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**USE OF VISUAL AIDS TO ENHANCE THE SPEAKING
SKILL OF 5-5 AT ELÍAS JIMÉNEZ CASTRO PRIMARY
SCHOOL DURING THE SECOND QUARTER 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Dedication

I dedicate my work to my family, as they gave me the support I needed throughout the project.

Abstract

The purpose of the research was to enhance the speaking skill of 5-5 students at Elías Jiménez Primary School. There were 31 participants. This phenomenological and qualitative research allowed the researcher to enhance the speaking skill of students through visual aids in classroom activities; therefore, three instruments were necessary. The first instrument was an initial observation checklist carried out during the first oral test of the students to identify their speaking difficulties. The second instrument was a set of activities that used visual aids to improve the speaking skill of the scholars. Third, it was a final observation checklist during the second oral test to evaluate the outcomes of applying visual aids for enhancing their speaking. In the case of the initial observation checklist, the findings showed that students did not remember vocabulary and did not speak fluently during their first oral test. In the case of the activities, the results showed that the students improved their vocabulary and fluency through them. Finally, it was found that according to the positive results of the final observation checklist the students improved their vocabulary and fluency. Thus, the study concluded that students can improve their speaking skill through the use of visual aids in classroom activities.

Resumen

El propósito de la investigación era mejorar la habilidad del habla en inglés de la sección 5-5 en la Escuela Primaria Elías Jiménez. Los participantes fueron todos los 31 estudiantes de quinto grado de esa sección. Esta investigación fenomenológica y cualitativa utilizó ayudas visuales en las actividades realizadas en el aula como método para cumplir el propósito de mejorar las habilidades del habla de dichos estudiantes; por lo tanto, fueron necesarios tres instrumentos. El primer instrumento fue una observación inicial llevada a cabo durante la primera prueba oral de los estudiantes para identificar sus dificultades del habla. El segundo instrumento consistió en varias actividades donde se utilizaban ayudas visuales para mejorar la habilidad del habla de los estudiantes. El tercero fue una observación final durante la segunda prueba oral para evaluar los resultados de la aplicación de ayudas visuales para mejorar el habla de los estudiantes. En el caso de la observación inicial, los resultados mostraron que los estudiantes no recordaban el vocabulario y no hablaban con fluidez durante su primera prueba. En el caso de las actividades, los resultados revelaron que los estudiantes mejoraron su vocabulario y fluidez a través de las ayudas visuales. Finalmente, se encontró que, de acuerdo con los resultados positivos de la observación final, los estudiantes mejoraron su vocabulario y fluidez. El estudio concluye que los estudiantes pueden mejorar su habilidad del habla en inglés mediante el uso de ayudas visuales en las actividades del aula.

Table of Contents

Acknowledgements	1
Dedication	2
Declaración Jurada	3
Carta de Aprobación del Tutor	4
Solicitud de Defensa del Estudiante	5
Cédula de Identidad	6
Carta del Revisor	7
Abstract	8
Resumen	9
Table of Contents	10
Table of Tables	13
1.1 Problem Statement	14
1.2 Objectives of the Investigation	15
1.2.1 General Objective	15
1.2.2 Specific Objectives	16
1.3 Justification of the Study	16
1.4 Antecedents	18
1.5 Scope	21
Chapter II	23
2.1 Literary Review	23
2.1.1 Concepts	23
2.1.2 Methods and Visual Aids for Teaching the Speaking skill	36
2.1.3 Speaking skill techniques and visual aids	40
Chapter III	44

3.1	Research Approach.....	44
3.1.1	Quantitative Approach.....	44
3.1.2	Qualitative Approach.....	44
3.2	Research Design.....	45
3.2.1	Phenomenological Research.....	46
3.3	Information Sources.....	46
3.3.1	Primary Sources.....	47
3.3.2	Secondary Sources.....	48
3.3.3	Tertiary Sources.....	48
3.4	Analysis Categories.....	49
3.4.1	The Speaking Skill.....	49
3.4.2	Visual Aids.....	49
3.5	Data Collection Instruments.....	50
3.5.1	Observation Checklist.....	50
3.5.2	Pre-Test.....	51
3.5.3	Post-Test.....	52
3.5.4	Activities.....	52
3.6	Collection Data Process and Data Analysis.....	55
Chapter IV.....		57
4.1	Analysis and Interpretation of the Results.....	57
4.1.1	Initial Observation Checklist.....	58
4.1.2	Pre-test.....	63
4.1.3	Activity 1.....	65
4.1.4	Activity 2.....	66
4.1.5	Activity 3.....	68
4.1.6	Activity 4.....	70

4.1.7	Post-test	71
4.1.8	Final Observation Checklist	73
Chapter V		79
5.1	Purpose of the Conclusion	79
5.2	Conclusions	79
5.2.1	To identify speaking difficulties in fifth graders at Elías Jiménez Primary School...80	
5.2.2	To apply visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez Primary School.....81	
5.2.3	To evaluate the outcomes of applying visual aids for enhancing speaking in fifth graders at Elías Jiménez Primary School.....86	
5.3	Restatement of the Research Question	89
5.4	Recommendations	90
Bibliography		91
Appendixes		99
Appendix 1.....		99
Appendix 2.....		101
Appendix 3.....		102
Appendix 4.....		103
Appendix 5.....		104
Appendix 6.....		105
Appendix 7.....		106
Appendix 8.....		107
Appendix 9.....		108
Appendix 10.....		109
Appendix 11.....		110

Table of Tables

Table 1.....	59
Table 2.....	74

Chapter I

Introductory Framework

Since ancient times, English teachers have tried to teach and improve the speaking skill of their students because one of the most aspects when learning a language is to use it in verbal communication. One way to improve this skill is the use of visual aids; therefore, the research will try to prove if this strategy is useful or not.

1.1 Problem Statement

Costa Rican educational system teaches English as a foreign language in most of the institutions, and as any language learning, the students learn the four skills: listening, speaking, reading, and writing. In the case of students' difficulties observed in the selected population, the speaking skill is the weakest according to the English teacher of the chosen group.

The students provide many reasons to explain why they are not good when they speak English. One reason is that they do not like to speak in a language that they do not usually use. Another reason is that students do not have enough vocabulary, and the last reason is that students do not like learning another language. However, although those few reasons are the most common ones, they are only a few of them. All those aspects were confirmed throughout the teaching practice of the researcher during the current year. As it may be seen students are not good when speaking English in class for many reasons but this problem can be solved. One solution may be the use of visual aids in order to improve students speaking skill.

The population for this study is a group of fifth graders from a Costa Rican public institution called Elías Jiménez School located in San José province. The group has about 30 students. The focus of the investigation is the use of visual aids to enhance the English speaking skill in English in the fifth graders of the mentioned primary school. The purpose of the investigation is to prove how the use visual aids may enhance the speaking skills of the fifth grade students. In order to prove that, there are three specific steps that have to be developed. The first one is to identify the speaking difficulties of the participants; the second one is to use visual aids in classroom activities to improve the speaking skill of the students under study, and the third one is to evaluate the outcomes of applying visual aids for enhancing speaking in population of the research. Consequently, the research question of the present investigation is; How visual aids can enhance the speaking skill of fifth graders at Elías Jiménez School during the second quarter 2019?

1.2 Objectives of the Investigation

The objectives of an investigation are important because they should be founded by the researcher. Each study has a general objective, which is the main goal of the study, and the specific objectives, which are the steps to achieve the main objective. In the case of this research, the objectives appear below.

1.2.1 General Objective

- To enhance the speaking skill of fifth graders at Elías Jiménez Primary School

1.2.2 Specific Objectives

- To identify speaking difficulties in fifth graders at Elías Jiménez Primary School
- To apply visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez Primary School
- To evaluate the outcomes of applying visual aids for enhancing speaking in fifth graders at Elías Jiménez Primary School

1.3 Justification of the Study

While children grow up, they acquire little by little the capacity of speaking. They acquire this ability through of the environment that surrounds them. They can learn speaking in many ways: through visual aids (material that they see), through audio (material that they listen), kinesthetic (material that they can touch), and others. However, for most of the learners, the visual aids are the best incentive to learn a foreign language in in a natural form.

When learning a foreign language, children should feel they are in a natural environment. They should feel comfortable and not afraid of learning how to speak the foreign language. Of course, to accomplish this, the teacher has to apply some techniques and stimulate good visual aids for enhancing the speaking skill. A natural technique to improve the speaking skills specially in the case of the use of visual aids. The visual material is one of the best forms to teaching topics in any language. For example, a person can easily learn the word '*elephant*' if he/she sees a picture of it. The reason is because the human beings most of the time acquire knowledge through the images they see around their environment. For this reason, the use of visual aids in classes is helpful.

Visual aids, as mentioned before, are useful for the students to learn any topic. They can be use in schools, high schools, universities, and in any other institution where people acquire knowledge. And, in the case of this specific investigation, the use of visual aids will be used for improving the speaking skills of school students. The center of the study is the group of students from selected educational institution.

The research is convenient because it can be applied at Elías Jiménez primary school. The institution was the public school for the teaching practice of the investigator. During the practice, the researcher analyzed two aspects: one, the weakness of the speaking skill, and the second one, is the lack of students' concentration in almost any activity in the classroom. However, it is good to point out that they pay attention instantly when they see a new topic with any kind of visual material showed in class. Therefore, the project starts in this institution from the two observed aspects, the idea to improve the speaking skill of students through visual aids.

The relevance is implied in the education of children. The investigation will specially help the improvement of the speaking skill in the English classes at Elías Jiménez School. Since the fifth graders of that institution are the students selected to apply the investigation, they will receive the benefit of this research during second quarter 2019. Of course, this will happen if the study has positive results because it would help other groups and teachers to improve the teaching of English in primary school.

The research will enhance the speaking skill of fifth graders at Elías Jiménez School by using visual aids in the classroom activities. The study will use different types of visual support to improve the students' speaking skills. The idea is that students improve in this skill after practicing topics in which visual aid, such as, using pictures, videos, posters, and any other visual material are used. Therefore, the research is going to prove if the use visual

aids to teach English can improve or not the speaking skill of the students in this case, specially the fifth-grade students at Elías Jiménez School during the second quarter 2019.

1.4 Antecedents

The use of visual aids to teach English is common; however, the improvement of the speaking skill with them is a topic that has been investigated a lot. It is because through years, many investigators have studied the use of visual aids for improving the speaking skill on different school level. Some of these investigations appear below.

One of the investigations was carried out by María Ramírez García on her master's degree thesis called Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (2012). The aim to clarify the reasons why teachers (particularly at Margarita Salas High School) use visual aids infrequently and to prove that they should be integrated in the language classroom due to the positive effects they have on students. In order to check the general situation in the teaching center, different questionnaires were handed to teachers and students from 1st year of ESO, in Spanish Enseñanza Secundaria Obligatoria.

After this, a set of sessions were designed for a 2nd year of ESO group. The data collected from the 2nd year of ESO students involved in the project show that they have experienced the beneficial aspects of the visual aids. Due to these results it can be resumed that using multimedia visuals as a tool in the language classroom is highly beneficial for students and enhanced the learning process. The investigation was carried out in a secondary school to clarify the reasons why teachers use visual aids infrequently and to prove that those aids should be integrated in the language classroom because of the positive effects that they have on students. In other words, the visual aids should be included in the

English lessons on secondary schools because they are beneficial for those students to improve their speaking skill.

The second investigation *The Use of Picture Descriptions in Enhancing Communication Skills Amongst Eighth-Grade Learners of English as a Foreign Language* (2017) was developed by Pamela L. Lavallo and Mark Briesmaster in Chile. The author stated that, teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among the eighth-grade students attending a private English school in Chile. To that end, action research (AR) was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' speaking skill in English as a foreign language. The findings of the study suggest that the students' communication skill increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.

The investigators used visual aids to improve the students' skill, and they made a mixed research to fulfill it. The results were beneficial for the students. In few words, the communication skill of students can be improved by the integration of visuals aids in classroom activities; therefore, the visual aids are useful for teaching high school students because these aids increase the student's participation in class.

The third investigation was presented by Charles Fatima Guterres and Lamberto Quintas on their thesis *Using Audio Visual Tool to Develop Speaking Skill to the Second Grade Students of Ensino Secundary Cristal in the School Year 2017*. They state that, the purpose was to find out the second graders students' ability and the level of ability using audiovisual. The respondents of the study were 36 of the second graders students.

An analysis of the test showed what extent the students' level increased when using audio visual aids. The results of this research show that the score of pre-test of the speaking skill before using audio-visual aids was 5.8. It means that students did not understand how to use audio visual aids to develop the speaking skill and students, and as result, still had difficulties in the aids of skill. The score the researcher obtained after the implementation of the audio visual aids was 8.5. So, this means, that the use of this tool was effective and developed the students' speaking skill. As it can be seen, the investigation evaluates the development of the students' speaking skill through the use of visual aids. This mixed research shows that using visual aids is beneficial for teaching speaking to students in second grade.

The fourth and final investigation searched was written by a Costa Rican student called William Charpentier Jiménez in his article *The Use of ICTs to obtain his bachelor's degree in English Teaching* (2014). The article examines the role of information and communication technologies (ICTs) in language teaching. Through an electronic survey, the opinions of fifty ex-students of the B.A. in the Teaching of English at the University of Costa Rica were analyzed.

