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**APPLIED LINGUISTICS SCHOOL**

**Thesis Report:**

***EFFECTS OF AUDIO-VISUAL MATERIALS ON THE LISTENING  
SKILLS DIRECTED TO STUDENTS OF THE NINTH YEAR OF  
EDUCACIÓN GENERAL BÁSICA AT “ATAHUALPA” HIGH  
SCHOOL IN ATACAMES CANTON  
SCHOOL YEAR 2014-2015***

**Tesis de Grado:**

***EFECTO DEL MATERIAL AUDIOVISUAL EN LA DESTREZA DE  
ESCUCHAR DIRIGIDO A LOS ESTUDIANTES DEL NOVENO AÑO  
DE EDUCACIÓN GENERAL BÁSICA DEL COLEGIO  
“ATAHUALPA” EN EL CANTÓN ATACAMES  
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## **ABSTRACT**

### **EFFECTS OF AUDIO-VISUAL MATERIALS ON THE LISTENING SKILLS DIRECTED TO STUDENTS OF THE NINTH YEAR OF EDUCACION GENERAL BASICA AT “ATAHUALPA” HIGH SCHOOL IN ATACAMES.**

The main objective of this thesis report was focused on the effect of audiovisual material on the listening skill of the ninth year of basic education at "Atahualpa" high school in Atacames group "A" and "B". Using Group "A" to see the effect of audio-visual material and group "B" as a control group to compare which of both techniques work better on the students.

A total of 75 students from the school "ATAHUALPA" were administered in order to apply a pre- test. After that, one month of audio-visual classes and traditional technique were applied to students and finally a post-test was applied. The pre-test instrument was constructed by the researcher based on “**A Class School of English Placement Test B**” in order to know the English level of the students. Moreover, the test consisted of 30 items comprised of multiple choice and easy questions. After that, during one moth the group “A” was involved in a class taught by the researcher using the traditional technique as it is known using their English book as a support for each class.

On the other hand, the group “B” was used as control group teaching them their classes with audio-visual materials. The same topics were taught to both group “A” and ”B” in order to see the effect of using audio-visual materials and to compare which of both techniques work better on the second language learning. Lastly, the post-test was applied at the end of the month of the classes based on 20 items comprised of multiple choice and easy questions in order to see the student’s English progress.

It is necessary to indicate that the implementation of the above mentioned strategy is essential for the development of a significant and interactive learning to the students allowing them to catch an active teaching learning- process.

## **RESUMEN**

### **EFFECTO DEL MATERIAL AUDIOVISUAL EN LA DESTREZA DE ESCUCHAR DIRIGIDO A LOS ESTUDIANTES DEL NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA DEL COLEGIO “ATAHUALPA” EN EL CANTÓN ATACAMES.**

El objetivo principal de este trabajo de tesis se enfocó en el efecto del material audiovisual en la destreza de escuchar del noveno año de educación básica del Colegio “Atahualpa” del cantón Atacames en los paralelos “A” y “B”. Se utilizó el grupo “A” para ver el efecto del material audio-visual y el grupo “B” como grupo de control para comparar cuál de las dos técnicas trabaja mejor en los estudiantes.

Un total de 75 estudiantes del colegio “ATAHUALPA” se les aplicó un pre-test durante un mes de clases audio-visual y técnica tradicional y finalmente un post-test. El pre-test fue elaborado basado en “**A Class School of English Placement Test B**” con el fin de conocer el nivel de Inglés de los estudiantes. En el pre-test fueron empleadas 30 preguntas fáciles de opciones múltiples. Luego durante un mes el grupo “A” recibió clases basadas en la técnica tradicional utilizando el libro de Inglés como apoyo para cada uno de las clases impartidas. De otra manera el grupo “B” fue utilizado como grupo de control aplicándoles las clases únicamente con el material audio-visual el mismo tema del grupo “A” con el fin de obtener el resultado de usar el material audio-visual para la enseñanza del idioma inglés. Y finalmente el post-test fue empleado al término del mes de clases, y se tomaron 20 preguntas fáciles de opción múltiple con el fin de ver el avance del nivel de inglés de los estudiantes.

Cabe indicar que la implementación de dicha estrategia es necesaria para el desarrollo del buen aprendizaje significativo e interactivo para los estudiantes, ya que esta les permite captar una enseñanza de manera activa.

# 1. INTRODUCTION

## 1.1 Problem statement

Education is as a very important factor in the people's life. It is known that modern society is increasing and it is needed for knowing too. So what make learners to be motivated in the learning of the English language? The answer could be to have a better life, but if you ask to students, the answer must be the technique that teacher used in order to engage them in the acquisition of the new language.

Nowadays, the acquisition of English as a foreign language becomes more than a luxury, it is a great tool that allows communication and between people from different countries. According to Case, A (2008) maybe it is considered important to work on the construction of a real educational proposal, not only evaluating the role of the teacher but also evaluating the educational system.

On the other hand, the incorrect application of techniques and active learning strategies in the learning processes is giving by many factors, such as the deficit of planning the class to be taught, usually improvised educational activities becoming monotonous and a tedious routine for maintaining a teaching learning-process system English is in part a need no matter the country in which you are the fact is that it is essential to have the knowledge of the universal language (Campbell, L., Campbell, B., & Dickinson, D. 1996).

A significant aspect that this research will describe is the use of audio-visual materials in the learning-process as it will help both teachers and students to have a more meaningful teaching learning-process. As Crookall and Oxford (1990) aptly claim, "learning a second language is ultimately learning to be another person." It means, to acquire all the aspect that involve the language such as; dialect, speech, how they act and behave.

In addition, the incorrect use of some teaching methodologies shows a deficit that exists in the acquisition of English. That could be one of the reasons students do not give importance to the English language learning. Moreover, in the Esmeraldas' province there are teachers who do not have a teaching profile and enough knowledge to teach English. So they do not apply different methods and the various kinds of techniques in their classes. It promotes that English classes become boring (Campbell, L., Campbell, B., & Dickinson, D. 1996).

In fact, the use of audio-visual materials could help both teacher and students to have a more meaningful teaching learning-process, but there are different techniques that help in the acquisition of English language. So, this research will try to answer the following question:

- Do audio-visual materials have any effect on the development of listening skills directed to students of the 9<sup>no</sup> año Educación General Básica at “Atahualpa” high school in Atacames Cantón?

Therefore, Hopko (2005) says that, physical activities make students' stress and anxiety decrease. At the same time, it may motivate students to continue with the learning of the language.

The use of audiovisual materials such as songs, videos, games presentations, moviemaker, and spoken words, take an important role on the English teaching-learning process. These kinds of instruments allow students to develop their pronunciation and grammar on the second language. In order to advise the main purpose of this research, the following questions will be answered.

- What kind of audiovisual materials can be applied in order to improve the English listening skills?
- Are students' listening skills performances better after using audio-visual materials?

