) carried out a quantitative research by using a quasi-experimental design with control and experimental group with students of third semester at STKIP Muhammadiyah. The name of this study is *The Implementation of Inquiry-Based Learning to Reading Comprehension of EFL Students* and its purpose was to see the effects of IBL approach use in the improvement of student's reading comprehension. This study concluded that the use of the IBL approach implemented in language learning contexts is meaningful, especially in receptive skills like reading comprehension as well the implementation of the 5E model, together allowed students to engage with the topic of the text, explore strategies, explain their results, elaborate answers to the questions taken out from the text and evaluate their learning process. This study is like this one since it focuses on the learning context using the IBL approach.

A study conducted by González (2017) reported the implementation of audiovisual aids to promote the meaningful vocabulary in students of Prado Veraniego School. The study called *Audiovisual aids as a tool to promote meaningful EFL vocabulary learning* made use of videos with songs and listening exercises with specific vocabulary. The outcomes of this study demonstrated that the use of audiovisual media increased students' vocabulary in a meaningful way since it helped them not only to identify the word, but also to define it and apply it to specific contexts as well students were more interested when it came to watch videos rather than reading due to the rising audiovisual culture. This study has a strong relationship to this one in the sense that it recognizes audiovisual media as a meaningful resource for the new generation and audiovisual culture, which is a great strategy to implement in the class.

Next, Carmona & Alvarez (2016) conducted a study called *Implementation of visual aids on students' listening comprehension activities* showed the impact of the implementation of audiovisual aids on listening comprehension activities in first graders of a public school. The results proved that students remember what they have observed rather than memorizing the written form of the word, the visual image stayed longer in their minds. In result, they significantly increased their vocabulary. This study is like this one since it focuses on the visual image, rather than the written word.

A final study carried out by Ramírez (2012) at Margarita Salas High School implemented the use of audiovisual media to strengthen student's language learning. The results demonstrated that audiovisual media helped students to clarify the meaning of words and messages, memorize new vocabulary, and gain students' attention. This study is alike to this one in the sense that it

sees audiovisual media as resources to not only enhance language learning, but also as a tool to gain student's attention and increase their motivation and interest towards the class.

Throughout this review it was possible to see all three main concepts of this study applied to different scenarios. For its part, oral skills have a great deal of influence in the way student's feel with themselves in terms of their language performance. IBL represents a good strategy to research and enhance students' personal and social context. As for the audiovisual media, it seems like the perfect resource to implement in a rising audiovisual culture.

Conceptual framework

The constructs for this research are three. The first one is Oral skills, the second one is Inquiry-Based Learning, and the third one is Audiovisual media. The first one is the unit of analysis of this research. The second one is the methodology used. As for the third one, it is the resource to reach out the objectives of this study. In order to define these three concepts, there was a review of the different authors that have previously defined them.

Oral skills. In order to define each concept, it is necessary to start from the specific to the general. Oral is the spoken rather than written; verbal. It refers in a broad sense to the oral communication, Halliday (1978) states "Communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (p. 139) and through this social reality is "created, maintained and modified" (p. 169). Thus, communication according to Rahman (2010) is "a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values" (p. 2), which is given by the spoken word that is the oral communication. Communication is a complex process; therefore, is it important to understand it first:

Communication is an exchange of meaning and understanding. Meaning is central to communication. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through interstimulation and response. (Rahman, 2010, p. 3)

Moreover, skill is understood as the ability or capacity to carry out a task. Skill implies competence which is the aptitude of doing something. In other words, to have the competence to do something it means there is a guideline on the success or failure of the task, where it can be either completed or not. In terms of language, skill refers as the communicative competence.

For Chomsky (1965), linguistic competence accounts for the implicit knowledge of grammar an ideal speaker and listener has in a homogenous speech community (ideal speaker-listener), whereas linguistic performance refers to the current use of that grammar knowledge in specific situations. In other words, linguistic competence relates to language and linguistic performance refers to speech (as cited in Salazar, 2015, p. 90).

According to Tarvin (2014) it can be defined as “the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions” (p. 2). This means that language learners need to have the ability to use the language, including correct and accurate grammar forms.

Now that both concepts have been delimited it is possible to define them. Oral skills are “the product of the verbal interaction between the learners and the instructor in a face to face context” (Herrera & González, 2017, p. 74). The oral skills considered in their research are: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation.

On the other hand, the skills that are considered in this research are: pronunciation, comprehensible speech, and fluency. The reason is because these three skills are the most important ones in terms of Oral skills. Gordillo (2011) argued that it is also:

The capacity of expressing oneself verbally for communicating based on the linguistic rules of a language. It is divided into two complementary skills: listening (the receptive skill) and speaking (the productive skill); both are produced within a communication act, in which the speaker and listener communicate among themselves, not individually. (as cited in Herrera & Gonzalez, 2017, p. 75)

It is clear communication needs at least from two people to happen. The productive skill, key to this study needs from a good receptive skill in order to have an effective communication.

Thus, Savignon (2001) argues that the oral skill is:

The ability of "classroom language learners to participate in the negotiation of meaning" and "the need for learners to have the experience of communication . . . as distinct from their ability to recite dialogs or perform on discrete-point tests of grammatical knowledge". (As cited in Vaca & Gómez, 2017, p. 59)

The abilities considered within the oral skills are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. For the purpose of this research, only the terms that are useful to this study are described. The IELTS (Institutional English Language Testing System, 2007) and the British Council define fluency as "The ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech" (p. 12).

A second skill considered in the oral skills is the coherence, which refers to the "linking of ideas through logical sequencing" (p. 10). A last skill considered is the pronunciation, described as "The ability to produce comprehensible speech to fulfill the Speaking test requirements. (p. 12). In this connection, oral skills are the set of abilities that assess speakers'

proficiency in the target language and determine whether a speaker is smooth in the language or not.

As for this study, the oral skills comprehend much of what has been said already and understand it as the diverse set of abilities (pronunciation, comprehensible speech, and fluency) needed to use the language spontaneously in real contexts and situations. Oral skills were evaluated through recordings made in every presentation.

Inquiry-based learning. Inquiry is the act of asking yourself questions in order to construct new knowledge. Galileo Educational Network (2004) defines it as “The dynamic process of being open to wonder and puzzlements and coming to know and understand the world” (What Is Inquiry? para 1). The National Science Education Standards (NSES) (NRC, 1996) state:

Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations. (p. 23)

Therefore, inquiry helps students to come up with their own answers. They make use several data bases such as internet, books, libraries, etc. to find out the information to answer their question.

According to Santrock (2001) Inquiry-Based Learning (IBL) is a “constructivist pedagogical approach where students are presented with the opportunity to control over their learning process through exploration, discovery, constructing knowledge and understanding, reflect and thinking critically” (as cited in J. Chong, M. Chong, Shahrill, & Abdullah, 2017, p.

158). As a constructivist pedagogical approach, the IBL not only allows students to come up with their own answers, but also to build up new knowledge based on their previous one. In this sense, students are presented with the opportunity to re-structure their ideas about the world and life.

As reported by Alberta Learning, and Alberta (2004) IBL is an ongoing process:

Inquiry-based learning constitutes a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action. (p. 1)

Furthermore, in Inquiry-based learning the role of the teacher and the student, changes from the traditional way. Projects are driven by students and teachers act more as coaches, guides, and facilitators who help learners to find out their true interrogatives and answers. When students choose their questions, they are motivated to learn and develop a sense of ownership about their learning. Hudspith and Jenkins (2001) argued that Inquiry-based learning “involves students’ self-directed, question-driven search for understanding, accompanied by varying levels of instructor support”. (As cited in Woolf, 2017, p. 3)

Moreover, Spronken-Smith and Walker (2010) identified different types of IBL based on the amount of guidance provided. Structured inquiry (where students are assigned a problem and an outline to solve it), open inquiry (students generate their own questions and means to answer the question), with guided inquiry (students are self-directed to explore a given problem). This research is mostly focused on the guided inquiry.

Additionally, Spronken-Smith and Walker (2010) introduce the core ingredients of an Inquiry-based learning approach:

- Learning is stimulated by inquiry, i.e. driven by questions or problems;
- Learning is based on a process of constructing knowledge and new understanding;
- It is an 'active' approach to learning, involving learning by doing;
- A student-centered approach to teaching in which the role of the teacher is to act as a facilitator; and
- A move to self-directed learning with students taking increasing responsibility for their learning. (Can Inquiry-based learning? para 1)

As stated by the Educational Development Center (2016) some of the advantages of using Inquiry-based learning include flexibility and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the Internet, kids who have trouble in school because they do not respond well to lectures and memorization will blossom in an Inquiry-based learning setting, awakening their confidence, interest, and self-esteem, it works with interdisciplinary projects as well as promotes cooperative learning and team work, it is adaptive to any population, and validates the experience and knowledge that all kids bring to the learning process (p. 1-2). At the end, the learning outcomes of Inquiry- based learning typically include the development of skills in self- reflection, critical thinking, the ability to undertake independent inquiry, responsibility for own learning and intellectual growth and maturity (Lee et al. 2004, p. 10).

As for the notion that this study has of IBL, it is understood as a form of active learning that focuses on the formulation of questions, problems and scenarios. This approach allows students to work on issues or questions they propose and come up with solutions for them to

build up new knowledge. This approach is assessed through the students' presentations considering the kind of information they found and how they present it.

Audio-visual aids. Audio means hearing and visual means that which is found by seeing. Visual aid is any instructional device through which message can be seen but not heard. An audio aid is any instructional device through which a message can be heard but not seen. In this sense, Audio-visual (AV) aid is any instructional device through which a message can be heard as well as seen. (Yella, 2013, p. 1)

In this regard, Yadav, P. K., Bera, Mukharjee, Yadav, S., Sah, and Kar (2015) explain that “visual aid is anything which helps the students to see better using diagrams or pictures to explain an idea. Media are the teaching aids by which knowledge, information and ideas are communicated” (p. 51). In a broader sense, Audio-visual aids constitute a meaning by which students can strengthen their initial thoughts about a certain topic. They can listen to an expert on the topic, someone famous, see examples and more.

Moreover, Audio-visual aids are being used nowadays more and more in the teaching learning process to support teachers, this use of materials help to make the class more effective, interesting and impassable. According to Yadav et al. (2015) there are three types of media which are used in the teaching learning process:

1. Visual materials: slides, overhead projectors, epidiascope, chalk boards, maps, models, posters, photographs, etc.
2. Audio-visuals: television, video tape, computer, films, etc.
3. Audio materials: radio, tape, language laboratory, sound distribution sets, etc.

Some of the materials thought for this research include a bit of every type of media: slides, posters, photographs, TV, video tape, computer, films, and language laboratory, among others.