The results show that information and communication technologies play an essential role in language learning to develop the macro linguistic skills. Based on these results, it can be concluded that, despite their importance, ICTs are not being fully incorporated in the major. This investigation was carried out with university students. It is revealed that university students can improve the teaching of the speaking skill in English; however, the use of these aids is not totally incorporated on the major at the university. To sum up, the use of visual aids is good to improve the speaking skill and develop communication in students who are learning English as a foreign language.

1.5 Scope

The scope of the investigation is determined by many aspects. The principal objective is to enhance the speaking skill in fifth grade students at Elías Jiménez Primary School through visual aids; however, to achieve this objective, time is required not only to do it, but also to check if the problem question is resolved at the end.

Other aspects of the scope of the investigation are the specific objectives. One of the objectives is to identify speaking difficulties in fifth graders at Elías Jiménez Primary School; in this case, to achieve this objective, it is essential to interact with the students beforehand to know of their English level. The second objective is to use visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez School. To fulfill the objective, it is essential to use visual aids to improve students discuss in during class. The third and final objective is to evaluate the outcomes of applying visual aids for enhancing speaking in fifth graders at Elías Jiménez Primary School; in this case, to fulfill this objective, a computer and flashcards are necessary.

As it can be seen, each objective has requirements for their fulfillment, but they will be beneficial for teachers and students. In the case of the main objective, it will improve the speaking skills of the students of fifth grade of Elías Jiménez School. In the case of the first specific objective, it will help the teacher in charge of the class to identify the problems that students have in the speaking skill. In the case of the second specific objective, it will help the teacher in charge of the class to have new material for teaching in the classroom. And, in the case of the third objective, it will let the teacher in charge of the class to have recommendations about how to teach the speaking skill based on the results of this investigation. Therefore, to carry out this investigation, a lot of effort and dedication are

necessary. If at the end, the research gives good results for students and teachers, it means that all effort put on this investigation has been successful.

Chapter II

Theoretical Framework

2.1 Literary Review

The investigation has aspects to be explained in order to understand all the terms related to it. First, the concepts section in which the definition of the principal terms of the project, such as, speaking, vocabulary, and others will be provided. Second, speaking skill teaching methods and visual aids, the section in which the relationship between methods of teaching and the use of visual aids will be explained. Third and last, speaking skill techniques and visual aids, in this section the relationship between techniques of teaching methods and the use of visual aids will be analyzed. All of them can be found below.

2.1.1 Concepts

In order to understand all the vocabulary of the study, it is necessary to explain definition of visual aids, which is clarified below.

2.1.1.1 *Visual Aids*

Visual aids are visual supportive materials to teach a class. These supports are used in the lessons for students in the classroom. Their purpose is to teach any information of the target language visually. Moreover, according to Oxford Dictionaries (2019), visual aid is an “item for illustrative purposes, such as a film, slide, or model, designed to complement written or spoken information in writing or speaking form that it can be understood more easily” (2019, pg. 1). In other words, a visual aid is a visual material such as film and slides that may help the students to understand a topic. Then the importance of them is that they

can be useful to improve the students' speaking skill. The use of visual aids to improve speaking skills of the students is the key of the project. However, to understand the types that exist and how to use them, it is necessary to review them.

2.1.1.1.1 Types

Visual aids in teaching are visual devices that help teaching and reviewing topics viewed by students. Of course, although there are many types, it is important to use different types of visual aids for teaching students because those aids help them to learn in an original, colorful and practical way the English speaking skill as a foreign language. Therefore, the explanations of some types of visual aids appear below, according to some authors.

First, it is stated that educational posters are used to inspire and motivate students, as they are a classic teaching aid that can bring life into a class. It is useful to hang up posters on the classroom walls to invite color into the environment and act as helpful resources for students (McGuire, 2018, pg. 8). In few words, posters that have visual and colorful material can attract and inspire students to learn about a topic.

Second, teachers can use educational infographics to simplify complex information, which are a perfect classroom tool because they can make difficult information easier to understand. There are many different types of infographics that can be created depending on the information. For example, an infographic can summarize a new topic, show a timeline event, visualize statistics, explain a process, and so forth. (McGuire, 2018, pg. 11-12). In other words, infographics are useful as they can be used to learn complex information visually, so students can understand and learn about a topic.

Creative presentations are used to keep students engaged in a lesson, since such creative presentation pattern can go a long way to keep students from sleeping in the middle of a class. For adolescents, the slides can combine photos, charts, and icons to illustrate concepts with bright colors and creative fonts. As this is helpful for students, they can get excited in a creative and visual way about a topic (McGuire, 2018, pg. 18, 21). As it can be seen, presentations can be used by teachers for helping students to understand, learn, and review the topic through images and texts inside the slices.

Moreover, educational charts make data accessible. Simple charts are other fantastic visual aid for learning. Teachers can make data more approachable. For example, a classic pyramid chart is effective for visualizing a topic in different levels. In addition, charts are also handy tools for analyzing processes (McGuire, 2018, pg. 22-24). For this reason, educational charts are useful to show presentations, reports, processes of analyzing because they are a simple but effective ways to make data easy to understand.

Student assessment reports provide an approachable design. Preschool or elementary school students can find duties particularly stressful, therefore, a fun and playful design can help make a student progress report appear less scary. In addition, reports help parents to better understand the progress of their children through a progress summary in a chart (McGuire, 2018, pg. 27, 29). As it can be seen, the students, even if they are kids or adults, can feel more relax and happy when they do their homework if the assessment has a colorful or at least fun design. In addition, it is useful to summarize the progress of the students in a chart for them and their parents.

Classroom checklists are good to keep students, teachers, and parents on track of the school progress. From classroom duties to assignments of the school year, there are a lot of assignments that students need to record, so it is useful to add visual material to the

checklists because they can make the points on the list easier to recall. In addition, a visual checklist can also be useful for staff members to keep in mind the best practices and the most important tasks (McGuire, 2018, pg. 30-32). In other words, the checklists are useful to remind the students and their teachers about all assignments and practices that they should do in the classroom throughout the school year.

Research reports are beneficial to make data and insights engaging. It is helpful to use a visual engaging report design to share some interesting research findings with students or with the teacher. A visual report will require that teacher and students to identify and emphasize the most important pieces of information (McGuire, 2018, pg. 33, 35). In few words, it is useful for students to use visual presentations to show their research reports because they can detect and emphasize the most important parts of information that they need to share during their reports.

School newsletters allow students, parents, and teachers to be excited about the institutions' events. A classic school newsletter can help to maintain the staff, students, and parents on track. It is helpful to share pictures of events of the institution. In addition, it is also a good idea to add the school fonts and colors into to the newsletter design for (McGuire, 2018, pg. 36-38). As it can be seen, newsletters can share in a visual, creative, and colorful form the events of the school year, including main events of subjects that the institution develops.

Education calendars keep students, parents, and teacher informed. Both teachers and students have a lot to remember. Adding some designs to the calendar will make it a fun visual aid inside the classroom, even it can be included the email of parents on it (McGuire, 2018, pg. 39).

Pictures are great for presenting many nouns, adjectives and simple sentence patterns. The pictures in textbooks are important in class because they are simple and effective. In the case of older students, they can predict what a chapter will be about according to the pictures from the first page of each topic (Fluent U, 2019, pg. 19). In addition, with the help of pictures students can learn new vocabulary and grammar. They can be used for young and older students because pictures are a simple and effective way for them to learn topics. Although, there are many ways to use pictures as visual aids for teaching speaking, whenever possible, it is good that teachers use pictures of the students or photos of the surroundings of the town or institution that students would recognize in Power Point presentation or games. This will make it much more interesting and memorable for them, then words will stick that much easier on their minds (2019, pg. 23).

As it can be seen, personal pictures are useful because if they are used to explain a topic in presentations or games, the students will remember the experience just by remembering the picture of the teacher. So another way is to include celebrities for interest. For example, by using pictures of a well-known local or global celebrity in activities, presentations or games, the students will react and the teacher will have caught their attention more than before (Fluent U, 2019, pg. 24).

The last way to involve pictures in the class is to draw stick figures, as when all else fails or a quick solution is needed stick figures or simple drawing is useful. Those figures take only seconds to be drawn and can be used to teach any topic, since it is guaranteed to get a laughs in the classroom (pg. 25). As it can be seen, stick figures to explain a topic are useful because they are easy sketches that students can draw and remember easily. The learners will remember those simple drawings after the lesson because they are fun for

them. Pictures are visual aids that are used in activities, presentations, and games. The pictures are used to remember easily the information students have learned.

Timelines are a great way to illustrate tenses and time expressions. The student talking time can be amplified by presenting interactive timelines that students can see and answer inside the classroom (Fluent U, 2019, pg. 29, 33). In few words, timelines are used for demonstrating topic of tenses and time expressions. The timelines can be used by the teacher to teach a topic related to time, and they can be used by students to practice topic related to time.

Opposites are helpful for students, as they can be written in the whiteboard to see the difference between the words. Another way to use them is through hand gestures because they are good for showing opposites in movement, such as, 'big/small', cheap/expensive, and fast/slow. A final way to use opposites is the introduction of question structures by showing the question's answer (pg. 48-49). In other words, opposites serve to teach vocabulary and grammar depending on the situation. The opposites can be used to teach antonyms to enrich vocabulary and also in grammar in questions and answers exercises.

Gap fills help teachers to introduce or reinforce grammar by accessing the information that students already have. These fills are ideal for topics like articles, prepositions and pronouns (Fluent U, 2019, pg. 50). As it can be seen, the gap fill serves as a practice and review of a grammar lesson. Most of the time the gap fills are used to practice articles, prepositions and articles. However, it can be used any exercise on grammar.

Realia is a really effective visual aid in the classroom. Realia means authentic items of real life. For example, when it is necessary to teach a lesson about booking a hotel room, students will become much more involved if they see the actual brochure of a hotel, as it can introduce new language items (pg. 55). In few words, realia are items of real life that teachers use for the lessons of their students in order to make new knowledge more interactive and authentic. In addition, all items are taken from modern life when students are learning the foreign language.

Videos are great visual aids and attention getters. Teachers can work with entire pieces, long passages, or short clips. In fact, teenagers have the tendency to love video clips. However, many teachers are motivated to associate videos with movies, but the truth is that there are many options that can be chosen. In addition, the Internet is a limitless source to material for teachers (Pesce, 2015, pg. 7). In fact, videos and movies always attract learners to focus on what topic they are learning during any class. In addition, there are many videos and movies about any topic that teachers may show to the students.

Visual aids are going to be used for improving the speaking skill of students. However, it is important to clarify what the skill is. For that reason, the speaking skill will be explained.

2.1.1.2 The Language Skills and Subskills

Listening, speaking, reading, and writing are generally called the four language skills. These language skills are divided into subskills which are pronunciation, grammar, and vocabulary.

Any language is learned throughout the practice if the language skills and subskills mentioned above. (Richards & Schmidt, 1997)

Listening is the skill that helps understanding speech in a foreign language. When teaching listening, teachers should emphasize the different units of the language, that is, sounds, words, and grammatical structures. (Richards & Schmidt, 1997)

Teachers can help their students to develop the listening skill by reading aloud a collection of texts, and then asking the students to discuss the content of them. Active listening also means listening to understand rather than to reply. And it can be accomplished by encouraging students to ask questions to fully understand the intended message of the speaker (Watanabe-Crockett, 2017, par. 7-8). As it can be seen, learning active listening is important in speaking because it is important to understand the intention of the conversation in order to reply according to the situation.

According to The English Club (2019), speaking is the transmission of language through the mouth. For speaking, humans create sound using parts of the speech mechanism, that is, the lungs, the larynx, the vocal cords, the tongue, and the teeth, among others. All this means that speaking is the spoken language or oral language.

According to Lee Watanabe-Crockett (2017), some ways to teach speaking through visual aids are listed below.

Teachers can ask the students to watch films that show conversations. Conversation is a basic and essential communication skill because it enables people to share ideas, opinions, and thoughts. Students can learn the introductory fundamentals of conversation by watching films or videos when conversation takes place. Teachers have to pause the video and ask questions, about the message that the characters are trying to transmit, the body language and expressions of the individuals in the conversation, among others (2017, par. 4-5). In other words, students can learn the speaking skill by watching videos in which

people establish conversations on topics and the way in which they occur in real life situation.

To practice speaking, the teacher can suggest group presentations and assignments through team-building exercises. These exercises can help students sharpen both oral and written communication skills because it offers students the chance to work in small groups, to reduce some of the pressure, and the opportunity to debate their opinions, and work together in the direction of a common goal (Watanabe-Crockett, 2017, par. 9).

Also, it can be requested to the students to ask open-ended questions because they require more than a one or two-words response. Open-ended questions are essential for stimulating discussion and indicating that there are numerous ways to distinguish and answer a question. It is useful to set a clock for short informal conversations and challenge students to use open-ended questions (2017, par 10-11). As it can be seen, open-ended questions are useful in classrooms because the students may answer differently and this brings out the use of the foreign language naturally.