## **1.2 Theoretical Background**

Kumar (2009) established, "The future of English as a language is very secure. In this era of consolidation and trying various aspects of life, it will not be long before English can be made as a single language of the world like the single currency and the union of various nations." That is, learning the English language has become a necessity in today's world. Every day English is used in all areas of human knowledge development.

The study of language is too important; taking into account that language refers to the human system communication using different ways to communicate with other people around the world, such as gestures, written symbols, pictures, mimics, and etc. (Algeo, J., and Pyles, T, 2009)

In addition, Noam Chomsky (1972) asserts that language is innate. In his book, "Language and Mind", (1972), he wrote his theories on language acquisition. "When we study human language, we are approaching what some might call the 'human essence,' the distinctive qualities of mind that are, so far as we know, unique to man." This means, every human mind born with a unique quality that enables understand and reason, with the ability to create great thoughts.

Finally, this thesis report aim to see the effects of audio-visual materials on the listening skills of the students of the ninth year of education at "Atahualpa" high school in Atacames.

### **1.2.1 Second Language Acquisition**

The term "SECOND LANGUAGE ACQUISTION" as Ariza, E and Hancock, S (2003) in their blog page, it is stated that acquisition of a language is focused on learning and acquiring the target language. In other words, when people learn and acquire more than one language they have a

based with the influence on the first language. Moreover, the acquisition of the second language has to important element that represents an important aspect in the second language acquisition. Input, relating to the ways in which learners assimilate and interact with the language. And output, related to the production of the language. It means, what learners acquire, they must have to produce.

In addition, many Linguists like Chomsky have done research about this particular field. Chomsky (1972), “Observed that children seemed to have an innate ability to learn language, and that what they did was deduce linguistic rules, which they would over generalize on their way to mastery of the language”. That is, every child is born with the ability to learn any natural language. They are able to acquire a language in an unconscious way, producing a word without knowing any grammar structures. When they go to school the only thing that they learn is new vocabulary and how to apply the correct grammar structures. Therefore, methodology have an important role in the teaching learning-process, because the way in which children acquire and learn the grammar structures of the language, the methodology used is applied to students as means in which teachers used in order to know if the goal that has been proposed has been effective or not.

Another theory by Chomsky (1965) is related to the term “COMPETENCE” and “PERFORMANCE” based on the necessity of studying language. This theory is focused on the students’ aptitude on the acquisition of second language, it means, input and output.

### **1.2.2 Teaching Learning Process**

Teaching English as a foreign language has become important in Ecuador’s Education. Nowadays, government is requiring the teaching of the English language in all the Ecuadorian educational institutions. So teachers, students, parents and the community in general are the principal actors (Collin, W 2011).

Teaching is also the way in which teachers share knowledge and information to students using different strategies in order to engage learners in the acquisition of the language. Therefore, teachers become a guide to help students to find solutions and techniques to improve their English knowledge. The challenge of teaching is based on encouraging learners to love learning through life experiences, motivation and everyday practice.

Although the use of TICs (Techniques of Information and Communication) facilitates to improve the students' knowledge in the educational process. As Basante (2013) stated "Nowadays teachers and students, who are an important part in the Education system, are not "STATIC ELEMENTS" in the teaching learning-process because they have the capacity to manipulate the information in a fast simple way". In other words, teacher and students today have become a significant team work, as the use of TICs allow the teacher to make more didactic and interactive lessons using a great help in the teaching learning- process.

Gardner and the socio-educational model of second language acquisition (1983) remark "language achievement is influenced by integrative motivation, language aptitude and a number of other factors. Specifically, "INTEGRATIVE MOTIVATION". It means the empathy that learners have in order to acquire the new language and also in which both teachers and students have to be involve. Motivation has big influence on students learning, so teacher can motivate student by telling them that English will help them to understand English music, to get better jobs, and to communicate with foreign people.

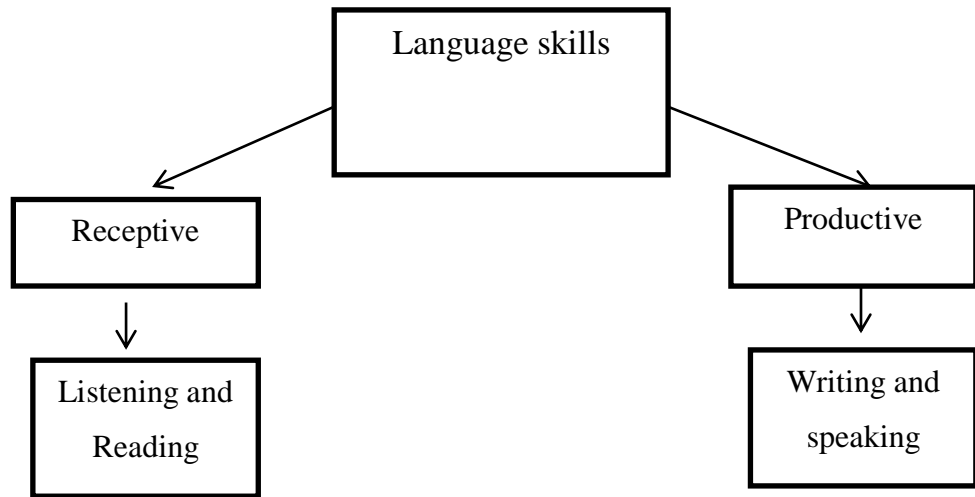
As we have seen English has become the lingua franca of the world. It is believe that with this factor teacher can easily motivate student to learn the foreign language, using different strategies in which learners get more confidence in the learning of the language. Sung (2013).

Carrier, K (2010) said that there are two types of motivation in which teacher can increase students' motivation. So Carrier, K (2010) and Dörnyei and Schmidt (2001) described as INTRINSIC motivation refers to the internal factors that each students has in the language and the interest and how they enjoy learning the language by themselves. On the other hands EXTRINSIC motivation refers to the external factor in which teachers, parents and friend take part in the learning of each student. Gardner (1983) described MOTIVATION as a means to make students be interested in the learning of the second language acquisition.

Lastly, to work in student's motivation is a challenge that should be constructed every day in each period of class making students be interactive and engaging them in the teaching learning-process. So, motivation involves all the internal and external factors, it means is based on what student wants and what they need. Dörnyei and Schmidt (2001).

So, teaching language skills has become an important tool for both teachers and students in order to have a significant teaching learning-process. That is why there are two kinds of English skills. The first one is related to the receptive skills listening and reading and the second one is associated with the productive skills writing and speaking Tyagi, K (2010).

Therefore English skills help both teachers and learners to find easier the acquisition of the second language making them to understand part by part the new language. The use of these tools allows having an interactive and significant teaching learning-process and engaging student to be active on it.



**Figure 2: Language Skills Tyagi, K. C (. 2010)**

### **1.2.3 Listening skills**

It is related to the ability to hear with the intention of understanding and interpreting a message in the communication process. Listening is considered a key of communication. The difference between listening and hearing is that hearing refers to sounds that people hear, while listening involves paying more attention to what is talking about.