As well, Audio-visual aids help students to: a) Draw attention of the participants, b) Secure interest in the information being discussed, c) Transmit information quickly and efficiently to large number of people, d) Explain facts, ideas and processes more clearly, illustrative and elaborately, e) Facilitate the learnt information to be retained as memory, f) Present information systematically in an organized way, and g) Enhance the confidence level and enthusiasm of the presenter. (Yadav *et al*, 2015, p. 51)

In addition to this, the use of Audio-visual aids in the class requires therefore certain level of technological knowledge. Ranasinghe and Leisher (2009) point out that:

Technology can never replace the human mind, but it can help expand it. They opine that teaching students how to use technology as a tool help their learning. Effective use of these technological aids depends on teacher motivation, interest, and availability of resources technical knowledge and students' response towards these audio-visual aids. (as cited in Mathew & Alidmat, 2013, p. 86)

In a growing society where technologies take more importance every day, students need to learn how to use them so they can apply it to their daily basis. This need constitutes an advantage at the time of presenting a presentation or a project since they can make use of different materials to make themselves understood. As well, the use of technologies in the class increases the motivation and engagement on the development of the different activities.

According to Kerr (1996) “integrating technology into classroom practice requires a shift in both teaching style and the teacher’s vision of what classroom life is all about” as cited in

Mathew & Alidmat, 2013, p. 87). Audio-visual aids are different types of tools that appeal to the sense of learning and vision and are used in classrooms for presentation of abstract information.

As for this study, Audio-visual aids are understood as the set of materials used to enhance student's learning process and teacher's teaching through sounds and images. This is evaluated through the videos watched in class and the different technologies involved in the classroom such as the TV, computer, videos, recordings, slides, etc.

Chapter 3 Research Design

This chapter deals with the description of the paradigm, the type of study, data collection instruments, ethical issues, trustworthiness, and data analysis methodology in which this study is enclosed.

Investigative approach

Paradigm. The approach that holds this study is the qualitative research. As stated in Carr and Phillips (2010) the “Qualitative research embodies multiple methodologies—narrative, participatory, historical, and feminist inquiries (to name a few)—and therefore defies easy definition” (as cited in Whitt, 1991). As well, this method undertakes the “nature of knowledge as fluid and subjective. Such knowledge is constructed by multiple points, which constantly change as well, the reality is shaped by culture, history, and certain settings” (Carr & Phillips, 2010, pp. 26-28). Qualitative research is focused on narrating, relating and therefore on describing:

The aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts. Thus, in contrast to formulating, testing and conforming or disconfirming hypotheses, qualitative research draws on the data collected by the researcher to make sense of the human behavior within the research context (Burns, 1999, p. 22).

Descriptions are based on observations made in class. In this sense, observation is an important part of this research since it leads to accurate descriptions of the events, aspects and features that only an observer of the class can see. Therefore, students’ viewpoint is important as well as researcher’s interpretation of the events. Johnson (2014) affirms that rather than using a standardized instrument or device, the qualitative research focuses on asking questions, collecting data, making interpretations, and recording what is observed. The qualitative research

continuously tries to understand the people the researcher is observing from the “participants”, or “natives”, or actors’ viewpoints. (p.36). In this connection, this research considers situations, events and descriptions of the population of study to make interpretations of the phenomena and therefore, makes use of the qualitative research framework.

Investigative design

Type of study. This research is framed within the Action Research or AR. As reported by Carr & Phillips (2010):

Action research is a process that student teachers can use in powerful ways to not only support their idealism, but also to learn to teach in an influential manner. Action research, if carefully negotiated, can be an acceptable space in which to try alternative practices. In many instances, this process is shared with a mentor-teacher who equally delights in such learning and supports the student teacher during the difficult times of becoming a teacher. (p. 40)

In accordance with Burns (2009) “the central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice” (p. 2). Also, there are four steps or stages that are involved in AR: Planning; in this part the researcher identifies a problem or issue and comes up with a plan to improve it. The second stage is Action, which has to do with the execution of the plan. Observation, this phase is when the researcher observes the plan in action and documents the data collected. Finally, there is the Reflection, this is the part where the researcher reflects, evaluates and describes the results of the action (as cited in Kemmis & McTaggart, 1988).

In line with Carr & Phillips (2010), AR is well-defined as a “practitioner-based” form of research (p. 5). It means teachers apply AR in their classes hoping to improve their teaching process as well as students learning one. This study wants to improve students’ oral skills

through an IBL approach and the use of audio-visual aids, in this vein, the role of the teacher is to implement teaching strategies to achieve learning outcomes.

Data collection instruments

Field notes. Notes, or field notes as they are referred to in qualitative research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style, they generally include reports of non-verbal information, physical settings, group structures and records of conversations and interactions between participants. Field notes include reflective commentary, questions for further consideration, evaluations, and self-observations, all relevant to the dynamic and evolving nature of AR (Burns, 1999, p. 196).

Field notes are accounts describing experiences and observations the researcher has made in the course of the study. This research made use of this instrument in order to take notes in each observation of the important aspects that happened in the class.

Surveys. It is a list of questions meant at getting specific data from a certain group of people. As stated by Carr & Phillips (2010) surveys are “used to collect data primarily about students’ perceptions, feelings, or attitudes about skills, concepts, or other classroom issues” (p. 197). This research made use of the survey since there were many students and a short time to apply it; therefore, the method to approach to them was a survey. For the survey there were closed-ended items, Yes/No, and rating scales with an open-ended item to get arguments from the students.

Artifacts. It is any piece of physical evidence (artifacts) produced by the students, this includes recordings, videos, slides, etc. An artifact is any kind of physical documentation that sheds additional light on your research question and topic (Carr & Phillips, 2010, p. 78).

Audio and video recording are a technique for capturing in detail naturalistic interactions and verbatim utterances. [...] Recordings can be used to obtain general observations and impressions of the classroom or alternatively to focus on specific concerns such as pair work interactions, the amount of learner talk generated through activities, or the analysis of critical incidents. (Burns, 1999, p. 94)

This research made use of the audio-visual aids to assess student's oral skills. Since the main purpose is to assess students' oral skill, audio and video recordings became the major piece of information used for the analysis.

Categories of analysis

The following chart summarizes the categories that resulted from the interpretation of the data. There is just one category of analysis, which is oral skills. At the same time this one is integrated by some subcategories that serve as a complement to the main one.

Table 2.

Categories of analysis

Categories	Indicators		
Oral competence	Indicator 1: Pronunciation. Students produce a comprehensible and intelligible speech and less use of their native language	Indicator 2: Coherence. Learners speech is logical, and their sequencing of sentences is clear making use of language devices	Indicator 3: Fluency. Students talk with a standard level of continuity and produce a coherent, connected speech
Exploration	Indicator 4: Problem-posing. Learners come up with a question to research on through a series of inquiries	Indicator 5: Decision-making. Students select the information and materials to use in their presentations	Indicator 6: Problem-solving. Students create a product based on the information gathered
Audiovisuality	Indicator 7: Attentiveness. Students obtain attention and interest to the class and the activities	Indicator 8: Retention. Students easily remember words and their pronunciation	Indicator 9: Reaction. Learners make use of specific vocabulary based on a video, film, etc.

Population and sample

The population is conformed by 16 students, 9 boys and 7 girls of Intermediate I level of English course on Saturdays of the Language Centre. The sample is half of the population plus 1, it means 9 students. Since this sample is small a higher number of students was analyzed. This selection was random and had into consideration attendance to the class, participation in the activities and in the interventions.

Chapter 4 Pedagogical Intervention

This chapter deals with the vision of learning/ language as well as the pedagogical approach, expected results, roles of students and teacher, activities, resources and evaluation. Also, it presents the description of the stages of the study as well as the chronogram with the lesson plans for each work unit and an example of a class.

Pedagogical approach

Vision of learning. This research perceives learning as a social-constructivist activity. Bruning, 1999; M. Cole, 1991; Eggen and Kauchak (2004) states “Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then internalized and used by individuals” (as cited in Amineh & Asl, 2015, p. 14). According Brown 1989; Ackerman 1996 “Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence they encourage and promote the guesswork and intuitive thinking in learners” (as cited in Amineh & Asl, 2015, p. 14). In this view of active learning learners make meaning through the interactions with each other and their context.

This has to do a lot with the IBL approach since students are asked to formulate questions or inquiries, which they need to research on either in groups or individually. Later, they present to their classmates what they have investigated. In this sense, students are first asked to construct learning in a social context (either their own or a different one), which is then internalized and used by them.

Vision of language. This study understands language as self-expression, this means that through language “we build up personal relationships, express our emotions and aspirations, and explore out interests” (Tudor, 2001, p. 65). According to Buitrago, Chapeton, and Vera:

Self-expression is related to personal meaningfulness, how people make sense, construct their realities. Thus, it has a humanistic perspective where, as an integral part of the program, learners are encouraged to express their feelings and personal experiences in a supportive environment with no fear of judgment or rejection (2018, p. 88).

This is highly seen in IBL where the focus is to encourage students to talk about their view of life. As well, this is seen in their presentation where they always choose the topic they work on.

In this sense, the IBL framework encourages learners to pose questions, problems, and scenarios based on their likes and interests where they do research. This is a way of discovering and exploration in order to come up with an answer or a solution to the original problem or inquiry. For this, students appeal to their past experiences and formulate questions not only based on their context, but also on their own realities. It also has a humanistic side since learners can come up with any kind of question, there is no room for judgment or rejection and any question is valid. As well in this viewpoint “the target learning content is specific to each learner as an individual” (Tudor, 2001, p. 67). For this exercise, students come up with a different question or inquiry and then research on his/her own.

Students’ role. Learner’s role for this study is as active participants who take ownership of their own learning process and build up new knowledge from research. Driscoll (2005) sets the expectation within a constructivist learning environment since the students carry an active role in their learning (p. 357). Students are not only asked to research on topics of their like, but they are also asked to come up with knowledge and find out a way to transmit that new

knowledge to the class. In this sense, learning becomes into a deeper experience, where students take ownership of their learning in all stages of the learning process.

Teacher's role. Jordan, Carlile, & Stack (2008) argue that constructivist teachers do not take the role of the sage on the stage. Instead, teachers act as a guide on the side providing students with opportunities to test the adequacy of their current understandings (p. 58). In this regard, teacher's role is as a guide who marks the path that his students need to follow and is there for them to support them with anything that may come up from the learning process.

Activities. The activities used included the use of audiovisual aids such as videos, movies, etc. Each activity was divided in the phases described above: Formulating, discovering and creating, in which each student had to prepare a presentation based on what they researched. At the same time, each activity was divided into three sessions; the first one to come up with the research question, the second one to practice and the third one to finally present the outcomes.

Resources. Focused on the use of audiovisual aids, the study made use of technological devices and tools such as a laptop, a TV set and internet connection. The computer was synced with the TV set in the way all students were able to see the projections. The videos, movies, etc. were taken from internet (mostly from YouTube). In some cases, it was necessary to use printed copies to complement the videos.

Evaluation. Students were evaluated throughout the whole research. As part of the LC, such assessment was developed according to the institute's curriculum and methodology. Individually, the teacher considered students' complete process taking the most important aspects from each phase, but at the end taking especial attention from the presentations.