Furthermore, professors can use tasks and activities that foster critical thinking. Therefore, another method for improving student communication abilities is through exercises related to critical thinking exercises. These can be done verbally or through written assignments where students can be given the chance to answer questions in a creative way by using their own expressions and words (Watanabe-Crockett, 2017, par. 12). In other words, students can improve their speaking skill through exercises, which challenge their critical thinking expressing their thoughts about the questions related to what they are learning.

Fluency includes the features which give oral language its naturalness, correct pausing, rhythm, intonation, and the rate of speaking as well. Fluency describes a level of proficiency in communication.

Communication refers to the way in which the sound of any language are produced. It has three components: the sound system of the language, its intonation, and its rhythm. The three of them play an important role when learning the correct pronunciation of a foreign language.

Grammar is the description of the structure of a language and the way in which the words and phrases are combined to form sentences. It also studies the rules that should be performed for the formation of sentences. (Richards & Schmidt, 1997)

The vocabulary of any language is formed by a group of single words, compound words, and idioms. (Richards & Schmidt, 1997)

The use of technology is also important when teaching a foreign language. There are a multitude of technological resources that can be used for improving the students' communication skills. Students can hear how the speaker enunciates and pronounces different words or phrases by listening or reading along audiobooks (Watanabe-Crockett, 2017, par. 6).

Teachers may also offer reflective learning opportunities. One way is to record students while they are reading a selected text; another way is to videotape group presentations. Both are excellent methods for assessing their communication skills. Also, the students can be asked to judge the presentations of others, so they can get used to receive constructive criticism (2017, par. 14).

2.1.1.3 Fluency

Fluency is how smooth a person is when speaking a language. When students speak in the target language, they have to speak in a natural and confident way. In the case of this project, fluency is important because students practice their fluency when they speak in all the activities that are carried out. According to the British Council (2019), fluency means speaking in an easily, rationally, quickly way without having to rest and suspense very much.

Students should speak fluently when they study a new language, and this means that they need to learn to speak naturally and confidently in order to use in English as foreign language. In order to accomplish that, it is necessary for teachers to improve the fluency of their students in order to develop this component of pronunciation. However, one of the best ways to teach the students is with visual aids., according to Tracy Dumais (2014), some visual forms to improve fluency are below.

Games can be used to promote speaking in two ways. First, the teacher provides the students with opportunities for direct practice. It can be done in many activities, from a simple game of I-spy in the car to a more challenging game like Pictionary. Second, games can inspire a very productive discussion. For example, the teacher asks students to talk about their favorite game, like Angry Birds or Minecraft, and then they get explain what they are doing. The interest for communicating the purpose of the videogame will rapidly defeat any inhibition that they might feel about speaking in English (Dumais, 2014, par. 5). In other words, games are useful because they are used to practice speaking directly in conversation, discussions, and competitions with fluency.

Also, stories provide students with a context for speaking English. This method is particularly valuable if they are not able to experience an immersive language-learning environment. This is especially applied to EFL learners because English class because is not their mother tongue (Dumais, 2014, par. 6). In few words, stories are beneficial for fluency because when students read aloud in the class they have to practice speaking in a confident and natural way.

Songs and rhymes give students the chance to play with spoken English in a stress-free way. Children begin to hear sounds of the language, and experiment how they can produce the sounds of foreign language. Listening and singing songs help students a lot because they get also aware of the rhythm of the language. In addition, clapping while singing reinforces the rhythm of the language (Dumais, 2014, par. 8). As it can be seen, songs are valuable to improve the fluency of students, and also they help to acquire more confidence when learning the foreign language.

Moreover, videos help students to improve their speaking skill and it can motivate them to discuss, sing, and read in the target language (Dumais, 2014, par. 9). In other words, videos are an advantage to students because they can improve fluency by repeating and answering questions of the video that they see during a class. For that reason, visuals aids can be useful for the improvement of the language, specially the speaking skill.

2.1.1.4 Vocabulary

Vocabulary is the lexicon of the language. In case of the target language, students need to learn vocabulary whenever possible. In the present study, vocabulary is important because the learned vocabulary is used when the learner speaks the foreign language.

According to the Cambridge Dictionary (2019), vocabulary can be defined as “all the words that exist in a specific language or subject.”

Students learn new vocabulary when they study a new language, and it means that they need to learn words in order to use in the foreigner language. In order to accomplish the study of vocabulary, it is necessary for teachers to show students new words in order to increase their speaking skill. However, one of the best ways to teach the students is with visual aids, and; therefore, some visual forms to teach vocabulary are explained.

According to Fitzell (2011), teachers can ask their students to make their own flashcards to learn vocabulary by searching words online and finding pictures that show the definitions. Then, they can print the picture, glue it on a card, and write a sentence under the image to help them remember the word. Finally, they have to write the definition of the word on the back of the card. In that way, students who are visual learners and those who do not have access to the Internet, can be creative and draw the pictures by themselves (2011, par. 4). In few words, flashcards can be useful for students because they can remember the new vocabulary by looking at the pictures and going over the definitions of the words that they have in those flashcards. Another method is to use handmade flashcards to make a word wall where new and current words can be displayed for students to see and read them daily inside the classroom (Fitzell, 2011, par. 5).

The last method is that the teacher changes a few pictures on a wall with words inside the classroom, then he/she offers students by got a reward, such as, a prize, an extra point, a free homework ticket, extra play or TV time, among others. Then, every day they will search in the classroom to see if there are changes in the wall of words. So, in that way, they will be actively involved on reviewing the vocabulary in a daily basis (2011, par. 6).

As it can be seen, the students can practice the new vocabulary prepared by teachers or parents, which persuade them to study it if they want receive the prizes of that system.

It is important to learn vocabulary is important to teach because students have to learn new words in order to use them when speaking English. They need to amplify the number of words they know in order to speak more natural in the foreign language. For the purpose of this investigation, it is necessary to establish the relationship between the method of teaching and the use of visual aids, as well as techniques of those teaching method and visual aids. The reason of that is because the visual aids are going to support specific methods and teaching techniques that activate the process.

2.1.2 Methods and Visual Aids for Teaching the Speaking skill

There are many methods to teach how to speaking English as foreign language. However, some of them are supported by visual aids. So, it is necessary to know them for the purposes of this study.

2.1.2.1 The Audio-Lingual Method

One method used in this research is the Audiolingual Method. Its objective is the formation of habits because the students have to repeat sequences in order to learn and practice the topics that they study in the classroom with the teacher in charge of them. According to Teflnet (2019), the Audiolingual Method (ALM) gained attention in the 1950s, especially in the USA where it was embedded as a need of the army during World War II for training large populations how to speak a foreign language. It portrayed on early 20th century two beliefs of the time: first, behaviorism, and second, structuralism.

In the ALM, these aspects are important. First, grammar has a priority over vocabulary; second, accuracy has a priority over fluency; third, teachers give learners few opportunities to make mistakes which are seen as potentially contagious for the class; and finally, the learner will speak automatically the target language (2019, par. 1). In few words, the Audio-Lingual Method was created in the 1950s because militaries of United States had to learn many languages for communication with their allies in the Second World War. Of course, the main purpose of this method is the correct learning of grammar and accuracy.

The Audio-Lingual Method has specific aspects that are different from other methods. According to Teflnet (2019), the main features of an Audiolingual Method are listed below:

- This method use the most of the time the target language and sometimes the mother tongue
- It is a teacher-centered method.
- Students acquire mechanical habit formation through activities with slight opportunities for mistakes.
- The learning of grammar rules is inductive through modeled dialogues.
- Teachers present to students new structural patterns and vocabulary through oral repetition and study of scripted dialogues.
- Students learn oral pattern-drills of key structures from dialogues, such as, repetition drills, chain drills, substitution drills, and others.
- Teachers reinforce instantly the correct answers made by students.

- Reading and written work is based on previous oral work which sometimes is given as homework.
- It uses tapes, visual aids, and language labs for learning.

As it can be seen, the Audio- Lingual Method uses the target language most of the time to teach students, so dialogues are used for learning and practice the foreign language. Of course, this method uses visual aids for teaching. In other words, it is a method of teaching that is focused on speaking and practicing oral work through repetition activities, visual aids, and others. The method is going to be used in the present investigation project. The visuals aids songs and flashcards are aids that used this method in order to learn, practice, and review the vocabulary studied in class.

2.1.2.2 Communicative Language Teaching

The other method that will be used in the investigation is the Communicative Language Teaching. The main purpose of this is for students to learn English as a foreign language by practicing with original and real material according to the period of time in which they are studying. According to Teflnet (2019), the Communicative Language Teaching (CLT) is an approach to language teaching that gained power in the 1980s. CLT accentuates the importance of all four language skills and aims to achieve communicative competence rather than linguistic competence, through substantial learner interaction and communication of real meaning.

This approach promotes fluency over accuracy, functions over structures, and authentic materials over fabricated supplies. On the CLT, communication is seen as the goal and the means of the approach. In addition, the CLT is sometimes called the Communicative Approach because it is indeed, a better term due to the fact that it is more a philosophy than a specific method. But, it does not matter how is called, the idea of CLT is the real and functional communication among people (par. 1, 2019). In few words, the Communicative Language Teaching approach raised popularity in the 1980s because it emphasized the four skills; however, this approach is focused in communicative competence and fluency. In addition, the CLT always uses original and real material that shows the function of language in real life.

The Communicative Language Teaching Approach has specific characteristics which differentiate it from other approaches; according to Teflnet (2019), the main features of a Communicative Method lesson are the following:

- It uses the target language most of the time and sometimes the mother tongue.
- Learners practice from controlled to spontaneous situations.
- It is focused on learners and teachers.
- Teachers present the new functional language, vocabulary, or structures.
- The activities use real-life situations to be interactive, some of them are information gaps and role-plays.
- It uses pair and group work.
- Realia or real life materials are generally used.
- Activity cards and worksheets are frequently used.
- It uses games that allow students' participation.

- Functional exercises are given in the target language.
- Students have plenty of activities in listening, speaking, and reading during classes; however, the activities for writing are assigned for homework.
- The use of authentic materials is essential.

As it can be seen, the Communicative Language Teaching Approach uses the target language most of the time for teaching students, as well as interactive activities that are focused on real life experiences for learning the different topics. Of course, this approach is supported by visual aids. The Communicative Language Teaching, in other words, is an approach of teaching that is focused on oral practice through interactive activities, visual aids, among others. Then, this approach is supported by visual aids as way of helping students improve their speaking skill. Games such as hangman are aids that are used in this approach in order to learn, practice, and review vocabulary.

2.1.3 Speaking skill techniques and visual aids

For the project, it is necessary to use different techniques of the methods mentioned previously. The techniques depend of course to the assigned activity. For that reason, each of them is going to have an explanation about what they are and how they are going to be used on the research.

2.1.3.1 Songs

A song is a technique of the audiolingual method. This technique is going to be employed during the pre and post tests for the research. Then, it is necessary to explain how they are used at teaching. Students can learn with songs, rhymes, and chants. Many

primary aged learners respond in a splendid way to songs, games and chants. These young learners can find it very problematic to remember how to say complete phrases in the target language when they are first learning, but they remember entire songs and chants easily. For example, action songs like 'Head, shoulders, knees and toes' provide fun drills of vocabulary for body parts.

Another way for teachers is to make up their own action songs by placing target language to a famous tune and getting the youngsters to do actions according to the topic. In addition, songs and chants appeal to different learning styles such as aural and kinesthetic when they are escorted by gestures and actions. However, older learners are different for these activities because they may be awkward about singing, but chants and raps can still work well and of course these involve a lot of repetitions (British Council, 2019, par. 62, 64). In few words, songs are an audio-lingual technique that involves a lot of repetitions. The idea is that students learn, practice vocabulary in a fluent way by singing inside the classroom.

2.1.3.2 *Repetition Drills*

The repetition drill is a technique of the audiolingual method that is used in two activities of the project. In accordance to Study English (2013), a repetition drill is when students repeat the exemplary of the teacher as accurately and quickly as possible. As it can be seen, the students have to repeat quickly the words, sentences or sounds that their teacher tell them for a topic viewed in the class. The repetition drill, in fact, is literally that students repeat words, sentences or sounds that teacher said to them. It is helpful for students because with this technique they can memorize vocabulary in a quick way.

2.1.3.3 Question and Answer Drills

The question and answer drills are another technique of the audiolingual method. In fact, it is the most used for this research. Then, it is necessary to explain how it is used and how will be applied at the investigation. According to Quizlet (2019), question and answer drill provides students practice by answering questions. The students should answer the questions made by the teacher in a very fast speed. The purpose of these drills is to ask and answer questions between teachers and students. Of course, it has to be in a quick way. So, the students have to be very aware about the topic that has to be applied for it.

2.1.3.4 Games

A game is a technique of the communicative language teaching. Games are used in two activities: the second one and the forth one. These activities are the most different because they only have this technique to be done. Then, it is important to explain the technique itself and how will be using it at the research. According to Oxford Learner's dictionary (2019), a game is an activity or a sport with instructions in which persons or teams compete against each other. As it can be seen, a game is an activity that is use for completion in any topic. In case of teaching, this is a technique of communicative language teaching that is used to practice a topic saw it previously on a class.

A hangman game, in fact is a game that serve to practice and review vocabulary on which is necessary to communication between all the participants at it. The participants of the hangman are the teacher and students. In fact, it is useful because the students speak with a teacher because they appreciate the activity as something to have fun in class as well as practice a topic of the course.