Study by Rankin (1926) cited in Norton in (1989) “Reported that children spent 45 percent of their out-of-school time in listening, compared to 30 percent in speaking”. It means that, children are more directed to develop their listening level, as the world in which children are involved. In relation to teaching and learning, children spend more classroom time listening than talking.

In addition, listening takes an important role in everyday communication, so this skill helps learners to understand what is being talked. The more people talk the less opportunity they have to develop their listening skills. In contrast to this, the more people listen the more they understand. However, previous research about listening show that

even if people do not have any idea of what is talking about, they are able to develop listening strategies and pay attention, people will be able to develop their understanding. (Clark, 1980; Conrad, 1985; Tsui & Fullilove, 1998; O'Malley, Chanot, & Kupper, 1989).

Moreover, people listen primarily because there are things they need to know. Wilson (2008). In other words, listening becomes a necessity for human in order to know what is happening around them. The more people listen, the more they talk Wilson (2008). So with the requirement of Education system in Ecuador specially for getting a job, people from Ecuador specifically student's from Esmeraldas are very important on this educational process. So "Atahualpa" students want to improve the English level based on interactive and significant teaching learning-process. In order to improve the way in which teachers and students can have more didactic classes; this study is focused on the effects of audio-visual materials on the listening skills of the students of the ninth year of education at "Atahualpa" high school in Atacames.

### **1.2.3.1 The importance of Listening Skills**

The argument about the importance of Listening skills is based on time people spend communicating in the language. The importance of listening in language learning was brought into attention when Gary (1975) cited in Vandergrift, (1999). Stated that focusing on listening comprehension. It means, to have a good relationship with humans while they are talking in order to have an idea about what the person is saying. As Naomi quotes say "The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention". In other words, listen is the key for a good understanding and communication. In Addition the importance of listening skill is based on using body language focusing in the eyes, act, and speech. Quote by Naomi, (1975) cited in Gaiam life website.

Relating to the educational system Listening skills is too important in the acquisition of the new language. Students all the time are listening through a song, movie, family, friends, etc. When teachers are in the classroom is advisable to let students talk and do not interrupt while they are performance the language. If the learner has any mistake, just listen and at the end of the speech you can clarify the learner mistake, but being sure about the message understanding. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone. Quote by Naomi, (1975) cited in Gaiam life website.

#### **1.2.4. Reading skills**

Reading is the capacity to understand and interpret a printed text in order to acquire information. The more you read, the more you learn. Reading helps readers to increase their knowledge and lexicon. The two main reasons why people love reading is to read for pleasure, it is to say to read in an extensive way. The other one is to read for information, in other words to read for a specific purpose. Reading is so important because it helps people to improve understanding and to know what is happening around the world. Milan, S. D. (1988).

As we have seem to encourage students to love reading is a challenge for teachers, so it is important to provide students interesting reading text. As National center for Education Statistic (1999) cited in Routman, R (2000) “If students are to read a lot, interesting reading materials must be readily accessible”. It other words, teachers must use interactive and interesting reading materials that engage students love reading and improving their knowledge in the new language.

## **1.2.5. Speaking skills**

When teachers are teaching, speaking becomes a challenge for both teachers and students. That is why speaking is focused on students practicing. So it is so important when people are learning a new language. As Chan, J (2002) said that “Speaking skills is the ability to communicate with other people” In other words, this skill is too essential and important tool that allows people to express toward others. In addition students need to practice real communication, such as having conversation about personal live, thing they see on the news or giving their own point of view Baker, J and Westrup, H (2003).

### **1.2.5.1 The importance of Speaking Skills**

The most useful tool that a human has is to communicate oral expressions. All the four language skills such: reading, speaking, listening and writing are intercommunicated Gillis, G (2013). So the capacity to speak fluently gives a lot of advantages to the speakers. As we have seen **speaking** allows people to become good communicator. There are a lot images, or gestures that say more than thousand words, or transmit some meaning.

#### **1.2.5.1.1. Ability to inform**

A speaker with high level of speaking skill has the ability to communicate and catch the attention of the spectators. So speakers with this capacity provide a lot useful information and at the same time depending of the intention they are able to convince the public (Gillis, G 2013).

#### **1.2.5.1.2. Ability to stand out from the rest**

Churchill or Kennedy cited in Gillis, G (2013) said “The bad news is that at any given moment the world has precious few with the speaking talents. The good news is that speaker whose skills are honed and develop with

constant application and hard work can stand out”. It is not a secret that to be in front of other people is not easy? But there are others that day by day work hard in their perfection of their capacity to do it without any problem. So to be in front other people could be considered as ability in which general public can easily communicate without feeling afraid. In addition people with the ability to stand out from of the rest develop their own critical thinking in a good way.

### **1.2.6 Writing skills**

It is an important part of communication. It involves the way people think and what they interpret and understand the things that they already acquire. As Smith 1983, Jansen 1987 cited in Carrier, A, Pinrell, Gs & Fountas (2000) stated “Children are learning to write like readers and to read like writers through a variety of reading and writing context. It means, at the same time learners are reading they are learning how to write in a correct way. In other words how the grammar structure is applied, so it is the part in which teacher should guide students providing useful and interesting texts to make learners become more proficient in writing.

### **1.2.7 Multiple Intelligences Theory**

As we have seen “Multiple Intelligences” refers to the human capacity. It means to be smart using different abilities. It also help teacher to find the students strengths and weaknesses in the acquisition of the new language. Gardner, H. (1983)

## **1.2.7.1 Outlines of seven multiple intelligences**

### **1.2.7.1.1. Logical-Mathematical**

Focusing on teaching of logic, mathematical processes, working with numbers and sequencing Campbell, L, Campbell, B & Dickinson, D (1996). It is focused on learners' understanding and how it works in everyday life. It means the learners' ability to solve problems through logic process (Gardner, H 1983).

### **1.2.7.1.2. Visual-Spatial**

This area deal with spatial judgment and the ability to visualize with the mind's eye Silverman, L (2000). According to this intelligence learners develop their visual sensitivity; it means what they see they are able to remember. Learners can easily recognize what they are learning through visual aids, such videos and maps. That is why this kind of people are considered spatial learners, because the capacity they have remembering everything that they see, even if it is happening for a long time ago (Silverman, L 2000).

### **1.2.7.1.3. Bodily- Kinesthetic**

According to Logsdon, A (2014) clarify that the core elements of the bodily- kinesthetic intelligences is to control of one's bodily notions and the capacity to handle objects skillfully. As Gardner, H (1993) state that it is also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses. All kinesthetic learners love and enjoy learning through their own experience in other words when learners like to learn English with different activities that allow them to use their bodies and at the same time develop their understanding through all that permit them to use their hands and movements, That is why it is so important that teachers take into account when they are introducing a new language (Longsdon, A 2024).