Stages of the intervention

As it has been discussed, this study is making use of the Inquiry-Based Learning framework. This approach is a form of active learning that allows students to pose and investigate about questions, problems or scenarios that they formulate by themselves and build up new knowledge through a series of presentations. As framed by Short, the inquiry cycle is “an authoring process in the sense that learners engage in authoring or constructing meaning about themselves and the world” (2002, pp. 18-19). The original model presented by Short consists of nine processes or stages, nonetheless, it has been adapted it to a set of three stages that meet the needs of this research:

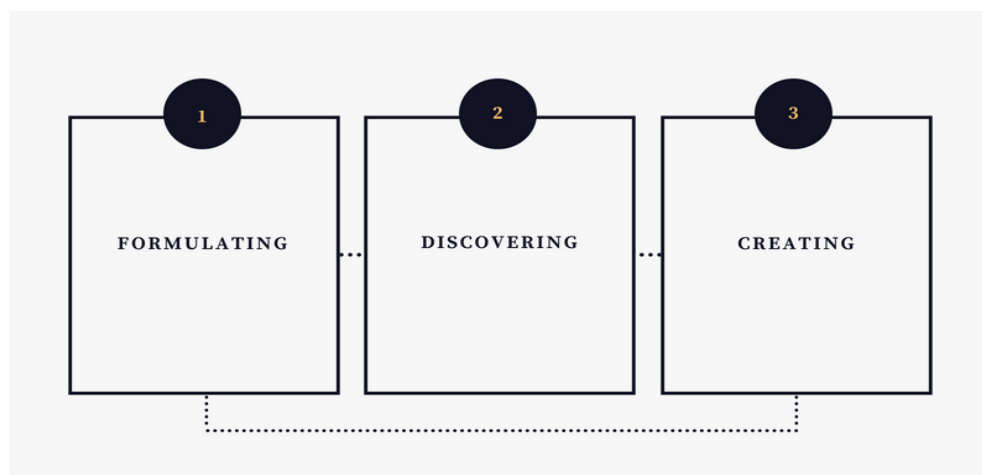


Figure 1. The Inquiry Cycle. The Inquiry Cycle by Katy Short. Adapted by the author.

Formulating. In this phase the teacher introduces the topic, for instance, animals and then starts to ask questions to the students, e.g. Do you like animals? Do you have pets? What kind of animals do you like? What would you like to know about this animal? etc. The idea is to elicit their previous knowledge and start from the general to the specific. Then, the teacher plays a video, film, documentary, etc. to have them watch and learn more about what they have seen. Finally, the teacher asks students to research about their favorite animal (specific question), e.g.

Find out about guinea pig. This is also the part where the teacher gains student's interests and encourages them to investigate based on their likes and interests, which eventually leads to motivate students to work on the tasks.

Discovering. Students take their research question home and are asked to investigate about it during the week. The main source of information for them is Internet. They type in in their computers, laptops, tablets, phones, etc. their animal, e.g. Kangaroos and start reading about it in several websites. They can see pictures or watch videos, read blogs, forums, Wikis to go deeper on the topic. Then, they take notes of the information they think that answers the question or resolves the problematic raised. This is the part where students enhance the key vocabulary and memorize the pronunciation of the words they use and form the structure, organization and planning of their presentations.

Creating. Based on their research, students create a product/artifact of their like, which can be a poster, a draw, a collage, a recording, a video, etc. This product demonstrates their research, creativity and ownership of the topic. This is the part where students choose the materials and resources they use for their presentations. Their creation works as a tool for their presentations since it includes the key vocabulary, pictures, examples that help them to remember what they need to say and the pronunciation of the words. Finally, the teacher provides feedback and the class reflexes on the activity and marks a path to follow in order to improve both the teaching and learning process.

Timetable

The following table presents the timeline for the pedagogical intervention of the two semesters. This schedule was subject to modifications by the language center:

Table 3.

Chronogram of activities

DATE AND TIME	UNIT AND LESSON STAGE	OBJECTIVE	INDICATOR	ACTIVITIES
August 4 th , 2018 / 15 min.	Unit 1. Routines of everyone / Formulating	To ask and answer about daily routines / To talk about how some activities are done	Problem-posing	Students come up with the name of a famous person to learn their daily routine
August 11 th , 2018 / 30 min.	Unit 1. Routines of everyone / Discovering	To ask and answer about daily routines / To talk about how some activities are done	Decision-making	Students find out the daily routine of a famous person during the week and gather information
August 18 th , 2018 / 45 min.	Unit 1. Routines of everyone / Creating	To ask and answer about daily routines / To talk about how some activities are done	Problem-solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/ Coherence/ Fluency	Students create a product, watch a video about daily routines and then present it
45 min.	Unit 2. Awesome jobs / Formulating/Discovering	To ask and answer about professions / To name where people work	Problem-posing/ Decision-making	Students come up with the name of their favorite movie and during the week find information
August 25, 2018 / 45 min.	Unit 2. Awesome jobs / Creating	To ask and answer about professions / To name where people work	Problem-solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/ Coherence/ Fluency	Students create a product, watch a video about jobs and present their favorite movie
45 min.	Unit 3. Chores / Formulating/Discovering	To ask and answer about chores / To tell how some chores are done	Problem-posing/ Decision-making	Students come up with the name of their favorite movie and during the week find information
September 1 st , 2018 / 45 min.	Unit 3. Chores / Creating	To ask and answer about chores / To tell how some chores are done	Problem-solving/ Attentiveness/ Retention/	Students create a product, watch a video about chores and present the chores they do at home

			Reaction/ Pronunciation/C oherence/ Fluency	
September 8 th , 2018 / 15 min.	Unit 4. Fantastic animals / Formulating	To ask and answer what animals can do or can't do / To say where some animals live and their habitats	Problem-posing	Ask students about their favorite animals and pets
September 15 th , 2018 / 1hr. 30 min	Unit 4. Fantastic animals / Discovering	To ask and answer what animals can do or can't do / To say where some animals live and their habitats	Attentiveness/ Retention	Students watch a movie about animals to gain interest on the topic and remember words and their pronunciation
September 22 th , 2018 / 1 hr.	Unit 4. Fantastic animals / Creating	To ask and answer what animals can do or can't do / To say where some animals live and their habitats	Decision- making/ Reaction	Students write, draw, etc. about their favorite animal or pet
September 29 th , 2018 / 15 min.	Unit 5. The weather / Formulating	To ask and answer about the weather / To name what people wear in different weathers	Problem-posing	Students come up with the weather they like the most and pick a hobby
October 6 th , 2018 / 30 min.	Unit 5. The weather / Discovering	To ask and answer about the weather / To name what people wear in different weathers	Decision- making	Students find out about the weather they like the most and their favorite hobby and bring information
October 13 th , 2018 / 1 hr.	Unit 5. The weather/ Unit 6. The five senses / Creating	To ask and answer about the weather / To name what people wear in different weathers / To ask and answer how different things feel, look, smell, sound, or taste	Problem- solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students prepared a video about their favorite hobby

October 20 th , 2018 / 45 min.	Unit 7. Favorite food/ Unit 8. Delicious food / Formulating/Dis covering	To ask and answer about food / To ask and answer about healthy and unhealthy habits	Problem-posing/ Decision-making	Students come up with a with a question about how to have a fit life and during the week find information
October 27 th , 2018 / 45 min	Unit 7. Favorite food/ Unit 8. Delicious food / Creating	To ask and answer about food / To ask and answer about healthy and unhealthy habits	Problem-solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about how healthy habits and present how to carry a fit life
November 3 rd , 2018 / 45 min.	Unit 9. Amazing journeys / Formulating/Dis covering	To ask and answer about past trips / To tell what they did on past trips	Problem-posing/ Decision-making	Students come up with a with a question about a past journey and during the week find information
November 10 th , 2018 / 45 min.	Unit 9. Amazing journeys / Creating	To ask and answer about past trips / To tell what they did on past trips	Problem-solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about past trips and present their last holiday
November 17 th , 2018				Last class first semester. Hand-in grades and feedback
February 16 th , 2019 / 45 min	Unit 1. My classmates / Formulating/Dis covering	To describe persons / To make associations	Problem-posing/ Decision-making	Students come up with a with a question about a relative and during the week find information
February 23 rd , 2019 / 45 min.	Unit 1. My classmates / Creating	To describe persons / To make associations	Problem-solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about families and present their comparisons
February 23 rd , 2019 / 45 min.	Unit 2. Our agenda / Formulating /Discovering	To talk about other people's activities / To say where they do it and how often they do it	Problem-posing/ Decision-making	Students come up with a with a question about a person and during the week find information
March 2 nd , 2019 / 45	Unit 2. Our agenda /	To talk about other people's activities / To	Problem-solving/	Students create a product, watch a video about people and present

min.	Creating	say where they do it and how often they do it	Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	a person's physical appearance and personality
March 9 th , 2019 / 15 min.	Unit 3. My Favorite Food / Formulating	To talk about people's favorite food / To order food	Problem-posing	Students come up with a with a question about their favorite flavor
March 16 th , 2019 / 30 min.	Unit 3. My Favorite Food / Discovering	To talk about people's favorite food / To order food	Decision- making	Students find out about the flavor they like the most and bring information
March 23 rd , 2019 / 45 min.	Unit 3. My Favorite Food / Creating	To talk about people's favorite food / To order food	Problem- solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about food and present their favorite flavor and bring a sample
March 23 rd , 2019 / 45 min.	Unit 4. Best advices / Formulating/Dis covering	To talk about illnesses and sicknesses / To give advices	Problem-posing/ Decision- making	Students come up with a with a question about an illness and during the week find information
March 30 th , 2019 / 45 min.	Unit 4. Best advices / Creating	To talk about illnesses and sicknesses / To give advices	Problem- solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about illnesses and present a disease
April 6 th , 2019 / 45 min.	Unit 5. Animals endangered / Formulating/Dis covering	To talk about certain animals / To talk about animals that are endangered	Problem-posing/ Decision- making	Students come up with a with a question about an animal endangered and during the week find information
April 13 th , 2019 / 45 min.	Unit 5. Animals endangered / Creating	To talk about certain animals / To talk about animals that are endangered	Problem- solving/ Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency	Students create a product, watch a video about animals endangered and present an animal endangered of extinction
April 27 th , 2019 / 45 min.	Unit 8. My hobby / Formulating/Dis covering	To talk about hobbies/To learn something new	Problem-posing/ Decision- making	Students come up with a with a question about a hobby and during the week find information
May 4 th , 2019 / 45	Unit 8. My hobby / Creating	To talk about hobbies/To learn something new	Problem- solving/	Students prepared a video about a new knowledge

min.	Attentiveness/ Retention/ Reaction/ Pronunciation/C oherence/ Fluency
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Model of a lesson plan

This is an example of the lesson plan of an intervention. Initially, each lesson plan was thought to be carried out in three sessions, but for matters of time it was sometimes developed in two. The first session includes the stages *Formulating* and *Discovering*, which includes the process to come up with the research question and the procedures to find out the information to be later used and the creation of their product. The last stage is named *Creating*, which is the part wherein students present their products to the class.

Table 4.