All the concepts viewed during the chapter are necessary for the investigation. Speaking is the skill that has to be improved by students. Fluency and vocabulary are the speaking skills that have to be improved by the chosen population. Visual aids are the way to improve their speaking skill. Types of visual aids are necessary for view all the different visual aids that can be used for teaching to the students. Speaking skill teaching methods are necessary to choose the correct visual aids for the purpose of the research. Speaking skill techniques are necessary to apply correctly the visuals aids according to the methods of teaching for the project.

Chapter III

Methodological Framework

Any research should accomplish a result, and in order to complete it, every step in the investigation has to apply specific instruments. The instruments and the steps throughout the process reveal how the investigation will reach the objectives that are studied on the first chapter of the investigation.

3.1 Research Approach

The research approach refers to the type of research method your investigation will be about. The most important methods are two: the quantitative and the qualitative. They will be described below in order to state the type of approach that will be applied in this investigation.

3.1.1 Quantitative Approach

A quantitative research is an investigation of a problem or phenomenon which gathers numerical data about attitudes, opinions, behaviors, and more variables in order to generalize results, and then use the results on statistics for the research (Dovetail, 2018, par. 4). In fact, the quantitative investigation is focused on numerical data to deal with the results of the research.

3.1.2 Qualitative Approach

A qualitative research is an investigation that collects and works with non-numerical data and that seeks to interpret meaning from these in order to understand social life through the study of populations or places which are target (Bhat, 2018, par. 44). As for the

investigation, the selected research approach is qualitative. The reason for the selection of the approach is the form to accomplish the specific objectives in order to reach the general of the investigation, which is the enhancing of the speaking skill in fifth grade students at Elías Jiménez Castro School.

In the case of the first specific objective, which is the identification of speaking difficulties in fifth graders, an observation checklist will be prepared to observe before applying the class activities. The results of the observation are interpreted by the investigator. Next, the second specific objective, which is the use of visual aids in activities for the improvement of the speaking skill in fifth graders at Elías Jiménez School, will be achieved by using the activities of the appendixes. The activities are based on the topic that the target population of the research has to learn in class.

Finally, the third specific objective, which is the evaluation of the outcomes when visual aids are applied for enhancing the speaking skill in fifth graders, will be carried out by the use of a class observation checklist after applying the activities. This observation is interpreted by the investigator in order to show the results of the investigation. In few words, the speaking skill improvement of fifth grade students at Elías Jiménez Castro Primary School during the second quarter 2019 will be reached through activities and two observation checklists which follow the qualitative method to collect data and to analyze it for the investigation.

3.2 Research Design

A design is used to show how something is to be done and it is used in many areas. Every project has a design in order to develop and accomplish it. Of course, this study of has a specific strategy in order to its development. In the case of this investigation, it was

carried out by only one type of it: a phenomenological research. This type of research will be described below.

3.2.1 Phenomenological Research

According to the Grand Canyon University (2019), phenomenology is a qualitative research method that is used to describe the experiences of human beings in a certain situation. This method permits the researcher to explore the feelings, perceptions, perspectives, and understandings of the people who have truly lived an interest situation or phenomenon. Consequently, it can be recognized as a direct investigation that describes an event that is really experienced by people. On this research, a researcher can begin to make generalities about the experience of a certain situation from the viewpoint of those who have lived it by studying the perspectives of multiple participants (2019, par. 7)

In other words, the phenomenological research is a qualitative research method that is focused on the description of a phenomenon. It is carried out by observing multiple participants when the event is happening. In the case of this research, the phenomenological method is the selected one for it. The reason for the chosen method is that a phenomenon is described, in this case the experience of fifth grade students by performing activities with visual aids to improve their speaking skill.

3.3 Information Sources

Information resources are used for the investigation. According to Oxford Dictionaries, an information source is an object, a person, or a place from which something started or can be obtained (2019, par. 1). Therefore, the sources can be people, places, or objects the researchers find in order to obtain the data which is needed for any type of

research that should be developed. In this research, the information is collected from different sources such as: the Internet, dictionaries, encyclopedias, tables, class observation, checklists, and activities.

3.3.1 Primary Sources

In accordance with Mount Allison University Libraries and Archives (2018, par. 2-12), a primary source provides direct information on the topic. The writer of the source personally joined the event under discussion, such as an experiment of science, a humanitarian mission, or the novel writing. Furthermore, the work has not been altered or analyzed by a different organization or person. Some examples of these sources are: art and artifacts, such as, objects and photographs, government records like, acts and bills, journal articles that report original researches, original audio and video recordings, like feature films and performances. Also, there are original researches such as, results of questionnaires and surveys, personal works, such as, journals, and theses that report original researches, and finally, works of literature like novels and plays.

The primary sources are original information that researchers can find for gathering necessary data for the research. In the case of this investigation the primary sources are studies in form of thesis and articles, for example, the first related study was performed by María Ramírez García in her master's degree thesis called *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School*. All the related studies in thesis and articles are connected to this research because all of them use the visual aids in different ways for enhancing the speaking skill of the students.

3.3.2 Secondary Sources

According to Mount Allison University Libraries and Archives (2018, par. 13-20), secondary sources present an argument, conclusion, interpretation, or summary based on the information found in the primary sources, that is to say, the authors obtain second-hand information. Some examples of these sources are: biographies, books, commentaries, editorials, encyclopedias, journal articles not reporting original researches, literary criticism, reviews, textbooks, and theses that do not report original researches. The secondary sources are discussions, summaries, or interpretations of the information carried out by the authors of primary sources; in other words, information that is based on an original work. In the case of this investigation, the secondary sources are encyclopedias, articles of the Internet, and dictionaries.

3.3.3 Tertiary Sources

A tertiary source, according to University of Minnesota Crookston (2019, par. 6), is the one that abstracts, compiles, digests, indexes, or other references. Some textbooks and references supplied are considered tertiary because their main purpose is to list, recollect, or summarize ideas or other information. In addition, these sources are usually not credited to a particular author. Some examples of them according to University of Minnesota Crookston are: almanacs, bibliographies, dictionaries, directories, encyclopedias, fact books, guidebooks, handbooks, index, manuals, and textbooks. The tertiary sources are sources that compile other information from other sources. In the case of this investigation, the tertiary resources are dictionaries and websites, such as: Oxford Dictionaries and Collins Dictionary, in order to get basic concepts for the study.

3.4 Analysis Categories

Every investigation includes concepts that can be understood without a deeply knowledge of the research's topic. However, some concepts must be view to understand the whole investigation. These concepts will be shown and explained in detail below.

3.4.1 The Speaking Skill

According to Payam Bahrapoor, the speaking skill is the ability to talk in any situation at any time (2018, par. 1). The speaking skill, in few words, is the ability to speak in any circumstances that the speaker needs to deal with, many times during the lifetime. The idea of the investigation is to enhance this ability in students by using visual aids to accomplish it.

3.4.2 Visual Aids

Visual aids, according to the Dictionary.com (2019, par. 1), are any of various materials depending on the sense of sight, such as, films, photographs, slides, and so forth, used in teaching, such as aids. In other words, the visual aids are visual materials that are used to teach, as well as materials to support teaching or gaining knowledge. Some examples of visual aids, according to Study Lecture Notes are(2014, par. 16), charts, flashcards, maps, models, pictures, print materials, slide projector, textbooks, white boards, and so forth. As it can be seen, visual aids are any type of visual material that are used to teach any topic at any learning level during all the cycles of any subject that students need. Then, visual aids will be used to improve the speaking skill of fifth graders at Elías Jiménez Castro Primary School during the second quarter 2019.

3.5 Data Collection Instruments

The data collection instruments are the tools to test the objectives of the investigation and they are used for the specific population of it. However, they were chosen for a specific reason. The target population, the chosen instruments and the reason for each of them are written below.

3.5.1 Observation Checklist

The observation checklist is a list of questions about visual aids that will be answered by the observing a group of people. This instrument has two specific criterias to complete the observation based on all students during the class assigned for it. The criterias for observing visual aids are: motivation for learners, accessible, accuracy in every aspect, according to the students' level, an appropriate size, to be easily portable, meaningful and purposeful, original, and simple.

The criterias for observing students are: the use of visual aids for motivation, the use of visual supports because they are accessible for them, sentences fluency in English, terminology assigned for their first test about Personal Information (favorite music, favorite food, favorite drink, among others), words assigned for their second test about family members (father, mother, brother, among others), and the parts of the house (bedroom, kitchen, garden, and so forth). The statements mentioned before can have two possible answers: Yes and No. The idea is to write a check mark besides one of those answers for each statement of the criteria based on the observation of the students.

This instrument has two purposes. The first one is to identify speaking difficulties of fifth graders at Elías Jiménez Primary School. The instrument will measure how the speaking skill of fifth graders at Elias Jiménez Castro Primary School was before the use of

visual aids to improve it. In other words, it is important to check the class observation checklist before using visual aids in any investigation. The second purpose is to evaluate the outcomes of applying visual aids for enhancing the speaking skill in fifth graders at Elías Jiménez Primary School. The instrument will measure how the speaking skill of fifth graders at Elías Jiménez Castro Primary School is using visual aids to improve it. In other words, it is important to check the class observation checklist after of the use of visual aids in the investigation.

As it can be seen, the observation checklist will be used two times. The first observation will be used before performing the activities, and the second observation will be carried out after the application of the activities. The instructions for the class observation list are simple, the investigator will observe the class, and then will write a check mark in one of the two possible answers for each statement of the criteria. Then, the investigator will write comments about the observation itself. Additionally, since the instrument was already described, the tool can be located in Appendix 1, after the last chapter of the investigation.

3.5.2 Pre-Test

The pre-test is an activity to discover how good or bad the speaking skill of students is before the main activities are performed by them. The purpose of this test is to see the general level of vocabulary and fluency that students have before the main activities of the project. The pre-activity is a YouTube video which is called Family. The video shows each family member and the respective relationship between them. The idea is that students watch and sing the song of the video; then the teacher asks few questions about it to them, some examples of questions are: Which are the family members that appear in the video?,

What does '*abuelo*' mean in English?, What does '*padre*' mean in English, among others. The main idea is that students recognize, understand, and use the words fluently in English. In that way, they learn and practice vocabulary in a relaxed form.

3.5.3 Post-Test

The post- test is an activity used to discover how good or bad the students' speaking skill is after doing the main activities that have been prepared for them. The purpose of this test is to see the general level of vocabulary and fluency that students have after doing the main activities of the project. The post-activity is a YouTube video which is called My Room. The video shows the name, rooms, and activities to do inside of each place. The idea is that students watch and sing the song of the video; then the teacher asks few questions about it to them. Examples of questions are: Which are rooms that appear in the video?, What does '*cocina*' mean in English?, What does '*baño*' mean in English, and so forth. The main idea is that students recognize, understand, and use the words fluently in English. In that way they learn and practice vocabulary in a relaxed form.

Songs are used in both tests to see the general level of the speaking skill, as well as the vocabulary and fluency of the selected group of fifth grade students before and after the application of the activities for the investigation.

3.5.4 Activities

The activities in teaching are activities about a topic for the students to work in the class. This instrument is composed by four daily work activities on two specific topics, which are family members and rooms of a house, that students of fifth grade have to view and review in class.

The first activity is a match called Family Tree Flashcard. The flashcard has the pictures of family members linked with lines, and the respective name of the members is below each picture. The teacher and students have to follow steps to complete the activity. For the first one, the teacher shows the flashcard to the students, who see the pictures. For the second one, the teacher says the name of a picture and students have to repeat it. For the third one, the teacher and students make the same action of the second step until all the words of the flashcard are used. For the last two, the teacher asks the students some questions about the family members in the flashcard, and the students answer fluently the questions about the family members. It is a flashcard that helps to practice vocabulary in which fluent communication among the participants is necessary.

The second activity is a game called Family. The game is a virtual hangman game and it has 10 questions about the family members. The idea is that students should guess a word and write it down in blank space. The teacher says a hint of the word, which is a question about a family member, to the students and they have to answer the question by saying a letter per student. When a student says the correct letter the blank space of the word will be fulfilled, but if a student says an incorrect letter, a part of the hangman will be created. The students will lose if the hangman is fully made, and they will win each time they complete a word. So, the game will be completed when all the answers in the game are correct. It is a game that serves to practice and review vocabulary in which is a fluent communication among all the participants is necessary.

The third activity is a match called House Flashcards. Each flashcard has a picture of a house room, and the respective name of the room is below each picture. The teacher and students have to follow steps to complete the activity. For the first one, the teacher shows a flashcard to the students, and they see the picture. For the second one, the teacher

says a name of a picture and students have to repeat it. For the third one, the teacher and students make the same action of the second step with the rest of the flashcards until all the words are used. For the last two, the teacher asks students some questions of the house rooms in the flashcards, and the students answer fluently the questions about the rooms of the house. They are flashcards that help to practice vocabulary in which fluent communication among the participants is necessary.

The fourth activity is a game called Part of a House. The game is a virtual hangman game and it has six questions about the rooms of a house. The idea is that students guess a word and complete the corresponding space. The teacher gives them a hint of a question about the room of a house, and the students have to answer the question by saying a letter per student. When a student says the correct letter the word, the completion of the words starts, but if a student says an incorrect letter a part of the hangman will be created. The students will lose the game if the hangman is fully made, and they will win each time they complete a word. So, the game will be completed when all the answers in the game are correct. It is a game that serves to practice and review vocabulary in which fluent communication among the participants is necessary.