#### **1.2.7.1.4. Musical-Rhythmic and harmonic**

Campbell, L, Campbell, B & Dickinson, D (1996) remark that this area has to do with sensitivity to sounds, rhythms, tones and music. Therefore people with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. So they have sensitivity to rhythm, pitch, meter, tone, melody or ring. It is to say that teachers can engage and make students to interact and learn through real languages. There are a lot of musical activities such as, make students to think in a song that they like and sing it in front of the class or make musical instruments or add sound effects in the real language productions.

#### **1.2.7.1.5. Interpersonal**

This area has to do with interaction with others. In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. Another theory by Gardner, H in *How Are Kids Smart: Multiple Intelligences in the Classroom* (1983) "Inter and Intra personal intelligence is often misunderstood with being extroverted or linking other people" (Logsdon, A 2014). Moreover interpersonal learners are related to the ability to interact with other people base on the emotional states, purposes and enthusiasms that they have. Students are capable to use verbal and non-verbal communicate with others. In addition both teachers and learners can use this ability as advantages in the acquisition of the second language.

#### **1.2.7.1.6. Intrapersonal**

This intelligence deal with what students like or dislike. Intrapersonal people are very dynamic and they know what they want and what they

need in order to accomplish the goal. As Jesamine (2014) described that intrapersonal intelligences is based on student's aptitude in different skills.

#### **1.2.7.1.8. Naturalistic**

According to Campbell, L, Campbell, B & Dickinson, D (1996) this area has to do with nurturing and relating information to one's natural surroundings. In other words, Naturalistic people love to be involved with the nature environment they are more closely with the kinesthetic people.

### **1.2.8 Teaching English through technology**

Dudeny, G., and Hockly, N. (2007). Nowadays, Teaching English through technology has become an important tool for both teachers and students. It helps them in the everyday practice and his work. So as it is obvious learners day by day are using technology more and more.

Another theory by Pandey (2010) says that the use of technology helps students to develop their skills and abilities in the acquisition of English language in order to put into practice their own critical thinking. Both teacher and students has an opportunity to work in a didactic way.

Moreover, technology gives both teacher and students some advantages such as, work with the different learners' styles, reliable tasks and materials, it also brings learners the opportunity to express and practice the four principal language skills, speaking, reading, listening, writing and speaking. Dudeny, G., and Hockly, N. (2007). When technology is presented as a tool for the teaching learning-process, it is not to say that it will replace traditional materials such as: black/ whiteboard or coursebook. In spite of the use of technology works a complement to improve classroom activities.

English is a necessary language in today's world and it has become an important factor in both workplace and in social life. That is why English is taught as a foreign language in public and private institutions of the country, becoming a challenge for English teachers. It is very important that teachers make each class something special allowing students to get motivated in the teaching-learning process. Everything a teacher teaches could be done by using pictures, real objects or personal experiences, videos, music in English (Tyagi, K 2010).

It should be done with the purpose of having an interactive class and a meaningful learning. According to these factors that are useful in order to manage a significant teaching learning-process, it is important to use different kinds of materials to improve the English listening skills on students. The audio-visual materials are very useful on the students learning (Kinder, J 1959).

### **1.2.8.1 Audio-Visual Materials**

Audio visual materials are tools that provide a representative and significant teaching learning process. In the educational field is the same, because it works as a significant help for both teachers and students. Audiovisual materials are related to technological devices that allow people to watch and listen in order to clarify the understanding.

Audio-Visual materials as projectors, video cameras, headphones, laptop, and recorders that are used in a presentation, movie, and songs are instructional tools that are used in order to reach the understanding of the audience. In the English teaching language the audio-visual materials are an important factor in order to get student's comprehension and understanding in the foreign language. Taking into account that this kind of material refers to the ability to listen and watch contents through images

with recordings that allow students to learn in an interactive way (Kinder, J 1959).

In general, Chomsky (1972) says that statistics and evaluations assert that the best time for language teaching is among the first 5 years it is possible to say that this age is the most important in the growth of human beings where the person everything learns all. It means, people started to listen and try to imitate what the other person is talking about, so what people observe through the year of life, the acquisition of the new language is being perfected the ability to performance the language that was learned through the growing of their life and they are already to apply the lessons of our young adulthood. We could say that using Audio-visual materials represents an important role in today's education process. With this tool learners are easily engage in their learning and as learners they are able to learn many languages.

Moreover, Audio-Visual materials represent an interesting technique for teaching, because it engages the students' interest in the teaching process. It is a way to entertain students and teach them in a more effective way. As it is known "A picture says a thousand words" In other words, students learn more through videos, songs and so on. As Burton cited in Chandra, A, Shah, A & Joshi, U (1989) emphasized that Audio-visual materials in an opportunity for everyone to have the guarantee of learning.

It is a well-known fact that audiovisual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976) "Many media and many styles of visual presentation are useful to the language learner". In addition all audiovisual materials have positive value in language learning by using them as a help to both teacher and students in order to understand the English language through their eyes, ears and motivation to improve knowledge of the students.

Audiovisual materials help students to improve the listening skill when they are learning the new language. According to Wilson (2000) “Students like learning language through the use of video, which is often used to mean quite different things in language teaching”. It means that, the use of these audiovisual materials becomes a method of motivation in which students will be able to develop their skills in the learning- process.

Excellent teachers are able to connect these aids in the teaching learning process. It is not a mystery that this kind of material has been used for ages before. The use of these aids help to increase the students’ motivation, making both teacher and students to establish a rapport in the teaching learning process. According to Chandra, A., Shah, A., & Joshi, U. (1989). Today the news media engage and influence people around the world. So in this way they are learning successfully and proficiently the new language. The use of these materials allows students to be motivated and develop the ability of indistinct intelligence.

Another theory by Burton cited in Chandra, A., Shah, A., & Joshi, U. (1989) stated that “Audio-Visual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In other words, these aids work as extra strategies that teachers use in order to make clear and connect several theories that are taught by them. Moreover Audio-visual materials also help learners to increase their understanding, stimulate curiosity, motivation and improve their imagination.

## **1.2.8.2 Advantages of Audio-visual Aids**

### **1.2.8.2.1 Potent motivator:**

One of the major challenges that teachers have in teaching of the English language is students’ motivation. To work in students’ motivation is a challenge that should be constructed every day in each

period of class making students be interactive and engaging them in the teaching learning process (Carrier, K. 2010).

#### **1.2.8.2.2 Help in retention:**

When students are learning a new language is so important to make them to retain and remember what they are learning. Therefore audio-visual materials works a motivator in the second language acquisition allowing learner to learn through the use images, sounds, videos, movies presentations and audios as help for their learning ( Chandra, A, Shah, A & Joshi, U 1989).

#### **1.2.8.2.3 Help in making right type of image:**

Images are used as a tool for learners to be illustrating in the learning of the new language. Chandra, A, Shah, A & Joshi, U (1989) claimed that “What people watch is able to describe”. According to this teachers can easily work with students using variety of pictures that allow them to develop their English skill and to have good performance of the language.