Lesson plan example

Awesome jobs					
Room teacher: Ronald Alexis Moyano Aldana					
Researcher: Ronald Alexis Moyano Aldana					
Participants: 23 students					
Grade: Intermediate I					
Lesson objectives: To ask and answer about professions / To name where people work / To say what people do at their jobs					
Resources: TV set, remote controller, flash drive with video					
Lesson division	Stage	Time	Aim	Procedures	Interaction
F2F	Warm up	5 min'	- To present students today's topic through a video of jobs.	- Let Ss watch the video to introduce the topic.	- T & Ss

	Formulating	15'	- Ss will come up a question to research on with the guidance of the teacher, e.g. find out about firefighters?	- The teacher will ask each student questions such as; What professions do you know? What does your mother do? What is your favorite job? What would you like to know about it? Etc. Then each kid is going to come up with a question that is going to be their topic of research for next class.	- Group -T & Ss
Online	Discovering	30'	- To investigate based on the proposed question	- Each Ss will go online during the week and are going to type in their question, e.g. Find out about firefighters? And then are going to consult several websites for information.	- Ss
			- To think on a product based on the investigation and create a presentation	- Ss will decide whether they want to make a poster, a draw, a recording, a video, etc. presenting the results of their research. Then, they will create a presentation based on the information found	-Ss
F2F	Creating	45'	- To review student's notes and check for their pronunciation	- Ss will send their recordings to check their pronunciation. In the class, they will gather up in groups and receive feedback from their classmates. Finally, they will present their product to the class.	

Chapter 5 Data Analysis

This chapter deals with the description of the analysis management, which are the achievements and limitations of the research. As well, there is the data analysis of each indicator of this study.

Analysis management

The diagnosis threw the lack of oral skills of the students of the Language Center. In this sense, the main objective of the research was to boost students' oral skills through the Inquiry-Based Learning and the use of Audio-visual aids.

In terms of the limitations of this research, the first limitation was the lacked time to implement the study. Initially, it was thought to have one small project per unit, that is 9 units per level, but at the end the time only allowed six presentations per semester in order to carried out the research and the program of the institute as well. Another limitation came out in the first semester of the intervention since the discipline of the students and in general the environment of the class was not good, which affected both the development of the classes and the research. Besides, students were very shy and did not have good relationships with their classmates, which also influenced the presentations and activities in group.

One last limitation was the use of the recordings as an instrument since the device used was a cellphone and sometimes the laptop and there was not a good quality of audio, which made difficult to understand the audios of the interventions. As well, the duration of each recording was one hour approximately, and it required plenty of time to find out the part that was used in the analysis. Thus, it consumed a lot of time to analyze each recording and choose the best part for the analysis for a research that had limited time, especially for the data analysis and the results.

Regarding the achievements of this research, the first one and most important is the enhancement of student's oral skills in terms of their pronunciation, comprehensible speech and fluency. Most students enhanced these three indicators and reached a B1/B2 level of English. Moreover, students developed their autonomy using the IBL since they were always asked to research based on their interests and likes and propose a product of their like (poster, slides, recording, video, etc.). Furthermore, students settled their use of Audio-Visual aids not only as a resource, but also as a tool of their own to create their own presentations. This research allowed them to learn how to create posters, make advance slides, edit videos, create their own YouTube channels, etc.

One last achievement was made based on what initially was a limitation, which was the discipline of the students and the environment of the class. At the beginning, students' discipline and behavior towards the class was low and truncated, which made difficult the teaching/learning process. With the time and the different activities made in class, the presentations, and the constant interventions, students finally stretched their bonds and became friends. This led to improve their discipline and interest towards the class, which ultimately allowed the successful development of the research.

Overall, the research was carried out successfully, in a good manner and in the estimated time. Students' learnt to get along with others and recognized the importance of teamwork in their learning process. This allowed accomplishing the original objectives and fulfilling both the implementation of the study along with the program and objectives of the Language Center. Besides, students gained tools and resources for their future careers and goals. As well, students

improved not only academically, but also personally, which should be the goal of every teaching/learning exercise.

Data analysis

Category 1: Oral competence. The main objective of this research was to enhance students' oral skills, which is the unit of analysis. In that sense, the first category, which is oral competence, comprehends three indicators that are seen in this study as the most important ones at the time of producing the language.

Indicator 1: Pronunciation. Students produce a comprehensible and intelligible speech with less use of their native language. This indicator refers to the ability to produce a clear dialogue. The IELTS (Institutional English Language Testing System, 2007) and the British Council determine that the key indicators of the pronunciation are “the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence” (p. 12). The fact the listener can understand what is being said makes the communication act effective. Also, the pronunciation of a word determines the whole meaning of a sentence and the noticeability of L1 would identify a non-native speaker from a native one.

From that point of view, students reached a good pronunciation with the help of the teacher, their classmates and audio-visual aids like videos, movies, etc. Every time the students were asked to research, they send drafts, recording during the week and even bring their notes to the class. This way, they received direct feedback from the teacher on how to pronounce certain words. As well, they sometimes received peer-editing by their classmates. Additionally, students always watched a video relating to their topic before every presentation, which allowed them to remember the pronunciation of some key words. During the presentation, the teacher often

corrected the pronunciation of a word if the students use it constantly to fix it on time. At the end of every presentation they received feedback again. In this sense, there was a cycle wherein students receive constant feedback pre, during and post the presentation. An example of this is the following one (See Appendix D).

Next, the students made a presentation about animals endangered of extinction.

Before the presentation, students were asked to come up with a question about an animal endangered, e.g. Why elephants are an animal endangered?

During the week, they were asked to find out information about this animal and prepare a product (poster, slides, video, etc.).

Then, students watched a video related to the topic as usual to activate their knowledge and get their interest. The video was about animals endangered of extinction.

Finally, each student had a small presentation about animals endangered of extinction.

In general terms, their pronunciation was accurate, some slight mistakes in words like *value*. They made stress in the consonants and the intonation was good. Also, they made less use of the native language, with the exception of the word *ivory/marfil*. As

Figure 2. Field note #25 April 13, 2019. Pronunciation description after students' intervention.

In the first place, the pronunciation was clear and accurate in words such as *Rhinos*. Before, the student pronounced it with the /i/ of Spanish and not the /I/ of English. After, the student 1 watched the video and asked the teacher for the right pronunciation and in the presentation, he pronounced it accurately. He had some slight mistakes in the word *value*, whose correct pronunciation is /'valju:/ and it was pronounced /'valu:/. In this transcription, the student forgot to pronounce the e /'j:/. Also, when the student forgot how to say *ivory* in English, he said it in Spanish to make himself understood. For Villalobos (2012) pronunciation plays a very important role in language learning because even though grammar and vocabulary are use accurately, if the intonation, linking, rhythm and stress of the words is not pronounced correctly, the message cannot be comprehensible (p. 44). This may lead to misunderstanding the message of the speaker and therefore to the failure of an interaction.

To sum up, the pronunciation of the students improved a lot since the beginning of the intervention. The students doubted how to pronounce some words either in English or Spanish and the stress in the consonants. As well, their level of use of the native language got reduced a lot making just use of one word or none. For instance, take *marfil/ivory* (See Appendix E), since the student was unsure of the word he said in Spanish and then asked the teacher for the word in English to correct it on his speech. While on the beginning the amount of words in the L1 was higher. This improvement was all due to the constant feedback from the teacher, their peers, the rehearsal and aids (audios, videos) the students got pre, during, and post to every presentation.

Indicator 2: Coherence. Learners' speech is logical, and their sequencing of sentences is clear making use of language devices. Coherence is the connection of ideas over logical continuity. Coherence is an important indicator since it gives rationality to the language. It means that it is through this one that language is understood. It is well known English has a way of ordering the sentences. Thus, coherence is extremely significant to communicate an idea, since the incorrect order can lead to an unwanted message and therefore, to not understand what the speaker is saying.

In this regard, coherence is the order of the words in a sentence, which allows to create meaning. In addition, the sequencing of these sentences can only be done by using language devices such as; connectors, conjunctions, etc. in “making the conceptual and referential relationships between and within sentences clear” (IELTS and the British Council, 2007, p. 10). In other terms, language devices allow to give meaning to the words so the listener can interpret the sense of the word within a time-space context.

According to the IELTS and the British Council (2007) “The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences” (p. 12). The results of this indicator demonstrated positive changes in the linking of ideas and a logical sequencing of these ones. Students first learnt the grammar structure and then the key vocabulary to be used in every presentation. Then, they learnt connectors such as; *first, second, therefore*, etc. and conjunctions such as; *so, and, but*, etc. One example of this, is the following description. (See appendix F).

<p>Next, the students had a presentation where they were asked to describe someone.</p>	<p>Before the presentation, the students investigated on describing someone and everyone choose either a classmate or a relative and had a small presentation and described the person in terms of their physical appearance, personality, etc. Regarding their pronunciation, the students have improved a lot in comparison to the last semester. They made small mistakes in the pronunciation of some vowels and consonants but are making more emphasis on the sounds and therefore their English is sounding better. Also, they are making more use of language devices like connectors conjunctions such as; <i>so, and, but</i>, etc. Since they are pronouncing correctly their speech is therefore more comprehensible. Some of them still speak too loudly and that makes hard to understand them. As for their</p>
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Figure 3. Field note 19 March 2nd, 2019 speech description after students' presentation.

In order to analyze this there is the following recording of one student (Listen from 2:25 to 3:13): <https://soundcloud.com/user-462830501/our-agenda>. The activities consisted on having a conversation with either the teacher or a classmate and describe a person in terms of their physical appearance and the personality. In the transcription (See Appendix G), the student 2 clearly linked his ideas in a logical and clear way. First, he made use of short sentences and the order of every sentence was correct, for instance, in the sentence *My brother is twenty-seven years old*. The sequencing of his ideas was clear. He started describing the physical appearance,

e.g. *His eyes are big and brown* of his brother and then talked about his personality, e.g. *He is a happy boy* and likes, e.g. *He likes football and playing cards but does not like video games*.

Finally, he made use of language devices such as; *and* and *but*, which helped to create meaning to the whole sentence.

All in all, coherence is what gives language meaning and this is the reason it was chose for this research. Students learnt to link ideas and connect sentences logically using language devices such as connectors, pronouns, conjunctions, etc. Allowing the listener to comprehend the speech and most important the message within it.

Indicator 3: Fluency. Students talk with a standard level of continuity and produce a coherent, connected speech. Fluency refers to the skill to speak with a normal rate and effort. Fluency is perhaps the most important skill when it comes to speak a language since it gathers pretty much all the other indicators (intonation, stress, link ideas and language) to form coherent, connected speech. Besides, fluency adds an important factor to the speech, which is the rate speed of the spoken language.

As stated by Samuels (2006) explicit instruction leads to a better fluency. This means that when the students have clear that the continuity of their speech is assessed they are more focused on the tasks and the result is automacity and fluency (as cited in Biria, Pozveh and Rajabi, 2017, p. 940). Before every presentation, the teacher always let the students know what was evaluated. Hence, the students were aware that fluency was an important part of their process and were more attentive to improve it.