The purpose of these activities is to use visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez School for the topic viewed in class. Additionally, the activities appear in the appendixes 3, 4, 5, and 6 of the investigation.

3.6 Collection Data Process and Data Analysis

The improvement of the speaking skill is a process. The first half of the process is a practical part. First, the students will have a speaking skill diagnostic test. After the analysis of the results of the test, the children will have to do multiple exercises with different visuals aids that will help them to learn and review topics assigned to the class.

The second half of the process to improve the speaking skill is the theoretical part. It begins after the exercises mentioned before. After the visual exercises are done in class, the students will be evaluated with a test whose results will be compared with the results of the diagnostic one. Then, the conclusions will be made according to the general results of the investigation. Finally, the recommendations will be written for further investigations related to this topic according to the results of the investigation.

So, the instruments will be applied throughout different moments of the investigation. The tools will be used to accomplish the objectives of the research. The instruments have been chosen for each objective. The instruments applied will be commented in Chapters, IV and V.

The instrument to identify the speaking difficulties in fifth graders at Elías Jiménez Primary School is a Class Observation Checklist. This will be used during an oral presentation assigned by the English teacher in charge of the class. The Class Observation Checklist will be used for a general observation of the oral presentation of the students during the time assigned by the English teacher in charge of them.

The instruments to use visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez School are activities related to the topics viewed in class. The activities, of course, are in this case visual. The activities will be carried out after the first observation checklist; they include different activities, such as, the use of pictures,

posters, videos, and other visuals materials to do them. The activity will be used as warm-up, presentation, and practice to teach the topic viewed in class.

The instrument to evaluate the outcomes of applying visual aids for enhancing speaking in fifth graders at Elías Jiménez Primary School is a Class Observation Checklist which has already been mentioned. This instrument will be applied after the use of the activities. The use of this class observation checklist is to check the improvement of the speaking skill of fifth graders of that institution. In few words, the instruments' main purpose is to observe, make and check the improvements of the speaking skill of fifth grade students at Elías Jiménez Castro Primary School.

Chapter IV

Data Analysis

According to the University of Pretoria (2019), the analysis and interpretation of outcomes, identified as data analysis, is important because it is the central part of any investigation. The data analysis summarizes collected information and involves the interpretation of data grouped through the use of analytical and logical reasoning to determine patterns, relations, or tendencies (2019, pg. 1). As it can be seen, during the analysis and interpretation of the results of the investigation the data gathered is indeed analyzed and interpreted. It is the part where all the data collected by the instruments is used to get and see the results of the investigation in a simple and understandable manner.

4.1 Analysis and Interpretation of the Results

The analysis and interpretation of the result is an essential part of any research. It is where all the results of the collected data in the investigation are explained. In fact, any study has to examine collected data because a study is indeed an analysis of a situation or a subject. In the case of this research, the collected data was gathered by three instruments: Initial Observation Checklist, Activities, and Final Class Observation Checklist. All those instruments are going to have a detailed explanation. The results of both checklists will be exposed in tables in order to explain the situation of the students before and after the activities for improving the speaking skill.

4.1.1 Initial Observation Checklist

The first Class Observation Checklist took place on May 23, 2019. It was the first oral exam of the section 5-5 at Elías Jiménez Primary School. The purpose of this instrument is that the investigator could be able to identify speaking difficulties in those fifth-grade students, while they are speaking with visual aids to an audience in an exposition previously assigned by the teacher in charge of the group. The classroom had 31 students at the moment.

The class started when all the students arrived in the classroom. Then, the teacher said “Good morning” to the students, and they replied “Good morning, teacher.” At that moment, teacher and students repeated a pray, which was Psalm 23. After that, the teacher reminded learners that they had to give their first oral test that day. The researcher observed that all of them got nervous when she said that. Finally, the teacher warned her students to be prepared for the presentation and she called the first student for the exam.

Of course, all the students were called by the teacher. Most of the students did the exam, at least 26 students made the oral presentation. However, 5 students did not do the test because they were not prepared for it. The exam lasted the 80 minutes of the class. The main request for the test was to say sentences of a topic to an audience. The topic of the presentation was My Personal Information. The students had to say 15 sentences in front of the class. Examples of personal information sentences: ‘My name is ...’, ‘I live in...’, ‘My favorite food is ...’, ‘My favorite drink is...’, ‘My favorite sport is...’, among others.

Another important request for the exam was that students had to bring posters for the speech. These visual aids were important because images were necessary to present the personal information of each of them. The researcher observed that all the students paid attention to the speeches in which visual supports were used.

Before the observation started, the researcher made a checklist of aspects that were necessary to identify the speaking difficulties in the fifth graders. There were 14 features to be observed by the researcher. The observation checklist results are stated below.

Table 1

Visual Aids Classroom Initial Observation Checklist

Date of Observation: 05/23/19 **Observer:** Yuliana Salon Piedra
Subject: English **Group:** 5-5
Number of students during observation: 31

Visual aids are...	Yes	No
A motivation for learners	✓	
Accessible	✓	
According to the level of students	✓	
Accurate in every aspect		✓
Easily portable	✓	
Have an appropriate size		✓
Meaningful and purposeful		✓
Original	✓	
Simple	✓	
The students use...	Yes	No

Visual supports for motivation	✓	
Visual supports are accessible for them	✓	
Visual supports help students to be fluent in English		✓
Visual aids contained the terminology assigned for their first test about personal information, that is, favorite music, favorite food, favorite drink, and so forth.	✓	
Visual aids contained the words assigned for their second test about family members, that is, father, mother, brother, and so forth, and rooms of the house, that is, bedroom, kitchen, garden, among others.		✓

*Table 1. Characteristics of students' visual aids during the first oral test and how they worked during the test
Source: Researcher's own creation*

The observer saw the following aspects during the Visual Aids Classroom Observation Checklist. First, the visual aids were a motivation for learners. The majority of students brought the requested poster for the speech, at least 20 of them. The audience paid more attention to expositors with posters because these aids had many images in bright colors and called the attention of the audience.

The aids were accessible. All the posters brought by students were done with material that they could afford. Most students used cardboards to paste the images of their work, some of them used newsprint papers and only a few used normal sheets of paper. Everybody brought the title of the presentation and at least one image regarding the topic.

Moreover, the visual material was according to the level of students. The students made their own posters in accordance to the topic. The majority of the class showed pictures about their personal information while others made drawings to present their information. All of them chose their material according to their own level of knowledge.

The posters were not accurate in every aspect. The titles and information inside the visual aids were unprecise for many reasons. First, some of the posters did not have the title. Second, others had the title written only in lowercase letters. Third, few of them wrote the information that they had to say in the back part of the posters, but this was forbidden for the test. In the case of the fourth, from the previous people, some of them wrote literally the pronunciation of what they had to say, for example: '*Mai neim is ...*'. Only around 10 people did the posters in the right form.

The materials were easily portable. The posters were brought by students because the supplies used by them were easy to transport. Cardboards and newsprint papers are light materials for students to bring to the school. Furthermore, the supplies did not have an appropriate size. The materials had a variety of dimensions. Some of them were easy to see because they were big, at least A3 size. However, others were small, letter size or less, for a presentation and that made it difficult to read. The dimensions affected the visibility of it.

The posters were not meaningful and purposeful. The students brought the posters just to show images of the topic. Few students saw and used the images to guide their

presentations. However, the rest of them read the information written inside the material because they did not know what to say during the presentation.

The visual aids used by students were original because all of them brought homemade posters. Most students got images from the Internet. Some of them took pictures from their homes. Only a few brought handmade drawings. In addition, the visual aids were simple. The visual supports brought by students were well developed because they added the title and images necessary to illustrate their presentations. They focused on what was really necessary in the presentations.

The students used visual aids for motivation. The students felt motivated when they used the visual aids for their expositions because they felt happy about what they did. In fact, the learners use visual supports because for them are accessible. The supports were accessible to students because they done it with materials that they had on their own houses.

The apprentices did not say the sentences in fluent English. Half of the students spoke fluently in English during the presentations. However, the other half stopped sometimes while they were speaking because they did not remember what they had to say.

The pupils used the terminology assigned for their first test about personal information (favorite music, favorite food, favorite drink, and so forth.). All the students applied the target vocabulary in the oral presentation. The majority of students say at least 10 sentences with the mandatory vocabulary. Some of them said the 15 sentences that include the necessary words. The rest of them only said five sentences that included the specified vocabulary. The most common sentences were: 'My favorite food is...', 'My favorite drink is...', and 'My favorite color is...' The scholars did not use the words assigned for their second test about family members (father, mother, brother, among

others), and the rooms of the house (bedroom, kitchen, garden, and so forth.) These words were not necessary for the oral presentation because the topic was about personal information. So, for that reason the students did not use that vocabulary.

The results of the observation showed that the characteristics of students' visual aids during the first oral test and how they worked during the test were positive because nine of the 14 answers were affirmative while only 6 of them were negative. Therefore, the results of the checklist were positive. The researcher observed the speaking difficulties that students had during their presentations. They were good in vocabulary because 26 of them students at least remembered at least five new words they had learned; however, around 15 of them forgot what they had learned during the presentation. On the other hand, there was an average in fluency because 16 students spoke frequently, but the other 10 students made unnecessary pause during the presentations because they did not remember what they had to say.

4.1.2 Pre-test

The pre-test was carried out on June 6, 2019. It was the first day of the activities in the classroom of the section 5-5 at Elías Jiménez Primary School. The purpose of this instrument was that the investigator could see the general level of fluency and vocabulary while students were singing and answering questions about a video of family members. The classroom had 27 students at the moment.

The class started when all the students arrived in the classroom. Then, the teacher said "Good morning" to the students, and they replied "Good morning, teacher". Then, teacher and students repeat a pray which was Psalm 23. After that, the teacher told the students that in that occasion, they had to work with the researcher, as a substitute in some

activities. The researcher observed that all of them felt happy when she said that. Finally, the researcher saluted the students and explained to them what they had to do.

The test itself was a song. The idea of this pre-activity was the repetition of the words in the lyrics in the video to acquire, understand, and use it consciously. In this case the vocabulary was about family members, such as, father, mother, among others. Then, the teacher asked students some questions about the video song they had seen. Of course, the questions were about the vocabulary of family members. The investigator asked five questions and the students answered them. First, 'How many members of the family appeared in the video?' They answered '6'. Second, 'Which members appeared on the video?' A student said 'father, mother, brother, sister, grandfather, and grandmother'. Third, 'What was the sister doing?', and another student answered 'Dancing'. Fourth, 'What was the mother doing?' A student said 'Cooking'. Fifth and final, 'What was the father doing?', and another student said 'Reading'. Almost all the answers were correct, except for the last two because the mother was reading and the father was riding a bike. Of course, the researcher said the correct answers after students made the mistakes. At the end of the activity, students waited for the next activity of the day.

The investigator, as well as the teacher in charge of that day class, observed the general level of fluency and vocabulary of students while they performed the activity. The fluency was fair because students sang the lyrics of the video but there were some parts in which they stopped singing because were not able to follow the speed of the song. On the other hand, the vocabulary was good because most of the answers to the questions were answered correctly. Therefore, the level of the students in the activity was good.

4.1.3 Activity 1

The first activity was developed on June 6, 2019. It was the first day of the activities in the classroom of the section 5-5 at Elías Jiménez Primary School. The purpose of this instrument was for students to practice the family members' vocabulary fluently, while seeing, repeating and answering the questions corresponding the information in the flashcard. There were 27 students in the classroom at the moment.

The class continued after the pre-test. Then, the researcher, as well as the teacher, congratulated the students for their previous work. After that, the teacher told the students that they had to work with the next activity. The researcher observed that all of them felt happy when she said that. Finally, the researcher gave the instructions to the students about what they had to do in this activity. In the case of the first activity, they worked with a flashcard. The flashcard is a family tree that has names and pictures of family members such as, grandparents, grandfather, grandmother, father mother, uncle, aunt, cousin, cousins, brother, sister, and the students himself/herself. The idea is that all the names have to be said by the teacher and repeated by students, and then, the researcher asked some questions related to the family members that appeared on the tree.

The investigator asked five questions which the students answered. First, the teacher asked "What is the difference between cousin and cousins?" A student answered "A cousin is one and cousins are more than one." Second, the teacher asked "What does grandparents means in Spanish?" Another learner answered "Abuelos." Third, she asked "What does parents mean in Spanish?" A schoolchild say "Padres" Fourth, the teacher asked "How do you say 'hermana' in English?" A student said "Sister". Fifth and final, the teacher asked "How do you say 'hermano' in English?" Another pupil said

“Brother.” All the answers of the questions were correct. At the end of the activity, the class finished.

The investigator as the teacher in charge of that day’s class observed the first progress of the students on fluency and vocabulary while they were performing the activity. The fluency was fair because students repeated the words of the flashcards, but when they answered the teacher’s questions, they answered them slowly because they were not enough confident about their own answers. On the other hand, the level of vocabulary was excellent because all the answers to the questions were correct. Therefore, the students showed positive results.