#### **1.2.8.2.4 Provide democratic approach to learning:**

There are some advantages that allow teachers develop significant strategy providing interactive and representative class to the students. So using audio-visual materials helps learner to be communicative through different activities allowing students to understand and interpret a topic in a clear way. That is why nowadays the use of audio-visual materials is focused on what students need to learn making their learning more didactic more and more (Carrier, K 2010).

#### **1.2.8.2.5 Conceptual thinking:**

It is not a secret that audio-visual materials work a rapport among teachers and students allowing them to be confidence in the teaching learning-process. In addition audio-visual materials allow learners to be participatory and increasing their own critical thinking and decreasing some insignificant expressions and baseless words (Chandra, A, Shah, A & Joshi, U 1989).

#### **1.2.8.2.6 Rich Experience:**

Through the use of audio-visual materials learners feel confidence and comfortable developing their creativity skills in the acquisition of the second language. Working with audio-visual materials represents improving students' understanding what is being taught (Carrier, K 2010).

#### **1.2.8.2.7 Influence and attitude:**

Teachers can influence in the students' attitude towards learning English. As it is not a secret that students like television, internet, pictures and some other kind of entertainment. So using audio-visual materials allow learner to be fluent in the production of the language (Wilson, J 2008)

Lastly, audio-visual material works as motivator stimulating the active participation of the students. Moreover audio-visual materials allow learners to interact in the class and achievement their self-confidence in the learning of the new language (Kinder, J 1959). In addition, English is a necessary tool in today's world and it has become as an important factor in both as workplace and in social life. That is why English is taught as a foreign language in public and private institutions of the country, becoming a challenge for English teachers. It is very important that teachers make each class something special allowing students to get motivated in the teaching-learning process. Everything

a teacher teaches could be using pictures, real objects or personal experiences, videos, music in English should be done with purpose of having an interactive class and a meaningful learning.

Most of the “Atahualpa” students the importance of knowing English in order to apply in different work places. However there are some students who do not care about the importance of the acquisition of the new language. So what make students be interest in the learning of English language this thesis report will try to demonstrate in order to give and idea about interesting and significant techniques in the teaching learning-process.

This thesis report will provide future education researches to investigate the effects of audio-visual materials on the listening skills of the students of the ninth year of education at “Atahualpa” high school in Atacames to learn English.

Finally, audio-visual advantage can be given from this study to the Atahualpa’s professors, because it will try to emphasize the importance of using audio-visual materials in order to strengthen the learning needs of Atahualpa students. Therefore, teachers could incorporate this technique as part of their teaching in order to create a good classroom setting, giving students the opportunity to learn English with more motivation.

## **1.3 Objectives**

### **1.3.1 General Objective**

- To describe the effects of audio-visual materials on the listening skills of the students of the ninth year of Educación General Básica at “Atahualpa” high school in Atacames.

### **1.3.2 Specific Objectives**

- To evaluate students listening level before the usage of the audiovisual materials
- To apply the audiovisual materials on the English class
- To evaluate students listening level after the usage of the audiovisual materials
- To describe the effects of the audiovisual materials on the English listening skills

## **2. METHODOLOGY**

### **2.1 Conceptual Framework**

As it is known the English language teaching has become a constructional aspect in the acquisition of a new language. Yopez, M (2006) says in his book “Methodology for work grade” the importance of methodological organization as a way or procedure to be followed. It means the way teachers develop their classes using different strategies to make students to improve their knowledge in the new language.

### **2.2 Design of Research Methods**

There are many styles of collect data such as questionnaires, interviews, observation, tests and personal constructs that are all useful. This thesis is based on the experimental method, since it consists in an experiment under controlled conditions, the realization of which provides measures and data that are recorded.

The present study, therefore, aimed to contribute to the understanding of listening comprehension strategies and the effect of audio-visual materials by students of the ninth year of education at “Atahualpa” high school in Atacames.

A total of 70 learners were chosen to participate in this study. They were separated into two groups in order to see the effect of audio-visual materials on the acquisition of a new language. The learners were asked to complete a pre-test based on 30 items and a post-test based on 25 items using Likert-scaled questionnaire and different activities using audio-visual materials to examine the ninth year of education at “Atahualpa” high school students’ level. This scaled was used in order to measure the student’ level

In the questionnaire was included items based on students’ level, grammar knowledge and Language understanding.

## **2.3 Sampling and Questionnaire**

This study used a total sample of 70 students from the ninth year of education at “Atahualpa” high school in Atacames. First, the group “A” was based on 35 students in order to see the effect of audio-visual materials and how they improve their English listening skills. And the second group “B” based on 35 students were used as a control group in order to compare which is of both techniques are more effective on the students’ teaching learning-process. They were asked to take part in filling in the above pre-test and post-test and also having classes during one month from September 15th until October 24th, 2014. Most of the participants were around 13 to 14 years old. The pre-test, post-test and activities were developed in English. (See Appendix 1: pre-test), (Appendix 2, 3 and 4: Activities developed during the one month of class), lastly (Appendix 5: the Post-test)

## **2.4 Procedures and data analysis**

This research had three times. The first one was carried out one week before starting the month of classes from September 15<sup>th</sup> until October 24<sup>th</sup> in 2014. Students from the ninth year of education at “Atahualpa” high school in Atacames answered to 30-closely items about the pre-test based on a placement test. So, the purpose of the pre-test was basically to make sure the student’s English level. The second time was carried out from September 15<sup>th</sup> until October 24<sup>th</sup>. Here, students from the ninth year of Educación General Básica group “A” were receiving their classes with the help of audio-visual materials in which the researcher used various activities such as videos, songs, worksheet, and interviews and so on. Therefore, during the month was teaching two different topics, the first one is “DAILY ROUTINE” and “HOTEL RESERVATIONS” in order to make them to improve their English learning and at the same time students had an interesting and interactive teaching learning-process. In addition, the group “B” was used as a control group receiving their

class based on the traditional method. Moreover, during the month they receive the same topics without any help of audio-visual materials. Finally, in the last day of the month the post-test was applied to the learners in order to see the improvement of the students' English language.