For Gower, Philips and Walter (1995) fluency is “the ability to keep going when speaking spontaneously (as cited in Derakhshan, Khalili and Beheshti, 2016, p. 178). This refers

to the ability to maintain the conversation, even though you lost the idea and you carry on and make use of connectors and fillers/filled pauses such as *Mm, Ah, Err*, etc. to keep speaking while you find the words to keep going. The students reached out a level where they can keep talking and express their thoughts even if they need to ask questions like *How can I say this _____ in English?* And make use of conjunctions like *so* to move on with the presentation.

Having this into account, the IELTS and the British Council (2007) resolute “The key indicators of fluency are speech rate and speech continuity” (p. 12). The results presented a fluency improvement in the students in two main factors: Students achieved to speak at a higher rate, this means they were able to say complete sentences without pauses or errors and they reached speaking continuity, this means they learnt how to use language devices such as connectors and conjunctions and exemplify their thoughts all with the idea to continue speaking. These results can be seen in the next video of one student:

<https://www.youtube.com/watch?v=OnVioYSzojE&feature=youtu.be>.

This is the transcription of the video:

Hello, my name is Student 3 and today I'm going to talk about one of my hobbies that is to cook. Also, I'm going to teach you to make Spaghetti Bolognese. (See appendix H).

In this presentation, student's speech rate was fast. He said 32 words in 11 seconds that is 3 words per second, which are approximately 5 syllables per second. In accordance with Baese (2015) this is a high rate for a Non-native speaker whose average is from 3 to 4 syllables per second (p. 225). As well, the student kept talking without any pauses. One aspect that allowed this student to speak faster and continuously was to use contractions, e.g. *I'm going* instead of *I am* which is 2 syllables long. Moreover, he made use of connectors such as *also*, prepositions

like; *to, about, of*, pronouns like *that*, and conjunctions like *and*, which helped to speak fast and spontaneously.

In short, students increased their fluency and reached out a good rate of speech and speech continuity. This was done through a series of strategies like their use language devices, the fact that they often exemplify and find out other ways to express their thoughts and ideas spontaneously, this means they did not need to memorize and rehearse, but instead they made use of their vocabulary, grammar structure, and knowledge to link their concepts rapidly and speak up fast and continuously. Also, most of the presentations they made were connected to real life situations where they can now develop themselves as fluent speakers of the language that can produce a coherent, connected speech. In conclusion, the oral competence improved a lot in comparison with the first semester with a clear and accurate pronunciation, a coherent and comprehensible speech and a high rate of fluency.

Category 2: Exploration. The methodology of this research is framed within the Inquiry-Based Learning approach. In that sense, this second category, which is called exploration includes three indicators that best describe the research process from coming up with a question to research on it to finally create a product to present.

Indicator 1: Problem-posing. Learners come up with a question to research on through a series of inquiries. This indicator discusses to the process by which students formulate their own questions through a series of inquiries or explorations to be later deepen. This is the first part of the exploration process. The research question is linked to their interests and likes, which strengthened the learning process.

The results of this indicator showed students were able to follow a series of instructions and questions to finally come up with a research question. The questions were from the general to the specific so they could come up with a research question where they would find themselves comfortable and motivated. This achieved two aspects: First, students developed a sense of autonomy towards the class and their learning process since they were driven to investigate based on their interests and likes. Second, since they were able to research based on their preferences, they were motivated to do so, which made the teaching/learning process better for both parts.

Problem-solving was done through guided-inquiry; this implies that students were self-directed to explore a certain problem. As stated by Akbarpour and Sahragard (2015) “The teacher's function is one of posing problems, since education is for posing of problems”. Therefore, it is important to give students the questions and not the answers. This is the difference between a learner and a problem poser at the same time. (p. 10). One example of how students came out with a research question is described in the following lesson plan. (See Appendix I).

Formulating	15'	- Ss will come up a question to research on with the guidance of the teacher, e.g. find out about firefighters?	- The teacher will ask each student questions such as; What professions do you know? What does your mother do? What is your favorite job? What would you like to know about it? etc. Then each kid would come up with a question that will be their topic of research for next class.	- Group -T & Ss
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Figure 4. Lesson plan 2 August 11th, 2018 professions students were asked to find out about a profession of their like.

The outcome is a question like the one from the following transcription of a picture:

Pet

Have you got a pet?

No!

Which animals do you think make a best pet?

Guinea Pig because is beautiful, little, eats vegetable and furry. Dogs because they are loyal partners.

Would you like to have a pet?

Yes!

This description exemplifies the process student 4 passed through to come up with a question. Initially, the teacher asked a close question and then started to ask more open questions that led to a question that would become their research question and that was linked to the initial topic.

In brief, the students were able to come up with a research question by their own, which developed their autonomy towards their learning process and increased their motivation.

Indicator 2: Decision-making. Students select the information and materials to use in their presentations. This is the second indicator of the exploration category. It comprehends the procedure by which students select the best information and materials to be used in their

presentations. As reported by Celis and Cárdenas (2014) “When students, teachers and parents are involved in negotiation practices, a sense of responsibility is developed, the relations between teachers and learners are closer and the teaching-learning experience is meaningful and pertinent for the actors involved in it” (p. 39). This sense of responsibility is internalized by the students, who take control of their learning process to later start making decisions.

The students reached out a decision-making progress. They achieved three aspects: As it was stated above, students developed a sense of autonomy of their own learning, which permitted the successful development of the activities. They were asked to take their question/research home and find out information during the week and take notes. This process required them to take a moment out of the class to search for the information and select the information, which also required decision from their side to choose the best information. This process can be observed in student 5.

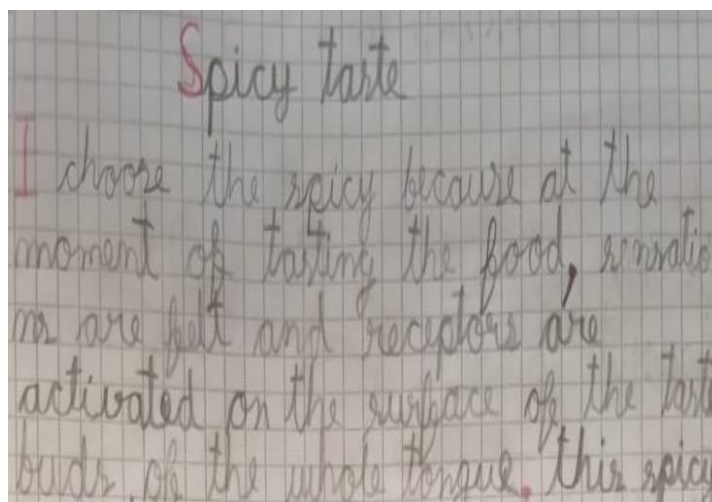


Figure 5. Food March 23rd, 2019 Student chose his/her favorite flavor and described it.

This is the transcription of the important part of the picture:

I choose the spicy because at the moment of tasting the food sensations are felt and receptors are activated on the surface of the taste buds of the whole tongue.

Second, the students were able to apply different learning strategies to their process. In other words, they were free to pick the way they were going to present their findings to the class. For instance, students were asked not only to find out the information to present, but also to find the material(s) to do so. In this part, student 6 needed to think how was going to present their product (poster, slides, video, etc.). This allowed them to discover new ways to share their knowledge.

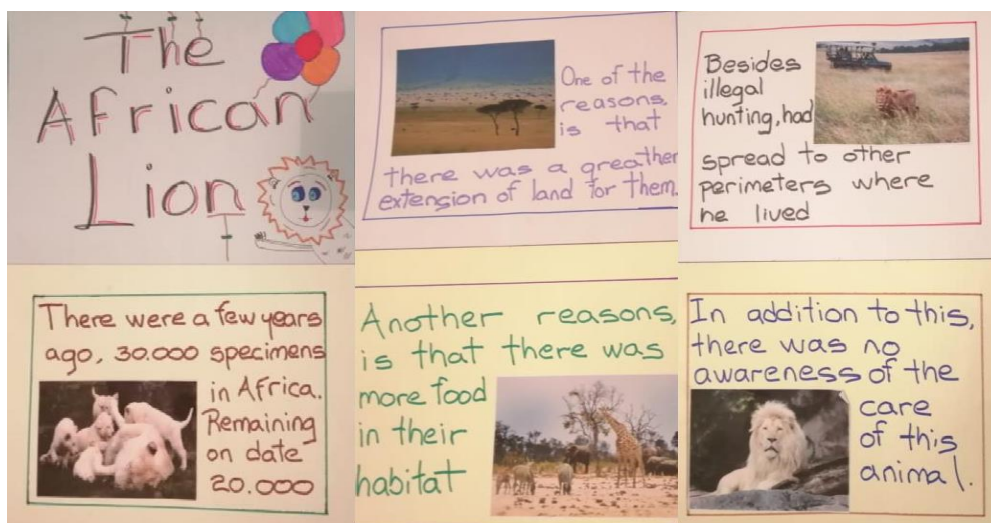


Figure 6. Animals endangered April 13th, 2019 Students were asked to present an animal endangered of extinction this is a collage made by a student.

Finally, the role of both the teacher and the student changed. Normally, the teacher formulates the questions and makes the decision-making process for the students, which makes the learning process lineal, where the teacher is the one that makes all the choices and the students just follow them. This change of roles allowed the students to be part of both the formulation and decision-making process, challenging them to find out ways to resolve the tasks.

Indicator 3: Problem-solving. Students create a product based on the information gathered. This indicator refers to the creation process of the product for the presentation. It is

the procedure by which students use the information and the materials they have chosen and finally create a product for their presentation. In this sense, students were given guidelines on how to present the information and were suggested to use certain materials (posters, slides, videos, etc.).

In agreement with Ormond (2006) problem-solving is “using existing knowledge and skills to address an unanswered question or troubling situation” (p. 111). In that respect, the results of this indicator pointed out students were able to use the knowledge they acquired through their researches and combine it with their English skills to answer the question and resolved the problem. One example of this is in the following picture.



Figure 7. Daily Routines August 18th, 2018 Students were asked to present the daily routine of a famous character.

In this exercise, student 7 presented the daily routine of the Barbie. This student came up with a question to investigate the daily routine of the Barbie and then selected the information that best answer their question. Finally, the student presented the daily routine of the Barbie using pictures. Also, used the form of a clock to mark the time and the pictures were directly related to the activity of daily routine Barbie does. The result is a product wherein student

answered the question that was initially proposed, but also solved the problem to present the information, made use of a poster to present it. Another example of this is the following.



Figure 8. Sports November 24th, 2018 Students were asked to make a video about their favorite sport.

For this part, the student 8 presented Parkour as their favorite sport. In their video are images and parts of videos of people practicing Parkour. This answered the initial question and resolved the problem.

Overall, students made use of the information they found in their investigations and selected the materials to finally create a product to answer the question and resolve the problem. They made use of different materials such as; posters, collages, recordings, videos, and related their likes to their lives adding photos and videos of their experiences. To conclude, exploration developed students' sense of autonomy towards their own learning process, which helped them strengthen their oral skills too.

Category 3: Audiovisuality. Audiovisuality is the last category thought for this research and it has to do with the tool used to enhance students' oral skill, which were audio-visual aids. This category also presents three indicators that allowed students to make use of audio-visual materials to reach learning outcomes.