The use of flashcard as visual aids was helpful to learn and practice vocabulary and fluency. According to Jared Lewis (2019), flashcards are useful memory-aid devices that can help students to learn new material rapidly (par. 1). As it can be seen, the students learned vocabulary and fluency because they had to memorize, repeat, and answer questions about the flashcard.

4.1.4 Activity 2

The second activity was performed on June 12, 2019. It was the second day of the activities in the classroom of the section 5-5 at Elías Jiménez Primary School. The purpose of this tool was to practice the family members’ vocabulary fluently while spelling the words and answering the questions of a hangman game about family members. There were 26 students in the classroom.

The class started when all the students arrived at the classroom. Then, the teacher said “Good morning” to the students, and they replied “Good morning, teacher”. Then, teacher and students repeated a pray which was Psalm 23. After that, the teacher told the

students that they were going to work with the researcher doing some activities in class. The researcher observed that all of them felt excited when she said that. Finally, the researcher greeted the students and explained to them what they had to do.

The second activity was a hangman game called Family. The idea was that students guessed a word they were supposed to write down in spaces they had to complete. The teacher gave a hint of the word, which was a question about a family member that they had to answer the question by saying a letter per student. The hints were 10 questions about the members of a family. There were 10 questions that should be answered by the students. These were the questions asked by the teacher and answered by the students: First, the teacher asked “Who is father’s wife?”, and a student answered “Mother”. Second, she asked “Who is mother’s brother?” and another student answered “Uncle”. Third, she asked “Who is my mother’s son?”, and other students responded “Brother”. Fourth, she asked “Who is my uncle’s son or daughter?” and a pupil replied “Cousin”. Fifth, she asked “Who is my mother or father’s father?”, and another student answered “Grandfather”. Six, the teacher asked “Who is my mother’s mother?”, and other learner replied “Grandmother”. Seventh, she asked “Who is mother’s sister?” and a pupil answered “Aunt”. Eighth, she asked “Who is grandpa’s son?” and a schoolchild replied ‘Father’. Ninth, the teacher asked “Who is my mother’s daughter?” and another student replied ‘Sister’. Tenth and last, the teacher asked “Who are mother and father?” and other student answered “Parents”. The game was completed when all the answers in the game were correct.

The researcher as well as the teacher in charge of that day class observed the students’ second progress on fluency and vocabulary while they were doing the activity. They gave the correct answer to each question but when they had to spell the letters of the

words, they made some mistakes letters because they were not sure about their own responses. On the other hand, the vocabulary was correct, so finally the activity had positive results.

4.1.5 Activity 3

The third activity was carried out on June 12, 2019. It was the second day of the activities in the classroom of the section 5-5 at Elías Jiménez Primary School. The purpose of this activity was to practice the vocabulary of the rooms of a house. The students spoke fluently repeating and answering the questions about the information in the nine flashcards. There were 26 students in class.

The class continued after the second activity. Then, the researcher and the teacher congratulated the students for their previous job. After that, the teacher told the students had to work on the next activity. The researcher observed that all of them felt glad when she said that. Finally, the researcher gave the directions about what they had to do in this new activity.

The third activity was completed with flashcards about the parts of a house. Each of them had a name and a picture of a room in a house, such as, bathroom, bedroom, dining room, garden, hallway, house, kitchen, living room, and office. First the teacher showed flashcards and said the name of the part of the house. Then, students saw the image and repeated the name after the teacher. Teacher and students kept on working in the same way until they finished with all the vocabulary words. Finally, the teacher asked questions related to the information in the cards and students answered them. The questions asked by the teacher and the answers given by the students were five. First, the teacher asked “How many rooms were named?”, and a student answered ‘Nine’. Second, the teacher asked

“Which rooms were mentioned?”, and other pupil answered “Bedroom, bathroom, office, kitchen, garden, living room, and dining room”. Third, the teacher asked “Which rooms start with the letter ‘b’?”, and a student responded “Bathroom and bedroom”. Fourth, the teacher asked “Which rooms end with the letter ‘n’?”, and a student replied “Kitchen and garden. Fifth and final, the teacher asked “Which rooms end with the letter ‘m’?” and a student answered “Bathroom, bedroom, living room, and dining room”. Almost all the answers were correct, except for the first two questions because there were only eight rooms and the hallway was not mentioned. Of course, the researcher gave the correct answers after the students’ mistakes. The activity ended when all the questions were answered by the students.

The researcher and the teacher in charge of that day’s class observed the students’ third progress on fluency and vocabulary while they were doing the activity. Students’ fluency was good because they repeated the words, answered the questions without spoiling blending and the speaking rate. On the other hand, the vocabulary was good because almost all the questions were answered correctly. Therefore, the students showed positive results.

The use of flashcards as visual aids was effective for vocabulary and fluency. According to Budden (2019), flashcards are a great manner to practice, present, and recycle vocabulary (par. 12). In other words, this visual aid was used to practice vocabulary and fluency by answering questions about the words inside of each flashcard and the repetition of those words at a normal speed.

4.1.6 Activity 4

The fourth activity was carried out on June 20, 2019. It was the second day of the activities in the classroom of section 5-5 at Elías Jiménez Primary School. The purpose of this tool was to practice the vocabulary of the parts of a house while spelling the words and answering the questions of a hangman game about the rooms in a house. There were 28 students in the class.

The lesson started when all the students arrive at the classroom. Then, the teacher said “Good morning” to the students, and they replied “Good morning, teacher”. Then, teacher and students repeated a pray which was Psalm 23. After that, the teacher told the students that they were going to work with the researcher, doing some of the classroom activities. The researcher observed that all of them felt enthusiastic when she said that. Finally, the researcher welcomed the students and explained to them what they had to do.

The fourth activity was a hangman game called Part of a House. The students had to guess six rooms of a house: bedroom, bathroom, garage, garden, kitchen, and living room. It was done in few steps. First, the teacher gave a hint of the word which was a question about a family member to the students. Then, they had to answer the question by saying a letter per student. In this case, the hints were six questions about daily activities that can be done in a room. The questions were asked by the teacher and each question was answered by a student. First, the teacher said “Where do you sleep?” and a student said “Bedroom”. Second, the teacher asked “Where do you take a shower?”, and a pupil said “Bathroom”. Third, she asked “Where do you have your meals at home?”, and other scholar responded “Kitchen”. Fourth, she asked “Where do you spend time with your guests at home?”, and pupil replied “Living Room”. Fifth, she asked “Where do you park your car at home?”, and another student answered “Garage”. Sixth and final, the teacher

said “Where do your plant flowers at home?”, and a student responded “Garden”. All the answers were correct. The game was over when all the answers in the game were correct.

The researcher and the teacher in charge of that day’s class observed the progress on fluency and vocabulary of the students while they were doing the activity. Students’ fluency was good, but when they had to spell the letters of the words, they made some mistakes. On the other hand, the use of vocabulary was good because the students answered correctly most of the questions. For that reasons, the results were satisfactory.

The hangman game was a useful visual aid that supported the classroom activity. According to Cooking with Languages (2019), the hangman is perfect to learn and revise vocabulary (par. 7). Because, students practiced vocabulary and fluency by solving each hint in the game.

4.1.7 Post-test

The post-test was performed on June 20, 2019. It was the third day of the activities in the classroom of section 5-5 at Elías Jiménez Primary School. The research’s purpose of this instrument was to see the general level of fluency and vocabulary while students were singing and answering questions about a video with the parts of a house. There were 28 students in the classroom.

The class continued after the third activity. Then, the researcher as well as the teacher congratulated the learners for their earlier work. After that, the teacher told the students they had to work on the next activity. The researcher observed that all of them felt happy when she said it. Lastly, the researcher gave the instructions about what they had to do in the following activity.

The post-test was a song. The idea of this post-activity was the repetition of the lyrics of a song that was in the video they were watching. The students were supposed to get the vocabulary of the parts of house from the song. In this case, the words were bathroom, bedroom, kitchen, living room, among others. The questions had to be about the vocabulary of the parts of the house. First, the teacher asked “How many rooms are there in the house beside the hallway?”, and a student answered “Four”. Second, the teacher asked “Where was the sister?”, and another student responded “Living room”. Third, she asked “Where was the brother?”, and a pupil replied “Bathroom”. Forth, she asked “Where was the mother?”, and a student answered “Kitchen”. Fifth and final, the teacher said “Where was the father?” and a student responded “Bedroom”. Almost all the answers were correct, except for the last two questions because the mother was in the bedroom and the father was in the kitchen. Of course, the researcher gave the students the correct answers. The activity ended when all the question were answered by the students.

The investigator as the teacher in charge of that day’s class observed the students’ development in fluency and vocabulary while they were doing the activity. In this case, fluency was fair because students sang the lyrics of the song but in some parts of it they were not able to follow its pace. On the other hand, vocabulary was good because the majority of the answers to the questions were correct. Therefore, the students’ results were good.

The use of a song was useful to practice fluency and vocabulary. According to Ejoy (2017) songs can offer the chance for practicing vocabulary because they are usually based on a subject that can provide the context for vocabulary learning. Then, the more times the students listen to the lyrics, they will have better understanding of the vocabulary. In addition, many songs have a conversational language and simple sentence structures that

learners can easily understand, and they can learn them by heart rapidly. (2017, par. 3-5). In other words, the songs were used to practice vocabulary and fluency by listening and repeating quickly the lyrics of the song.

4.1.8 Final Observation Checklist

The Final Class Observation Checklist was carried out on June 27, 2019. It was the second oral exam of the section 5-5 at Elías Jiménez Primary School. The purpose of this instrument was to evaluate the outcomes of applying visual aids for enhancing speaking in those fifth grade students while going on oral presentation with visual aids previously assigned by the teacher in charge of the group. There were 31 students at the moment.

The class started when all the students arrive in the classroom. Then, the teacher said “Good morning” to the students, and they replied “Good morning, teacher”. Then, teacher and students said a pray which was Psalm 23. After that, the teacher reminded the learners that they had to present their second oral test that day. The researcher observed that all of them got nervous when she said that. Finally, the teacher warned her students to be prepared for the presentation and she called the first student for the exam.

Of course, all the students were called by the teacher. The majority of the class did the exam, at least 26 students gave the oral presentation. However, five students did not do the test because they did not bring anything to present. The exam lasted the 80 minutes of the class.

The main request for the test was to say sentences about a specific topic to an audience. The students had to present one topic or both: My Family Members or My House. As they practice both in class, they were able to choose the one they prepared or they talk about both. The students had to say 15 sentences giving their personal information

in front of the class. Examples about family members: ‘I have ... brothers’, ‘I have ... sisters’, and ‘I have ... cousins’. Example of parts of a house: ‘My house is...’, ‘My house has ... bathrooms’, and ‘My house has ... bedrooms’. Examples of combined topics: ‘My mother’s favorite room is the kitchen’, ‘My father’s favorite room is the living room’, and ‘My favorite room is my bedroom’.

Another important request for the exam was that students were supposed to bring posters for the presentation. These visual aids were important because they had to be the title of the presentation, for example, My Family Member or My House, and images to present the family members or the parts of the house depending on the topic chosen by the student. The researcher observed that all the students paid attention to the presentations that used the visual supports. Before the observation started, the researcher prepared a checklist of aspects that were necessary to evaluate, specifically, the outcomes of applying visual aids for enhancing speaking of the fifth graders. The researcher had to observe 14 features. The observation checklist results appear below.

Table 2

Visual Aids Classroom Final Observation Checklist

Date of Observation: 06/27/19 **Observer:** Yuliana Salon Piedra
Subject: English **Group:** 5-5
Number of students during the observation: 31

Visual aids are...	Yes	No
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A motivation for learners	✓	
Accessible	✓	
According to the level of students	✓	
Accurate in every aspect		✓
Easily portable	✓	
Have an appropriate size	✓	
Meaningful and purposeful	✓	
Original	✓	
Simple	✓	
The students use...	Yes	No
Visual supports for motivation	✓	
Visual supports are accessible for them	✓	
Visual supports help students to be fluent in English		✓
Visual aids contained the terminology assigned for their first test about personal information, that is, favorite music, favorite food, favorite drink, and so forth.		✓
Visual aids contained the words assigned for their second test	✓	

<p>about family members, that is, father, mother, brother, and so forth, and rooms of the house, that is, bedroom, kitchen, garden, among others.</p>		
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Table 2. Characteristics of students' visual aids during the second oral test and how they worked during the test.
Source: Researchers' own creation

The researcher observed the following aspects during the Visual Aids Classroom Observation Checklist. First, the visual aids were a motivation for learners. The majority of students brought the requested poster for the oral presentation, at least 26 of them. The audience paid more attention to those with posters because these aids had many images in vivid colors.

The aids were accessible. All the posters brought by students were done with material that they could afford. Most students used cardboards to paste the images of their work, and the rest of them used flashcards. Everybody brought the title of the presentation and at least one image concerning the topic.

The visual material was prepared according students' level. The students made their own posters according to the topic. The majority of the class showed pictures to talk about their personal information while others made drawings to present their information. All of them chose the material according to their own level of knowledge.

The posters were not accurate in every aspect. The titles and information in the visual aids were unprecise for many reasons. First, some of them had written only in lowercase letters. Second, few of them had written the information that they had to say in the back part of the posters, which was forbidden for the test. Fortunately, only a small

number of students wrote literally what they had to say, for example: “*Mai jaus jas ...*”. Finally, around 20 students did the poster correctly.