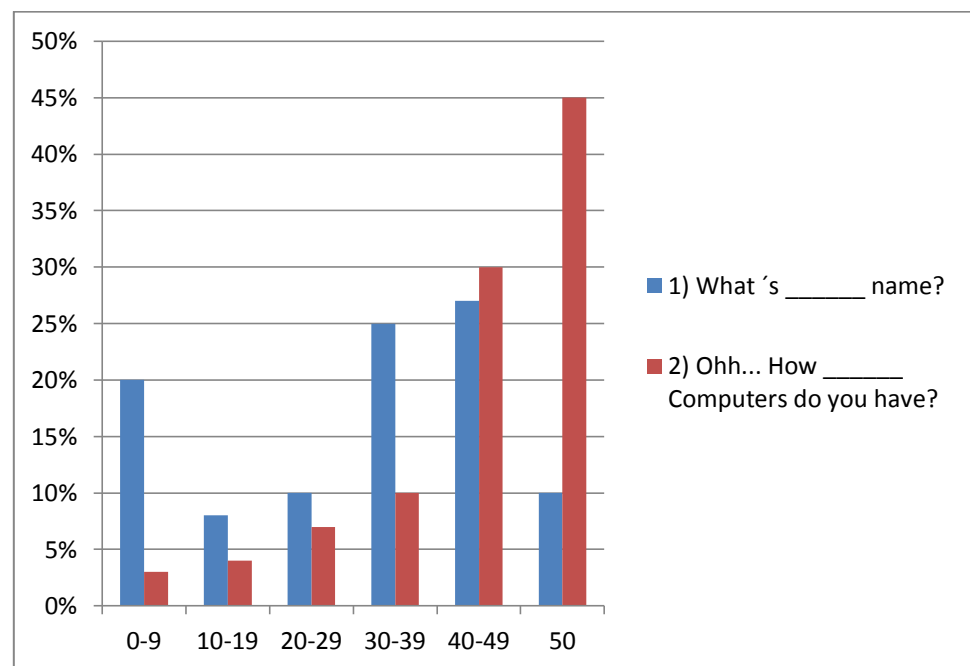
After these three times, the researcher had the needed information to see the effect of audio-visual materials on the ninth year of education at "Atahualpa" high school in Atacames and to compare which of the both methods works better on the acquisition of the Students' English language. So, this thesis report aimed to teach the use of audio-visual materials for a better teaching and student's learning-process.

## **2.5 Ethical issues**

To carry out this thesis report successfully, the researcher asks for permission to the institution explaining what the research will be about. The researcher of this study guaranteed the participants confidentiality; they were assured that all information acquired during this study process would not be available to anyone who is not directly involved in the study.

### 3. RESULTS

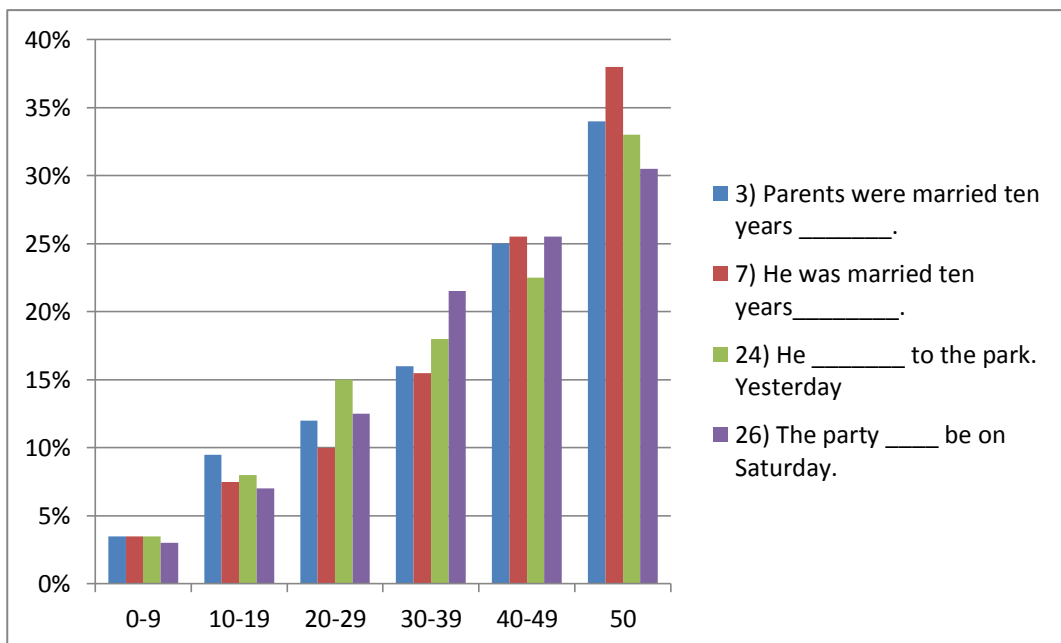
In this study, the researcher asked the respondents to answer a questionnaire of 30 items based on the following point scale (0-9 mistakes Advanced level booking, 10-19 mistakes Upper Intermediate booking, 20-29 mistakes Intermediate booking, 30-39 mistakes Pre-intermediate booking, 40-49 mistakes elementary booking, 50 mistakes or more beginner) in order to examine ATAHUALPA students' English level. This scale was used because it is a convenient tool to measure the students' English level in order to acquire a new language.



**Graphic I: Percentage of the answer about to examine ATAHUALPA students' English level.**

#### **Interpretation:**

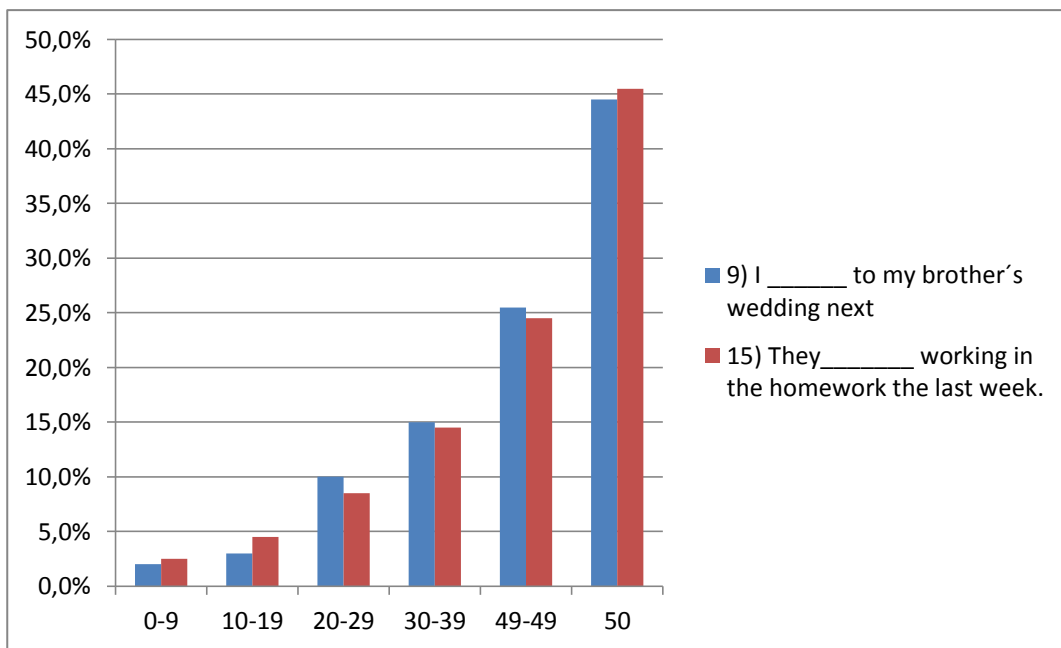
As shown in the graphic I the 20% link to the Advanced level booking. It means, a minimum of the students know how to answer this question, but they assert that it happens, because they came to another institution in which they receive their English classes three times per week. On the other hands, according to the question # 2 the upper percentage link to the 45%, it means mistakes or more beginner level. Here people who took the pre-test affirmed that they do not have enough knowledge about English language, because they only receive English class suddenly with their principal teacher of their classroom.