Indicator 1: Attentiveness. Students obtain attention and interest to the class and the activities. It refers to the motivation students get towards the class and the activities through audio-visual aids. In a modern society like this, young people are often more interested to watch a video than reading a book. This does not reduce the value of the book; instead it works as a tool to approach students to learning objectives.

As stated by Wazeema and Kareema (2017) students pay more attention using audio-visual aids rather than traditional teaching methods (p. 440). The results showed students improved their attention and motivation through audio-visuals aids such as; videos, pictures, movies, etc. these tools allowed the students to focus on more on the tasks. They often watched a video before every presentation, the video was didactic and entertaining, and students enjoyed watching it. This can be seen in the following observation. (See Appendix J).

Finally, the students made a presentation about their favorite movie.

Students came up with the idea to present their favorite movie since they were motivated after they saw a movie in the class. They are all agree being an actor / actress is a wonderful job.

Figure 9. Field note 4 August 25th, 2018 Students' attention description.

This example was from a class where students watched a movie and then they presented their favorite movie as a result of that. Once they watched the movie, they all decided to work the topic (Jobs) focused on movies since they found it interesting. Later, they found out

information about their favorite movie and presented it to their classmates. Hence, the movie captivated their attention and motivated them to work in a small project.

Another example of this is the following:



Figure 10. Card game March 30, 2019 Students were asked to make cards about adjectives to play a game.

This activity consisted on elaborating cards with adjectives and then play a game along with other three classmates. Since they were working on adjectives and they have indicated on the survey they like games (See Appendix A) the teacher decided to include games in the class.

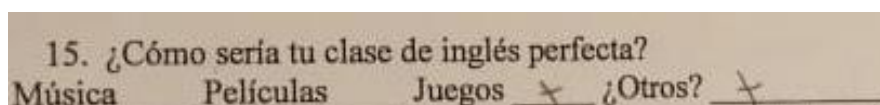


Figure 11. Survey fragment students' motivation description

The games consisted on taking a card without seeing what it was and start guessing the adjective, then if they guess they needed to give an example of a sentence using the adjective. Finally, the students who have more points win. This kind of activities gained students' attention and kept them motivated on the tasks. The main difference is that students feel like they were

playing and not studying. Same thing happened when they were asked to talk about their favorite movie, athlete, etc.

In Conclusion, the use of audio-visual aids helped the teacher to gain students' interest and encouraged them to work on the tasks assigned and even proposed their own ones. As well, it motivated students to work on the tasks and learn by doing activities they enjoyed and like.

Indicator 2: Retention. Students easily remember words and their pronunciation. In Ismail et al. (2017) opinion audio-visual aids improve imagination and visualization (as cited by Ho and Intai, 2017, p. 102). This is directly related to the acoustic image where a person hears a word and they relate that word to an image. Hence, this indicator refers to the ability of students to retain words and remember their pronunciation with the help of audio-visual aids.

In consonance with Mayer (2001) "Audio-visual aids provide auditory and visual stimuli which facilitate registration of information in the short-term memory" (as cited by Ho and Intai, 2017, p. 102). This means audio-visual aids help to retain information through images and remember their pronunciation through sounds. The results of this indicator proved that the use of videos helped the students to remember the words and their pronunciation. One example of this is the following video: <https://www.youtube.com/watch?v=5xZYFPJ0fps>.

In this video, the students reviewed the most common illnesses and diseases. The video was about key vocabulary of illnesses and there was a doctor who treated several diseases and gave advises to their patients. This allowed them to remember the words and their pronunciation at the time of the presentation. Furthermore, the students researched and read online about their topic. Also, they took notes and create presentations where they added key words, allusive

images, etc. This allowed the students to feel more comfortable and secure and the time of presenting. This can be evidenced below.



Figure 12. Illnesses March 30th, 2019 Students presented an illness and gave advises to prevent it.

This activity consisted on presenting an illness. In this example, student 9 presented the flu and created some slides with most of all images to associate the picture with the advice, e.g. *To prevent the flu, you should drink hot soup*. This way they were able to easily remember the word and pronounce it accurately since they have also seen the video. Another example is the following audio: <https://soundcloud.com/user-462830501/my-favorite-food>. The part that is transcribed below is from 21:45 to 22:10:

I chose the spicy flavor because at the time of taste it feels a salty sensation of spicy and I can feel it in my tongue and taste buds and its flavor is momentary.

In this example, the student first watched the video about food:

<https://www.youtube.com/watch?v=C4rdqXXzPGU> which included key vocabulary such as *flavor, sensation, tongue, taste buds*, etc. and when the time come to present the student made

use of these words for his presentation and he easily remember the pronunciation of *sensation*, *tongue*, and *taste buds*.

Clearly, the students were able to remember the words and their pronunciation with the use audio-visual aids since the pictures and sounds stimulated their short-term memory and this way, they used it for their presentations.

Indicator 3: Reaction. Learners make use of specific vocabulary based on a video, film, etc. This indicator refers to the use of certain vocabulary from a video. The results of this showed that students were able to use the vocabulary they needed for their presentations since the audio-visual aids included that same vocabulary. They always watched the video, film, etc. before the presentation, which kept their short-term memory and allowed them to use this vocabulary on their presentations.

As maintained by Ulloa and Díaz (2018) “By exposing learners to audiovisual materials in this study, instructions complied with what the literature states: Not only do audiovisual materials serve the purpose of making instructions clearer, but they also provide pre-task demonstrations and key vocabulary” (p. 94). In this regard, audio-visual aids set the guidelines of the tasks. Besides, it served as an example, so students knew exactly what they were supposed to do. Moreover, videos came with the key vocabulary that was useful for their presentations. All these elements helped students to make the best of their presentations. One example of this is the following transcription. (See Appendix K).

The danger of extinction of the American Spectacled Bear, feeding factor because it has at its disposal and abundance sublime of wild if not by the destruction and fragmentation of their habitat. There were hunters have put him in extinction. (See appendix L).

Previous to the exercises, students saw this video:

<https://www.youtube.com/watch?v=RBdLF0JlvW8> about animals endangered of extinction and made use of the key vocabulary of the video such as; *danger, extinction, bear, habitat, hunting*, etc. Another example is the following video from one student:

<https://www.youtube.com/watch?v=FvG-ExogTm0>. The topic was parts of the house and clothes. For this exercise, students watched this video about the house:

<https://www.youtube.com/watch?v=R9intHqlzhc> and then created a product based on that. This student had the idea to do the same in the video and present the parts of his house and his family. For his presentation the student used the key vocabulary from the video such as *living room, kitchen, bedroom*, etc. As a result, students were able to use specific vocabulary for their presentations with the help of audio-visual aids.

To sum up, the students made use of specific vocabulary they found out in the videos for their presentations, remember the words easily and use them when needed. Audiovisuality allowed students to make use of audio-visual aids as a useful tool for their presentations, which helped them to enhance their pronunciation, short-term memory and make use of key vocabulary.

Chapter 6 Results Summary

This chapter presents an overview of the results in terms of the three categories of analysis of this research.

Oral Competence

This category comprehends the most important aspects of the oral competence, which for this study are: pronunciation, comprehensible speech or coherence and fluency. As stated by Bygates (1991) oral competence is “the ability to form abstract sentences that are produced and adapted to circumstances at the moment of speaking. Therefore, making rapid decisions and contributions that adequately fit the situation” (as cited by García, 2012, p. 3). Students’ oral competence was enhanced through a set of activities, whose outcome was always a presentation that assessed their process. These presentations were recorded all the time.

The students reached out great oral skills. Their spoken language had an accurate pronunciation, intonation, and stress. Also, they learnt to link the words and sentences and made use of language devices such as connectors, pronouns, conjunctions, etc. to form a coherent and comprehensible speech. As well, they achieved a good rate of speech and continuity to form a fast and spontaneous speech. One example of this is the video from one of the students:

<https://www.youtube.com/watch?v=WuX08BwYO1k&feature=youtu.be>. This is the transcription of the video:

Hello, my name is Student 1, and this is my final project. My favorite sport is soccer. I like soccer because I like to have fun with my friends. Also, because I like to exercise. Soccer started in 1863 in England and in this time the Football association was created. Although, some forums said soccer was created in China. I have some favorite soccer players, but my favorite one is Cristiano Ronaldo because he is fast, and he is a scorer. Thanks for your attention.

In this presentation, students were asked to create a video for their final project at LC. In their videos, student's oral competence was great. Their pronunciation was accurate and the intonation okay. They made stress in the words that required it, so like the nouns *soccer*, *England*, *Football association*, *China*, the past tense *started*, *created*, etc. Besides, they linked the sentences correctly and made use of language devices such as conjunctions like *and*, *to* and *but* and connectors like *Also*, *Although*, etc. Likewise, students' speech was fluent and continuous. To sum up, these aspects allowed students to have a coherent, fluent and spontaneous speech that helped them to develop themselves in real life situations with a good English proficiency.

Exploration

This category refers to the process by which students were able to propose a question/problem, and then find out the information and materials to use to finally come up with a product that summarized their research and answered/resolved the question that was initially proposed.

Just as Schleppegrell and Bowman state, "students generate vocabulary and use structures that the teacher later draws on to develop a series of exercises, practice opportunities, and application activities which make up the rest of an instructional unit" (p. 298-299). In this vein, students produced new knowledge, which was used to create products that resolved the tasks. The following is an example of this.

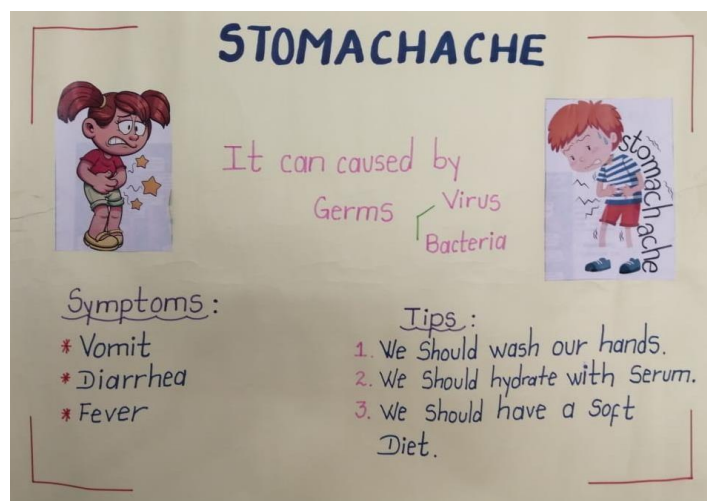


Figure 13. Illnesses March 30th, 2019 Students were asked to describe an illness.

For this exercise, the students were asked to describe an illness and present the symptoms that cause it and answer the question of how to prevent it. They were able to find out the symptoms and develop strategies to prevent it. In the example, student 11 described the symptoms of stomachache and was able to provide tips to prevent it.

Overall, students accomplished to develop processes to come up with questions, find out the information to answer them and create products to resolve the tasks presented in the class.