The materials were easily portable. The posters were brought by students because the supplies used by them were easy to carry. Cardboards and flashcards are light materials for students to bring to school. In addition, the supplies had the appropriate size. The materials had good dimensions. The dimensions were big, at least A3 size, so they were easy to see and read. The dimensions affected in a positive way the visibility of it.

The posters were meaningful and purposeful. The students brought the posters just to show images about the topic. Some of them read the information, which was forbidden because if not, they did not know exactly what to say during the presentation. All the students followed the images to deliver their presentations.

The visual aids were original because all of them were homemade posters. Most students got images from the Internet. Some of them took pictures inside their homes. Only few made drawings by themselves. In general, the visual aids were simple. The visual supports brought by students were well prepared because they added the title and all necessary images to deliver their presentations. They focused on what was really necessary to say.

Motivation was essential to inspire students to prepare the visual aids for their presentations, and as a result, they had done. In addition, the learners used visual supports because they were accessible for them. The supports were available for the students because they prepared all the material at their own houses.

In the oral presentations, some students spoke fluently and some other did not. Those who did not speak fluently did not remember what they were supposed to say. The student did not use the words assigned for the second test about personal information, that

is, favorite music, favorite food, favorite drink, among others, but these words were not necessary for the oral presentation because the topic was about family members and the parts of the house.

All the students applied the target vocabulary for the oral presentation. The majority of the students said at least, 10 sentences with the mandatory vocabulary. Some of them said the 15 sentences including the necessary words. Others said only five had included the specific vocabulary. The most common sentences were: 'My house is big', 'My house has ... bedrooms', 'My house has... bathrooms', 'I have one brother', 'I have one sister', and 'I have ... cousins'.

The results of the observation showed the students' visual aids for the second oral test were good because 11 out of the 14 answers were affirmative, and only three of them were negative. Therefore, the results of this checklist were good.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The conclusion is included in the final chapter of an investigation. The purpose of a conclusion is to show the results of the objectives set at the beginning of the project and, on the other hand, the recommendations are devices investigators use to contribute with important pieces of advice in further investigations related to the subject under study. In the case of this research, the conclusions will be about the results of the specific objectives of the projects and the recommendations will be some advice for future investigations related to this topic.

5.2 Conclusions

The purpose of this phenomenological and qualitative research was to enhance the speaking skill of fifth graders at Elías Jiménez Primary School. In order to perform the conclusions, three specific objectives had to be analyzed. The first one was to identify speaking difficulties; the second was to apply visual aids in classroom activities to improve the speaking skill; and the third one was to evaluate the outcomes of applying visual aids for enhancing speaking. Of course, all these specific objectives were established by the researcher to accomplish this project. After the analysis of the three objectives, the results of the research were concluded. Based on the results of those objectives, the conclusions of this research will be explained in the next three sections.

5.2.1 To identify speaking difficulties in fifth graders at Elías Jiménez Primary School

The first objective was to identify the speaking difficulties of the students, and it can be said that the objective was accomplished. On May 23, 2019, 31 students were present in the classroom. That day, the researcher did the initial observation checklist, while students were speaking while using visual aids, as it was the date in which they had their first oral test, the students had to say, 15 sentences giving their personal information with the help of posters in front of the class.

During the speeches, the researcher observed that students had speaking problems. First, some students only read what they had to say to the audience, and they finished the test without saying anything if the teacher said that they had to continue the speech without reading. Second, others stopped to speak in the middle or at the last part of their speeches because they did not remember what they had to say. Third, few of them did not speak at the beginning of the test because they had forgotten their speeches.

The researcher viewed aspects that influenced on the speaking problems of students. In the case of the students who only read, the reason was lack of memorization of the learned vocabulary; this due to their low motivation to learn English. The pupils who stopped in the middle or last part of the speech only had memorized the vocabulary of their speeches in a rigid and exact form. If they forgot a sentence, they did not know what to do next. The students who did not speak at the beginning were afraid to speak in front of the class.

As a conclusion, the researcher used the initial observation checklist in order to identify speaking difficulties of the students. The results of the observation checklist showed that students had speaking problems because they forgot the vocabulary and they

did not speak fluently during the test. Therefore, the results of this checklist showed that the students had speaking problems; anyway the researcher accomplished the objective which was the identification of speaking difficulties of the students.

5.2.2 To apply visual aids in classroom activities to improve the speaking skill in fifth graders at Elías Jiménez Primary School

The second objective was to apply visual aids in classroom activities to improve the speaking skill of the students. The objective was accomplished, as in order to improve the speaking skills six activities were performed: a pre-test, four activities, and a post-test. The process was completed in three weeks.

The Pre-test was the first to be done in the first week of the activities, that is, on June 6th, 2019. There were 31 students in the classroom. The purpose of this instrument was that the investigator could view the general level of fluency and vocabulary while they were singing and answering questions about the family members' video.

The test itself was a song. The idea of this pre-activity was the repetition of the words in the lyrics in the video to acquire, understand, and use the vocabulary on it consciously. The words in this case were from the vocabulary of family members. Then, the teacher asked students questions about the video song to check what they had seen and heard on it. The investigator asked five questions and students had to respond them. Almost all the answers were correct except two, but the researcher gave all the correct answers after students' answers.

The investigator observed the general level of fluency and vocabulary of students while they were doing the activity. Fluency was fair because students sang the lyrics from the video, but in some parts of the song they stopped singing because they did not adapt to

the speed of the song. On the other hand, the vocabulary was correct because most of the answers to the questions were completed correctly. Therefore, the level of the students during this activity was good in both skills.

The first activity which was the second one to be carried out on the first week was on June 6th, 2019. The classroom had 27 students at the moment. The purpose of that instrument to have students practice the family members' vocabulary in a fluently according to the questions in the flashcard.

The activity was properly a flashcard. The flashcard was a family tree that had names and pictures of the family members. The idea was that all the names of the family members had to be said by the teacher and repeated by students, and then, the researcher asked some questions related to the family members that appeared on the tree. The students answered all the questions correctly.

The investigator as well as the teacher in charge of that day's class observed the first students' progress on fluency and vocabulary throughout the activity. Fluency was fair because students repeated the words of the flashcards but when answering the teacher's questions they answered them slowly because they were not enough confident about their own responses. On the other hand, the vocabulary was excellent level because all the answers to the questions were correct. Therefore, the students showed good results in both skills.

The second activity which was the first to be performed the second week of activities was on June 12th, 2019. The classroom had 26 students at the moment. The purpose of that instrument was to have students practice the family members' vocabulary fluently while they spelled words and answered questions on a hangman game about the topic.

The activity was a hangman game called Family. The idea was had the students guess a word to do a fill in blanks exercise. The teacher gave a hint on the word, asked a question about a family member, and the students had to answer it by saying a letter per student. The hints were 10 questions about the family's relatives. The teacher asked questions and the students had to answer them. Then they had to spell the letter of the words for completing the game. The questions were 10, and each of them was responded by the students. The game was completed when all the answers in the game were correct.

The investigator as well as the teacher in charge of that day's class observed the second students' progress on fluency and vocabulary while doing the activity. Fluency was good because the students answered the questions correctly, but when they had to spell the letters of the words, they said some wrong letters because they were not certain enough about their own answers. On the other hand, the vocabulary was good because all the words that students had to decipher were correct. Therefore, the students showed good results.

The third activity was the second to be developed the second week on June 12th, 2019. The classroom had 26 students at the moment. The purpose of that device was to had students practice the vocabulary on the rooms of a house fluently while repeating and answering the questions about the topic that appeared on the nine flashcards.

The activity was completed with flashcards about the different parts of a house. The teacher was supposed to show a flashcard and said the name inside of it. Then, students saw the image and repeated that name that appeared on it. Afterwards, they repeated the same information until they used all the words. Finally, the teacher asked questions related to the information in the cards and the students answered them. The questions asked by the teacher and the answers given by the students were five. Almost all the answers were

correct, except for two questions, but the investigator gave the correct answers after the students' mistakes.

The researcher as well as the teacher in charge of that day's class observed the third students' progress on fluency and vocabulary of while they were doing the activity. The vocabulary was good because almost all the questions related to the flashcards were answered correctly. On the other hand, fluency was excellent because they repeated the words quickly, and answered the questions rapidly too. Therefore, the students showed good results in both skills.

The fourth activity was the first to be carried out the third week on June 20th, 2019. The classroom had 28 students at the moment. The purpose of this instrument was to have the students practice the vocabulary about the parts of a house fluently while they spelled the words and answered the questions on a hangman game about the rooms inside a house.

The activity was a hangman game called Parts of a House. Students had to guess six rooms of the house. First, the teacher gave a clue of the word and a question about a family member to the learners. Then, they had to answer the question by saying a letter per student. In this case, the clues were six questions referring to daily activities done in the room. The questions were asked by the teacher and each question was answered by a student. All the answers were correct. The game was completed when all the answers in the game were correct.

The researcher as well as the teacher in charge of that day's class observed the fourth students' progress on fluency and vocabulary while the activity was carried out. The vocabulary was good because all the words the learners had to answer were correct. On the other hand, fluency was good because they gave the correct answer to each question; however, when they had to spell the letters of the words, they gave some wrong letters

because they were not enough assured about their own replies. For that reason, the students showed good results in both skills.

The post-test was the second activity to be performed on the third week on June 20th, 2019. The classroom had 28 students at the moment. The purpose of this instrument was to determine the students' fluency and vocabulary level while singing and answering questions about the video of parts of the house.

The post-test was a song. The activity consisted in the repetition of the words from the lyrics in the video to improve pronunciation and to understand and use the vocabulary consciously. In this case, the words to repeat and the questions to be answered were about the parts of the house. Almost all the answers were correct, except the last two questions, anyway the researcher gave the correct answers after the students' mistakes.

The investigator observed students' level of fluency and vocabulary while they were doing the activity. The fluency was fair because the students sang the lyrics of the song but in some parts of it they stopped singing because they did not adjust to the speed of the song. On the other hand, vocabulary was good because most of the answers to the questions were completely right. Therefore, the level of students was good in both skills.

As conclusion, it can be said that all the visual aids were applied in the classroom activities to improve speaking. After doing all the activities, the researcher noticed that the students had improved their vocabulary and fluency through them. Of course, the improvement varies between activities, but the results were satisfactory in all the activities. Consequently, the second objective was accomplished by the investigator.

5.2.3 To evaluate the outcomes of applying visual aids for enhancing speaking in fifth graders at Elías Jiménez Primary School

The third objective was to evaluate the outcomes of applying visual aids for enhancing the students' speaking skill. The objective was accomplished on June 27, 2019. The classroom had 31 students at the moment. That day, the researcher carried out the final observation checklist while students were speaking to an audience using visual aids. In the second oral test, the students had to give 15 sentences about their family members, parts of their houses, or both, with the help of posters as visual aids in front of the class.

The investigator prepared a checklist of features to evaluate the outcomes of applying visual aids during the speeches to enhance the students' speaking skill. There were 14 features within the checklist.

The first was to observe if the visual aids were a motivation for learners. The investigator observed that most of the students had the requested posters for the oral presentation, and that the audience paid more attention to the students with posters due to vivid color images. Therefore, the visual aids were a motivation for learners because the posters were attractive to the audience.

The second was to prove if the aids were accessible. The researcher observed that many students used cardboards to paste the images of their work, others used flashcards, and everybody presented the title of the presentation and at least an image concerning the topic. Hence, the aids were accessible because the posters the students brought to their presentations were prepared with material they could afford.

The third one was to determine if the visual material had the students' level. The researcher noticed that most of the students showed pictures about their personal information while other made drawings to present it. All of them chose their material

according to their own level of knowledge. Therefore, the visual material that was used had the appropriate for the level of students.

The fourth feature was to observe if the posters were accurate in every aspect. The researcher noticed some errors in them. For example, some of them wrote the title only in low case letters. Also, few of them wrote literally the information that they had to say in the back part of the posters, which was forbidden for the test. In fact, only 20 students presented the poster correctly. Hence, the posters were accurate in regarding the information but many of them had mistakes.

The fifth one was to observe if the materials were easily portable. The investigator observed that cardboards and flashcards are light materials for students to take to school, so they were easily portable because the materials used by students were light and easy to carry.

The sixth feature was to see if the supplies had the appropriate size. The researcher realized that the students' materials had big dimensions, at least A3 size, so they were easy to see and read. Hence, the supplies had the appropriate size and were easy to read.

The seventh one was to determine if the posters were meaningful and purposeful. The investigator noticed that, first; some students brought the posters just to show images about the topic. Second, few of them read the information, which was something prohibited, because they were supposed to know what to say during the speech. Third and last, all the students saw and used the images to guide their presentations. Therefore, the posters were meaningful and purposeful because the pupils used them as a guide for their speeches.

The eighth feature was to check if the visual aids were original. The researcher view that most students got images from the internet, some of them took pictures from their houses, and only few brought drawings made by themselves and for that reason, the visual aids were original.

The ninth one was to see if the visuals aids were simple. The investigator saw that the visual supports brought by the students were nice developed, they added necessary title and images necessary present all topics. Therefore, the visuals aids were simple because the students focused on what was really necessary in their posters.