**Graphic II: Percentage of the answer about English Tense in order to know about their English level based on grammar.**

**Interpretation:**

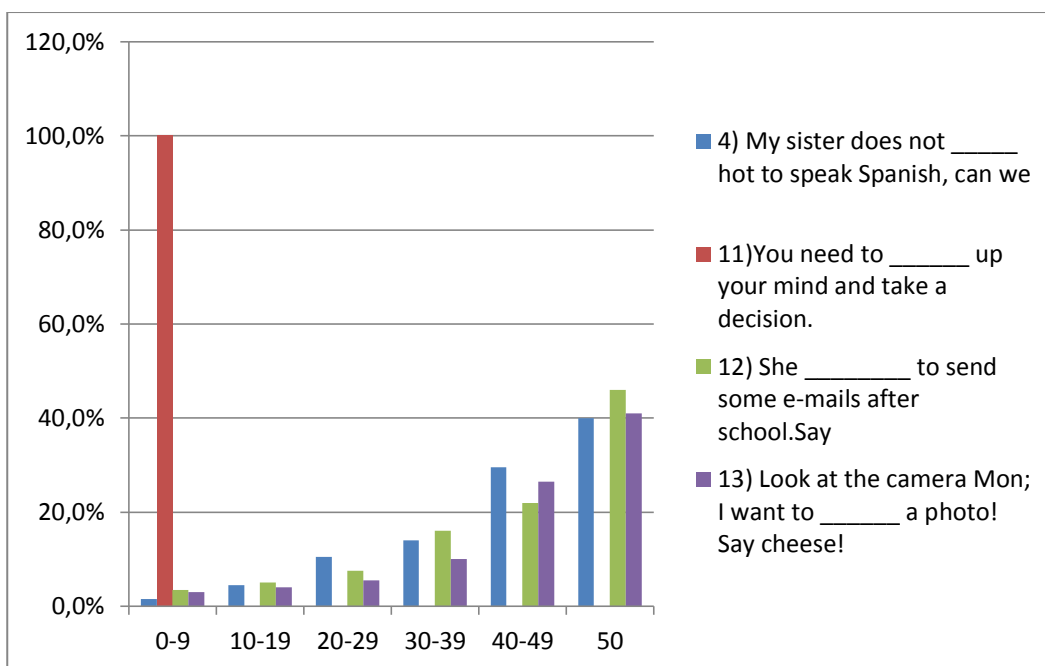
As shown in the graphic II the questions number 3, 7, 24, 26 represent an upper level of mistakes or more beginners; it means that students already do not know using correctly the English tense. Moreover, interesting points of view that show this graphic is the inequality between the question # 3 and 7 according to the mistakes or more beginners a minimum of student do not have clear how to use the English tense, as it show in the graphic the two questions are the same.



**Graphic III Percentage of the answer about English Tense in order to know about their English level based on grammar.**

**Interpretation:**

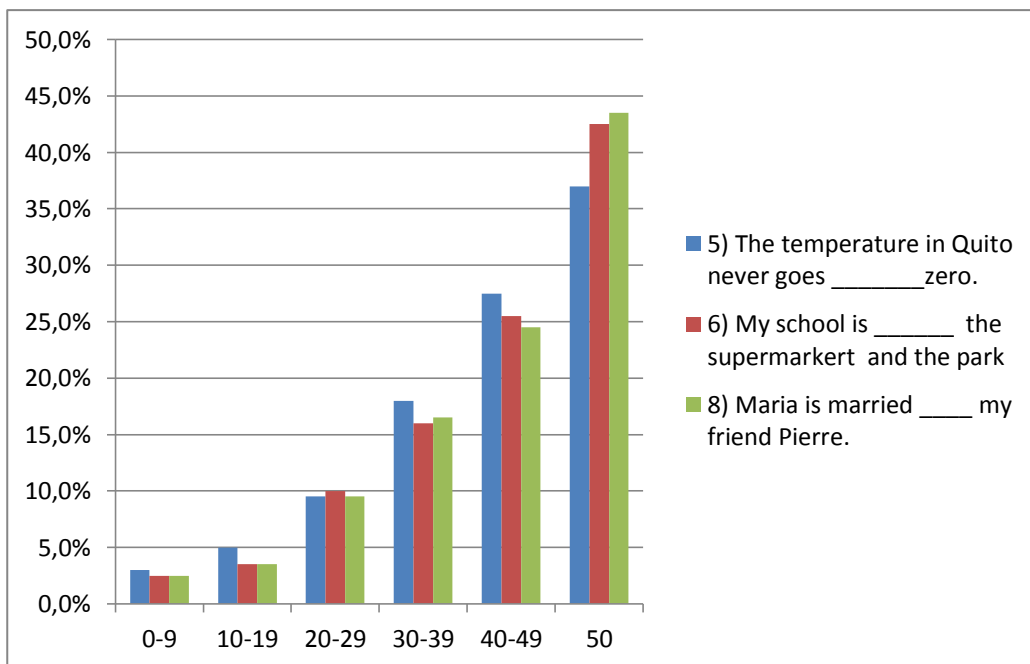
As shown in the graphic III the questions # 9 and 15 most of the students are divided in two groups according to the English level. It means students link to the 0-9 mistakes Advanced level booking. It means, a minimum of 2% and 2, 5% of the students do not have any problem to recognize the English tense and how to use it. Students confirmed that, because they like English language and their teacher had good English in their previous high school. Moreover, going to the 45% the same student's link to the 50 mistakes or more beginners. It means, students do not use correctly the English tense.