Audiovisuality

It refers to the use audio-visual aids and its positive effects on students' learning process. The results of this category allowed students to come to get interested and motivated towards their learning. Also, it allowed them to use their short-term memory to remember words and their pronunciation for their presentations. As well, it allowed them to use certain words to fulfill the tasks.

As Daniel (2013) points out, audio-visual aids:

- Help to avoid excessive, empty, and meaningless verbalization in teaching English.

- Help students to form clear and accurate concepts in English.
- Make teaching and learning effective.
- Provide variety to teaching.
- Provide interest and inspiration.
- Clarify the subject-matter.
- Save time and energy. (p. 3811).

One example of this is the following.

In this exercise, the students watched this video about hobbies:

<https://www.youtube.com/watch?v=E7D7-HtaTLo> where a kid explained how to bake a cake.

Student 12 took this same idea and made a cake using most of the ingredients and preparation from the video.

To conclude, students made use of audio-visual aids as a tool to strengthen their learning process and oral skills. Audio-visual aids gained student's interest and motivation. Also, provided tools to remember words and their pronunciation and use that vocabulary in their presentations. Finally, students not only learn from audio-visual aids, but also learn to use them for their own learning processes.

Chapter 7 Conclusions

This chapter presents the analysis of the three objectives for this research. The interest of this research was to improve students' oral skills within the Inquiry-Based Learning framework and the use of audio-visual aids.

The first objective of this research was *to analyze the development of student's oral skills in terms of pronunciation, comprehensible speech, and fluency*. It was possible to analyze this development in the students of the LC and their improvement of their oral skills in terms of pronunciation, comprehensible speech and fluency.

Student's pronunciation was enhanced through a series of activities like teacher and peer correction where they listened to their teacher and their classmates pronounce the words and have the correct them when these were not accurate. Also, they made researches that allowed them to learn the word and its pronunciation and through videos and audios in the class, they listened to the pronunciation of the words from native speakers and understand the differences with L1.

Regarding their speech, the students learnt to link words and sentences to form a coherent speech. Also, they made use of language devices such as; pronouns, connectors, conjunctions, etc. to form the language in a logical way so it can be understood and the communication act successful.

As for their fluency, the students learnt to speak at a higher rate and continuity through contractions, language devices and their exposure to real life situations. This allowed them to form a spontaneous and real language where they were able to maintain a real conversation providing answers, arguments and examples in their speech.

The second objective was *to describe the use of the Inquiry-Based Learning framework in the enhancement of student's oral skills*. The approach of IBL was a good choice to enhance student's oral skills. The students improved their oral skills by doing presentations and projects of their interest. They were comfortable with the topics and willing to work on it.

Likewise, the students took ownership of their learning process and develop their autonomy, which allowed gaining their attention and interest towards the class and motivated them to work on the development of the tasks. Additionally, they were able to apply different strategies to the class in the creation of products like posters, collages, videos, etc. which also had an impact on the traditional way of teaching.

Finally, they were able to use the information they found from their investigations and use their products for their presentations since they were an audio-visual aid to remember words, give examples and present their outcomes in creative and innovative ways that permitted to see the whole process from coming up to the question to later find out the information to use and present it in a product that the teacher and their classmates could see.

The last objective was *to examine the use of audio-visual aids as a resource to strengthen student's oral skills*. The use of audio-visual aids was an excellent tool to strengthen student's oral skills. This allowed presenting the information interactively. Also, they were able to relate with the videos and their life experiences and finally make use of them.

Moreover, the audio-visual aids got their attention and enhanced their motivation towards the class and the activities, which made easier to improve their oral skills. At the beginning, they were skeptical and bore because they were used to work on the textbook only. But at the end,

they were enthusiastic and motivated to work on presentations and projects of their like since they related them to their life experiences.

Besides, the use of this tool allowed students to remember the words through images and key words and their pronunciation through recordings and videos. When they created posters, collages, slides, etc. they could see images that brought up the word to their memory. As well, they watched a video, listened to a recording or watched a movie before every presentation, which helped them to remember the pronunciation of the words for their presentations.

At last, they were able to use key vocabulary from the videos for their presentations. This helped them not only to remember, but to connect and find meaning to the videos that were closely related to their presentation. The videos often suggested the path they were supposed to follow, which made things clearer and easier for them. They were able to use this vocabulary for their presentations in a spontaneous and real way.

Chapter 8 General Recommendations

This final chapter outlines some general recommendations about the research, the results and the Language Center with the aim to provide feedback for future studies.

Based on the results of this research, it is possible to affirm that students boosted their oral skills within an Inquiry-Based Learning framework and the use of audio-visual aids. This is a result of the collaborative work among the teacher, the parents and the students, who were all committed to the normal development of the activities and assignments to achieve the learning outcomes. It is important to note that this group of study are students that have a good English level since most of them attend to private schools where the English is a priority. This allowed the teacher-researcher to carry out the research successfully. Also, they counted with the technological devices necessary to develop the research. It is important to mention it because this study might not work with a different population with different circumstances.

Similarly, the data collection was simple and easy since the commitment of both the students and the parents was remarkable. In this sense, the students always brought their materials and did the homework on time and following the guidelines. Moreover, the support of the parents was central to achieve these goals, especially at the beginning of the research where the students needed to learn how to make investigations on their own and create their products.

On the other hand, the data analysis was a tough part of the process since there was plenty information and not enough time to examine it. Time is an important factor because this research lacked enough time to implement and the researcher needed to hurry up all the time to comply with the deadlines. In that respect, there should be more time to develop the research in a better way. Additionally, the data analysis was difficult since the recordings were difficult to

understand sometimes for all the outside noises and required a lot of time to understand and transcribe them.

As for the Language Center, this is an opportunity to focus more on interaction rather than textbook based classes. Teachers should implement more activities to develop oral and speaking skills on the students that would help them to get better opportunities and results in a long-term period. Also, it is important to mark that many of the classrooms did not count with TV sets of technological devices to develop the tasks. For this reason, the researcher was forced to bring his laptop to every class and transport a TV set from the coordinator's office to the classroom. As well, the group had only one space to make use of the Laboratory in the semester and only for one hour. This is not enough time to develop learning processes and achieve teaching objectives and it is suggested to add more sessions for the lab since there are a lot of classroom activities that can be done there.

One final thought is to continue fostering oral skills in students of all ages. Language is measured by the proficiency in the output skills and not in the grammar knowledge. As well, there should be more investigations with Inquiry-Based Learning since it is a great methodology to implement in EFL classrooms and has not been implemented too much in English teaching. Finally, in a modern society like ours it is extremely important to use the ICTs and audio-visual aids in a daily basis since they can strengthen and optimize learning processes as well as motivate students.

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Appendices

Appendix A. Diagnosis survey for the students



UNIVERSIDAD PEDAGÓGICA NACIONAL DE COLOMBIA
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL E INGLÉS
RONALD ALEXIS MOYANO ALDANA

¿Cuál es tu nombre? _____ ¿Cuántos años tienes? _____

¿Dónde vives? _____ Fecha _____

Entrevista



*¡Hola! Soy el Detective
Pikachu. ¡Estoy en el
medio de un caso muy
interesante, por esta
razón me gustaría
hacerte unas
preguntas! ¿Estás listo?*

1. ¿Con quién vives?

Papa _____ Mama _____ Hermanos _____ Abuelos _____ Tíos _____ Tías _____

¿Otros? _____

2. ¿Cómo se llama tu colegio?

3. ¿Quiénes salen a trabajar en tu casa?

Papa _____ Mama _____ Hermanos _____ Abuelos _____

¿Otros? _____

4. ¿Qué aparatos tecnológicos tienes en tu casa?

Computador _____ Celular _____ Tablet _____ DVD/Blue ray _____ TV _____

¿Otros? _____

5. ¿Qué te gusta hacer en tu tiempo libre? ¿Cuáles son tus hobbies?

Ir al parque _____ ¿Qué te gusta hacer allí? _____

Practicar deportes _____ ¿Cuáles? _____ Leer _____

¿Qué tipo de libros? _____ Jugar videojuegos _____ ¿Cuáles? _____

Escuchar música _____ ¿Cuál género? _____ Ver películas _____ ¿Qué clase de

Películas? _____ ¿Otros? _____

6. ¿Te gusta el inglés? Si/No ¿Por qué?

7. ¿Qué o quién te motivo a estudiar inglés?

¿Qué? Viajar _____ Aprender otra cultura _____ Trabajo y oportunidades _____ ¿Otros?

¿Quién? Papa _____ Mama _____ ¿Otros? _____

8. ¿Quién te ayuda con las tareas?

Papa _____ Mama _____ Hermanos _____ Abuelos _____ Tíos _____

9. ¿Cuál es tu materia favorita?

Matemáticas____Español____Ciencias____Educación física____Ingles ____

¿Otros? _____

10. ¿En qué te va mejor en inglés?

Escuchándolo____Hablandolo____Leyéndolo____Escribiéndolo ____

11. ¿Cómo te sientes en la clase de inglés?

Excelente____Bien____Mas o menos____Mal ____

12. ¿Haces algo extra para aprender inglés? Si/No ¿Qué es?

Ver películas____Leer____Ver videos____¿Otros? _____

13. ¿Cómo te gusta trabajar más?

Solo____En grupo ____En parejas ____

14. ¿Cómo es tu relación con tus compañeros de clase?

Muy buena____Buena____más o menos____Mala____Muy mala ____

15. ¿Cómo sería tu clase de inglés perfecta?

Música____Películas____Juegos____¿Otros? _____

¡Muchas Gracias!

Appendix B. Field note 5 English proficiency

FIELD NOTE #5	Grade: Basic	Date: March 17 th , 2018
School: Centro de lenguas UPN	II	
Room Teacher: Diana Agaton	Practitioner: Ronald Alexis Moyano A.	
Number of Students: 23	Number of Students with special needs: 0	
OBSERVATION:	INTERPRETATION:	
Class starts at 8:03 am. Half of the students have not arrived yet since it is raining.		
She asked them to work on the platform last week, for this reason she asks one by one if they did. Also, today she is collecting their portfolios to grade them.		
Today is the first exam and it is going to be about units 1 to 3. She lets them know she is going to do a review first and then it is going to be the exam. Also, she writes down the evaluation criteria.	I consider the review as a good tool to reinforce knowledge and clarify doubts. I believe it is important for them to know the evaluation criteria, though, they are growing up the same way we did, with the pressure of the evaluation.	
For the review she uses the same flashcards she's been using, she asks them about what they are doing to see the present continuous as well she asks them to write it down to check orthography. Then she moves on to what they like to do to check the use of do and does and right away moves on to name objects and parts of the house.	The teacher is using the same flashcards she is going to use for the speaking part, therefore, she is rehearsing the knowledge in a way they can be able to get good grades.	
The teacher provides me with 15 minutes to apply the survey for the students.	They are really willing to answer the survey and are in a rush too since the break is coming up soon. They followed the instructions at the letter and in general had a good response to the survey.	
To start with the speaking part and do it individually she asks them to start working on a workshop she prepared for the occasion. Meanwhile, she takes one by one to do the speaking part.	Since it is individually, the speaking it is going to be more a rehearsal activity than spontaneous and authentic use of the language.	
For the speaking part the teacher shows them the same flashcards and starts to do the same questions. For example: What do they like to do? What is she doing? Where is the lamp? And so, on and so for.	Most of the kids give short answers, for instance, cat, play soccer, brother, between the, etc. They have a hard time to give complete answers and even when they do, they have problems with the ing/to form. In general, the kids recognize the vocabulary and are able to	

	connect the meaning with the picture. On the other hand, there is no use of the language in a spontaneous way, they receive a lot of help from the teacher too, and this has to do with the fact that they do not get to practice speaking in class.
Break	Break
Some kids are still missing for the speaking exam, for this reason she hands in the rest of the exam. They are asked to do it in this order, listening, and grammar, reading and finally writing.	For the listening, she plays a recording twice and they need to fill in the gaps, the keeps look really comfortable with it, the listening is not a problem for them. Next, they start with the grammar and the rest of the exam, they need to fill in the gaps, match, write down the correct form, etc. Finally, for the writing part they need to write down a paragraph in which they talk about their likes, family and house.
It is 10:30 am, the observations end for today	

Appendix C. Informed consent

Informed consent
Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	
Título del proyecto de investigación	
Descripción breve y clara de la investigación	

Descripción de los posibles riesgos de participar en la investigación	
Descripción de los posibles beneficios de participar en la investigación.	
Datos generales del investigador principal	Nombre(s) y Apellido(s) :
	N° de Identificación: Teléfono:
	Correo electrónico:
	Dirección:

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación
N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.