The tenth one was to observe if the students used visual aids for motivating their presentations. As they did so, they felt very happy with what they had done.

The eleventh feature was to observe if the learners used visual supports because they were accessible for them because they had prepared them with materials from their own houses.

The twelfth one was to check if the students were speaking English fluently. This was corroborated by the researcher throughout the students' presentations. It is important to point out that some of them stopped speaking whenever they did not remember what they had to say. Therefore, not all the students spoke English fluently, but the majority of them did so.

The thirteenth feature was to see if the scholars used the words assigned for their second test about personal information (favorite music, favorite food, favorite drink, and so forth). The researcher did not take it into account because the topic was about family members and the rooms of the house. Hence, the students did not use the words assigned for their first test about family members and the rooms of the house because they were part of the second test.

The fourteenth and final feature was to observe if the students used the terminology assigned for their second test about family members (father, mother, brother, and so forth) and the rooms of the house (bedroom, kitchen, garden, among others). For this exam, students could use one or both topics to deliver their presentations. The investigator observed the majority of students say at least 10 sentences with the mandatory vocabulary. Some of them said 15 sentences and included the necessary vocabulary. Others mentioned only five sentences with the corresponding vocabulary. Therefore, the students used the terminology assigned for their second test about family members and the parts of the house, in other words, the mandatory vocabulary.

Finally, it can be said that the researcher used the final observation checklist in order to evaluate the outcomes of applying visual aids for enhancing the speaking skill. The observation was focused on vocabulary and fluency. The results showed characteristics of the students' visual aids in the second oral test and that their results were good because 11 out of 14 answers were satisfactory while only three of them were not. This means that, the results of this checklist were good, and that the researcher accomplished the objective regarding the evaluation of the outcomes when applying visual aids to enhance the students' speaking skill throughout their oral presentation.

5.3 Restatement of the Research Question

The investigator accomplished all the objectives proposed in the research. Therefore, the research question, which is: How can visual aids enhance the speaking skill of fifth graders at Elías Jiménez School during the second quarter 2019?, remains unchanged.

5.4 Recommendations

The intention of the following recommendations is to advise to other investigators than can contribute in further investigations with the information related to this research.

The research could be different in some ways. First, the research could be applied using, for example, grammar, pronunciation or both. The visual aids applied can be different because there are many possible visual materials for students. Third and last, the target group of fifth graders, the section of students could be any other group of the school in the same level. Therefore, the research could be different in all areas.

The research may also be used in other areas. It was focused on the speaking skill; however, it could be focused in the other language skills, such as listening, writing, or both.

The research has other points of view that can be considered. One, this can be applied in two or more groups of fifth graders. Another one, it can be applied in other level of the same school, such as, fourth or sixth graders. A final one may be that this research can be applied with a group of the same level on another school. Therefore, that is why future investigation can be performed.

This research can be developed in a near future because the topic has many possibilities for researching.

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Appendixes

Appendix 1

Figure 1

Classroom Observation Checklist

Visuals Aids Classroom Observation Checklist

Date of Observation: _____ Observer: _____

Subject: _____ Group: _____

Number of students during observation: _____

Visual aids are...	Yes	No
A motivation for learners		
Accessible		
According to the level of students		
Accurate in every aspect		
Easily portable		
Have an appropriate size		

Meaningful and purposeful		
Original		
Simple		
The students use...	Yes	No
Visual supports for motivation		
Visual supports are accessible for them		
Visual supports help students to be fluent in English		
Visual aids contained the terminology assigned for their first test about personal information, that is, favorite music, favorite food, favorite drink, and so forth.		
Visual aids contained the words assigned for their second test about family members, that is, father, mother, brother, and so forth, and rooms of the house, that is, bedroom, kitchen, garden, among others.		

Figure 1. Visuals Aids Classroom Observation Checklist by Yuliana Salon (2019)

Appendix 2

Figure 2

Pre-test

Family Members Video



Figure 2. Family | Word Power | Learn English | Pinkfong Songs for Children Video by Youtube (2018). Retrieved from: <https://www.youtube.com/watch?v=Te2M7oYFQgA>

Appendix 3

Figure 3

Activity 1

Family Tree Flashcard

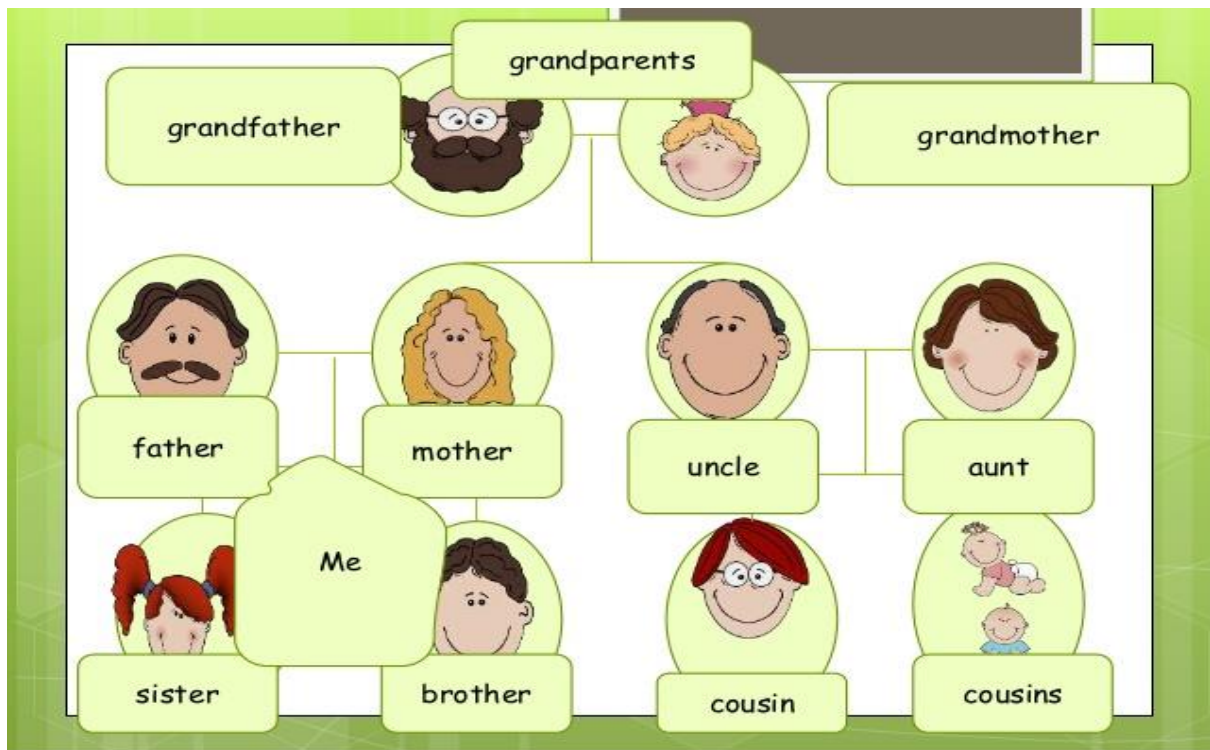


Figure 3. Family Tree Flashcard by Slideshare (2015). Retrieved from:

<https://pt.slideshare.net/jpl888/family-members-tree-and-possessives>

Appendix 4

Figure 4

Activity 2

Family Members Hangman Game



Figure 4. Family Members Hangman Game by EnglishExercises (2014). Retrieved from:

<https://www.englishexercises.org/hangman/game.asp?id=11910>

Appendix 5

Figure 5

Activity 3

House Flashcards

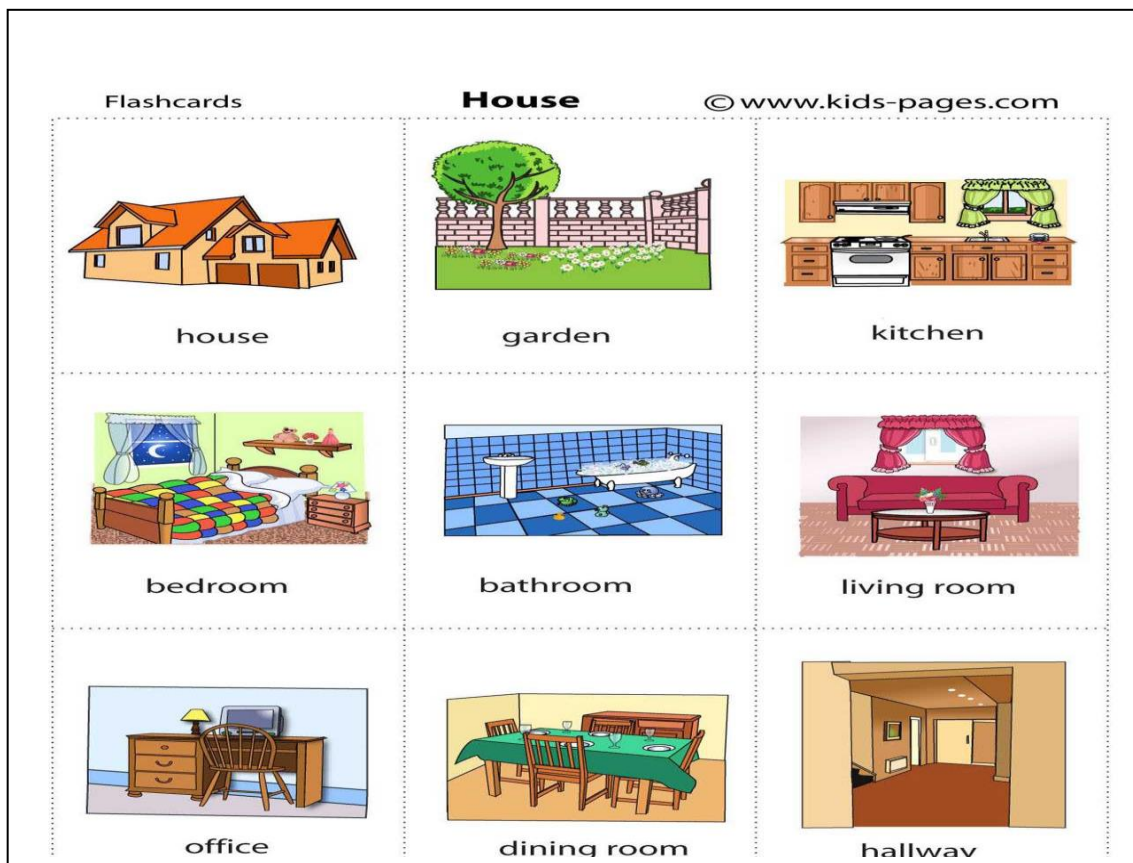


Figure 5. House flashcards by Kids' Pages (2014) Retrieved from: https://www.kids-pages.com/folders/flashcards/House_1/House.pdf

Appendix 6

Figure 6

Activity 4

Parts of a House Hangman Game



Figure 6. Part of a House Hangman Game by EnglishExercises (2015). Retrieved from:

<https://www.englishexercises.org/hangman/game.asp?id=12105>

Appendix 7

Figure 7

Post-test

Rooms of the House Video

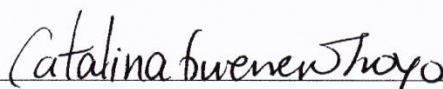


Figure 7. My House | Word Power | Learn English | Pinkfong Songs for Children Video by Youtube (2018). Retrieved from: <https://www.youtube.com/watch?v=qZyJPZxsmZk>

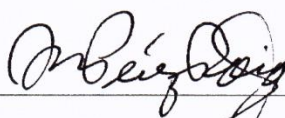
Appendix 8

Tribunal Examinador

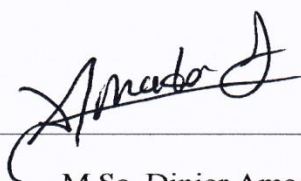
Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.



M.Sc. Catalina Guerrero Troyo
Tutora



Licda. Margarita Pérez Roig
Lectora



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Appendix 9

Carta del Director de Carrera

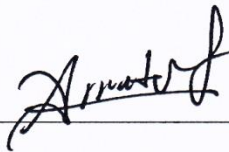
San José, 19 de agosto de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina de la estudiante, Yuliana María Salon Piedra, portadora de la cédula de identidad no. 116390066, que ha titulado: Use of Visual Aids to Enhance the Speaking Skill of 5-5 at Elías Jiménez Castro Primary School During the Second Quarter 2019.

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Appendix 10

Carta del Lector

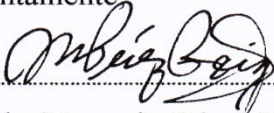
San José, 19 de agosto de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Yuliana María Salon Piedra, portadora de la cédula de identidad no. 116390066, ha presentado para su lectura y corrección de estilo la tesina denominada Use of Visual Aids to Enhance the Speaking Skill of 5-5 at Elías Jiménez Castro Primary School During the Second Quarter 2019. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente



Licda. Margarita Pérez Roig
Lectora de Tesis

Appendix 11**Universidad Internacional de las Américas
Código de Ética**

La suscrita **Yuliana María Salon Piedra**, número de carné: **116390066** graduada del grado de **Bachillerato en Inglés con Énfasis en la Enseñanza** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.


Yuliana María Salon Piedra

116390066