7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.

8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.

9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____

Nº Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____

Nº de identificación: _____

Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____

Nº Identificación: _____

Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix D. Field note 25

FIELD NOTE #25	Grade:	Date: April 13 th , 2019
School: Centro de lenguas UPN	Intermediate II	
Room Teacher: Ronald Alexis Moyano A.	Practitioner: Ronald Alexis Moyano A.	
Number of Students: 16	Number of Students with special needs: 0	
OBSERVATION:	INTERPRETATION:	
Class started at 8:10 a.m.		
The class started with a warm up where students were asked brainstorm animals endangered of extinction.	Students name animals endangered they know.	
Next, the students made a presentation about animals endangered of extinction.	<p>Before the presentation, students were asked to come up with a question about an animal endangered, e.g. Why elephants are an animal endangered?</p> <p>During the week, they were asked to find out information about this animal and prepare a product (poster, slides, video, etc.).</p> <p>Then, students watched a video related to the topic as usual to activate their knowledge and get their interest. The video was about animals endangered of extinction.</p> <p>Finally, each student had a small presentation about animals endangered of extinction.</p> <p>In general terms, their pronunciation was accurate, some slight mistakes in words like <i>value</i>. They made stress in the consonants and the intonation was good. Also, they made less use of the native language, with the exception of the word <i>ivory/marfil</i>. As well, they connected the sentences appropriately and make use of language devices such as: so, and, but, etc. As for their fluency, it was great. They use their posters, slides, etc. to remember easily what they were supposed to say. The speech was uninterrupted and fast.</p>	
Break	Break	

After the break, the teacher explained the Unit 5, which had to do with the past tense There was/There were.	The teacher explained the Unit 5 and asked students to develop exercises to practice the past tense There was/There were.
Finally, students developed the pages from Unit 5.	The students were asked to develop the pages from Unit 5. The teacher walked them through the different exercises found in the textbook. He walked them through the listening, reading, writing, and grammar exercises.

Appendix E. Transcription 1

Animals endangered

Date: April 13th, 2019

Place: Language Center – Room A208

Instruction: The students were asked to present an animal endangered of extinction.

The Rhino is an animal that has horns in the front of his face. These horns contain marfil and the marfil has a very good value in the market, so the cause of the extinction of Rhinos is the excessive hunting in Africa and the destruction of his habitat every time the hunts are observe the Rhinos for kill the Rhinos for his horns. My drawing represents a horn of Rhino and a shotgun.

Appendix F. Field note 19

FIELD NOTE #19	Grade:	Date: March 2 nd , 2019
School: Centro de lenguas UPN	Intermediate II	
Room Teacher: Ronald Alexis Moyano A.	Practitioner: Ronald Alexis Moyano A.	
Number of Students: 16	Number of Students with special needs: 0	
OBSERVATION:	INTERPRETATION:	
Class started at 8:05 a.m.		
The class started with a warm up where students were asked to talk about their classmates and relatives.	Students were asked to describe their classmates and families.	
Next, the students had a presentation where they were asked to describe someone.	Before the presentation, the students investigated on describing someone and everyone choose either a classmate or a relative and had a small presentation and described the person in terms of their physical appearance, personality, etc. Regarding their pronunciation, the students have improved a lot in comparison to the last semester. They made small mistakes in the pronunciation of some vowels and consonants but are making more emphasis on the sounds and therefore their English is sounding better. Also, they are making more use of language devices like connectors conjunctions such as; <i>so</i> , <i>and</i> , <i>but</i> , etc. Since they are pronouncing correctly their speech is therefore more comprehensible. Some of them still speak too loudly and that makes hard to understand them. As for their fluency, it has considerably improved, and they are now capable to speak faster. Something valuable is that even though students have pauses they are now moving on and using connectors to carry on with what they are saying.	
After the presentation, the teacher introduced the Unit 2 from the textbook.	The teachers explained the Wh questions and have students to answer several questions such as Who do you live with? Where do you live? Etc. to practice it.	

Then, the class kept working of the pages from Unit 1.	Students kept working on the development of the pages from Unit 1. The teacher played the listening exercises and they developed the reading and grammar exercises.
Break	Break
After the break, the students continued working on the Unit 2.	This time the students started to work on the development of the pages from the Unit. The teacher walked them through the listening, reading, and grammar exercises found in the textbook. As part of the homework, the teacher left some questions so the students can interview one of their relatives.

Appendix G. Transcription 2

Date: March 2nd, 2019

Place: Language Center – Room A208

Instruction: The students were asked to describe a person

Teacher: Okay, who are you going to describe?

Student: My brother.

Teacher: Your mother?

Student: My brother.

Teacher: Okay, go ahead. Guys! Pay attention.

Student: My brother is twenty-seven years old. His eyes are big and brown. He is tall and thin. His skin is white. He is a happy boy. He likes football and playing cards but does not like video games.

Teacher: Okay, thank you!

Appendix H. Transcription 3

Date: May 4th, 2019

Place: Language Center – Room A208

Instruction: The students were asked to present their final project, which was a video about a hobby. This student showed how to cook a meal.

Hello, my name is Student 3 and today I'm going to talk about one of my hobbies that is to cook. Also, I'm going to teach you to make Spaghetti Bolognese.

Ingredients: 1. One-pound of ground beef. 2. A pack of Spaghetti. 3. Salt, oil, pepper and tomatoes. 4. A cup of garlic and an onion. Preparation: 1. Chop the onion, garlic and tomatoes. 2. Boil the water. 3. Take a small of oil and a half of tablespoon of salt. 4. Add the spaghetti where the water is. 5. In another bowl put the garlic, onion and tomato. 6. After a minute, add the meat where the garlic, onion and tomato are. 7. Season with salt and pepper. Enjoy your Spaghetti Bolognese.

Appendix I. Lesson plan 2

Room teacher: Ronald Alexis Moyano Aldana

Researcher: Ronald Alexis Moyano Aldana

Participants: 23 students

Grade: Intermediate I

Lesson objectives: To ask and answer about professions / To name where people work / To say what people do at their jobs

Resources: TV set, remote controller, flash drive with video

Lesson division	Stage	Time	Aim	Procedures	Interaction
-----------------	-------	------	-----	------------	-------------

F2F	Warm up	5 min'	- To present students today's topic through a video of jobs.	- Let Ss watch the video to introduce the topic.	- T & Ss
	Formulating	15'	- Ss will come up a question to research on with the guidance of the teacher, e.g. find out about firefighters?	- The teacher will ask each student questions such as; What professions do you know? What does your mother do? What is your favorite job? What would you like to know about it? etc. Then each kid would come up with a question that will be their topic of research for next class.	- Group -T & Ss
Online	Discovering	30'	- To investigate based on the proposed question	- Each Ss will go online during the week and are going to type in their question, e.g. Find out about firefighters? And then are going to consult several websites for information.	- Ss
			- To think on a product based on the investigation and create a presentation	- Ss will decide whether they want to make a poster, a draw, a recording, a video, etc. presenting the results of their research. Then, they will create a presentation based on the information found	-Ss
F2F	Creating	45'	- To review student's notes and check for their pronunciation	- Ss will send their recordings to check their pronunciation. In the class, they will gather up in groups and receive feedback from their classmates. Finally, they will present their	

product to the class.

Appendix J. Field note 4

FIELD NOTE #4	Grade:	Date: August 25 th , 2018
School: Centro de lenguas UPN	Intermediate I	
Room Teacher: Ronald Alexis Moyano A.	Practitioner: Ronald Alexis Moyano A.	
Number of Students: 18	Number of Students with special needs: 0	
OBSERVATION:	INTERPRETATION:	
Class started at 8:10 a.m.		
The class started with some questions about jobs.	For this part, the teacher asked some students about their parent’s profession. Most of students answered things like: My father is an engineer, my mom is a housewife, etc.	
Right away the students started to work on the pages from Unit 2.	For this part, the teacher plays on the recorder the listening exercises. As well, the students developed each exercise from the textbook and they all will correct it before moving on.	
Break	Break	
Introduced students to the Unit 3 Chores. The teacher asked them to brainstorm chores they know. Next, the teacher asked some of them how often they did these activities, <i>always</i> , <i>usually</i> , <i>sometimes</i> , <i>never</i>	The students named the most common chores, e.g. Make the bed, wash the dishes, do the homework, etc. When they were asked to say how often they did this they answered things like I always make my bed or I never wash the dishes and then they gave explanations in	

Spanish.

Then, the teacher asked the students to work on the pages from Unit 3.

The teacher walked the students through the different exercises from Unit 3. They listened to the songs, recording, read and develop the grammar exercises and practiced the topic.

Finally, the students made a presentation about their favorite movie.

Students came up with the idea to present their favorite movie since they were motivated after they saw a movie in the class. They all agreed being an actor / actress is a wonderful job. To begin with, student's pronunciation improved regarding the first presentation. This time, they double-checked the pronunciation and asked how to pronounce the word in case they have doubts. Their speech sounded more like English this time and less than Spanish. As for their fluency, it was ok, they were less pauses and they read less.

Appendix K. Transcription 4

Date: April 13th, 2019**Place:** Language Center – Room A208

Instruction: The students were asked to present their final project, which was a video about a hobby. This student showed how to cook a meal.

The danger of extinction of the American Spectacled Bear, Andean bear, or Andean short-faced bear is not determined by the....Ahhh....feeding factor because it has at its disposal and abundance sublime of wild if not by the destruction and fragmentation of their habitat. There were hunters have put him in extinction. There was a spectacled bear in the mountain. There was a bear eating fruit in the tree.