**Graphic IV: Percentage of the answer about general English knowledge.**

**Interpretation:**

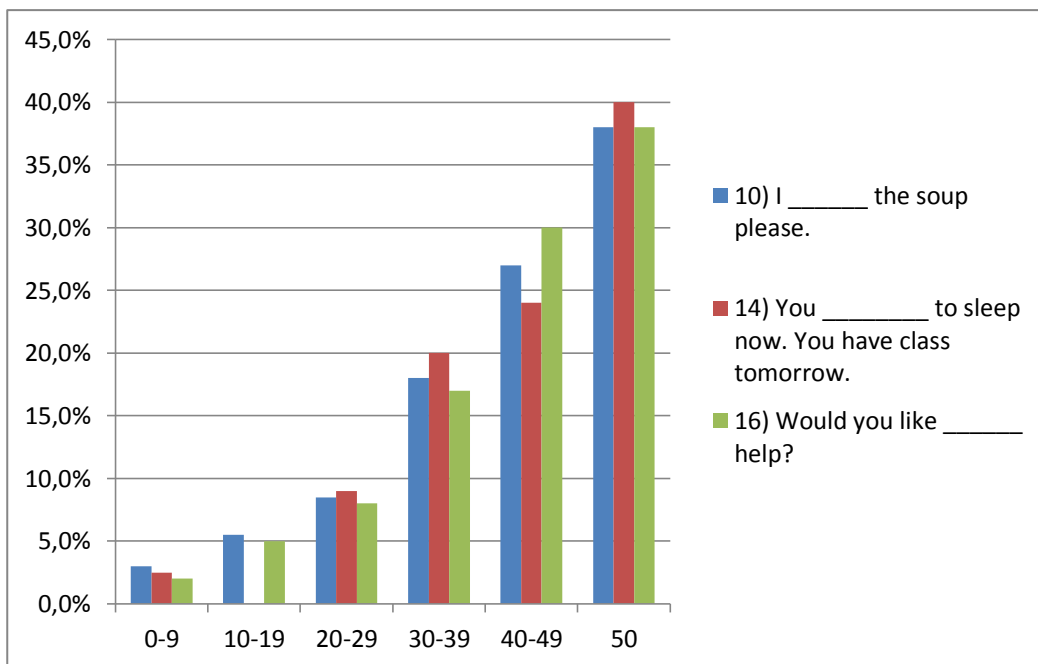
As shown in the graphic IV the questions number 4, 12 and 13 a minimum of students that link to the Advanced level booking are between 1, 5% to the 3,5%, which are the group of students that came from another institution. In the other side, the questions # 11 link to the upper beginner level is around 37% to the 46%. It means students do not are able to answer this question correctly, they confirmed that, because they do not have English teacher and it represent a big problem in the English language.



**Graphic V: Percentage of the answer about preposition of place.**

**Interpretation:**

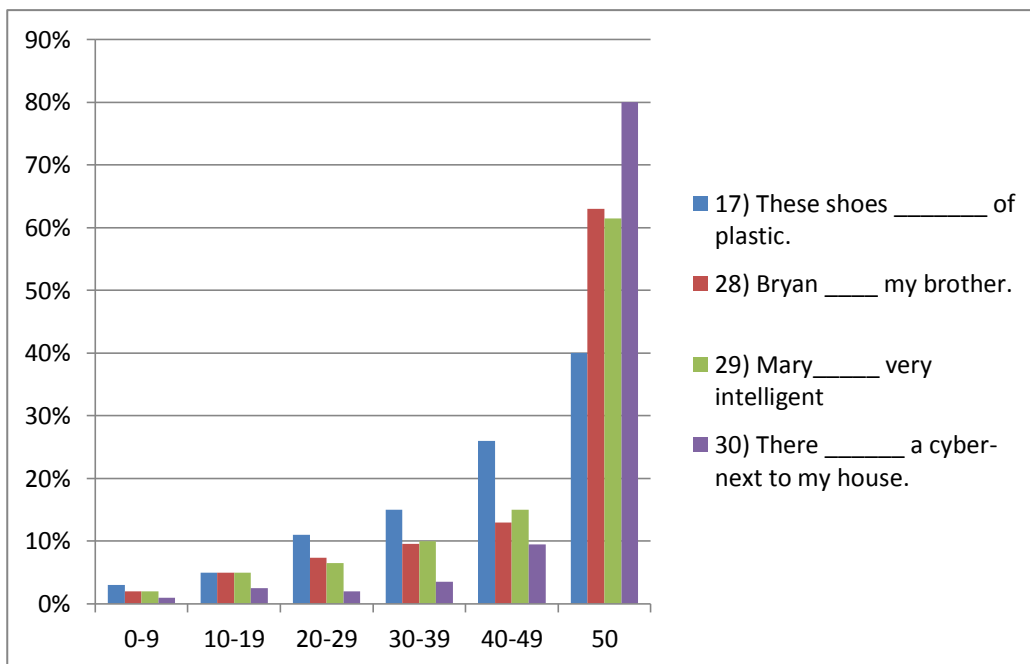
As shown in the Graphic V the questions number 5, 6 and 8, students that link to the 50 mistake or more beginner level are between 37% to the 43,5%, which are the group of students that do not have a English teacher. In the other side, in the same graphic show the minimum of students that have a good English level and link to the advance level. They confirmed that, because they love English language and they want to learn more about English.



**Graphic VI: Percentage of the answer about general English knowledge**

**Interpretation:**

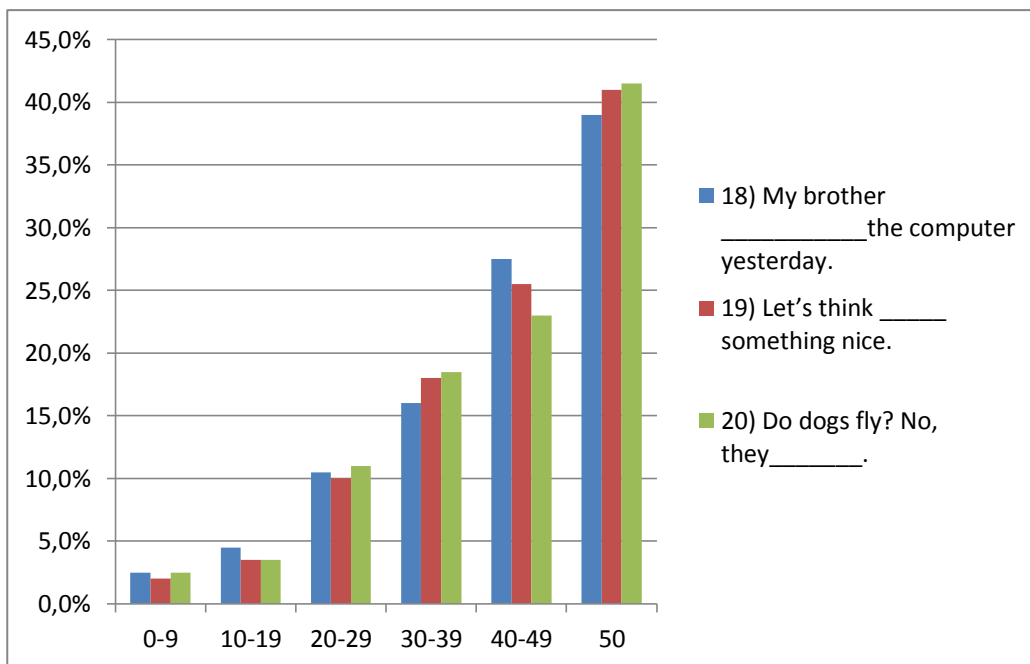
As shown in the Graphic VI the questions number 10, 14 and 16 the group of students that link to the Advanced level booking remain the same between 2% to the 3%, which are the group of students that came from another institution. In the other side, same students link to the upper beginner level around 38% to the 40%. It means a big problem in the English language; they confirmed that, because they do not receive English in their high school. For that reason they could not answer the questions.



**Graphic VII: Percentage of the answer about the conjugation of verb to be.**

**Interpretation:**

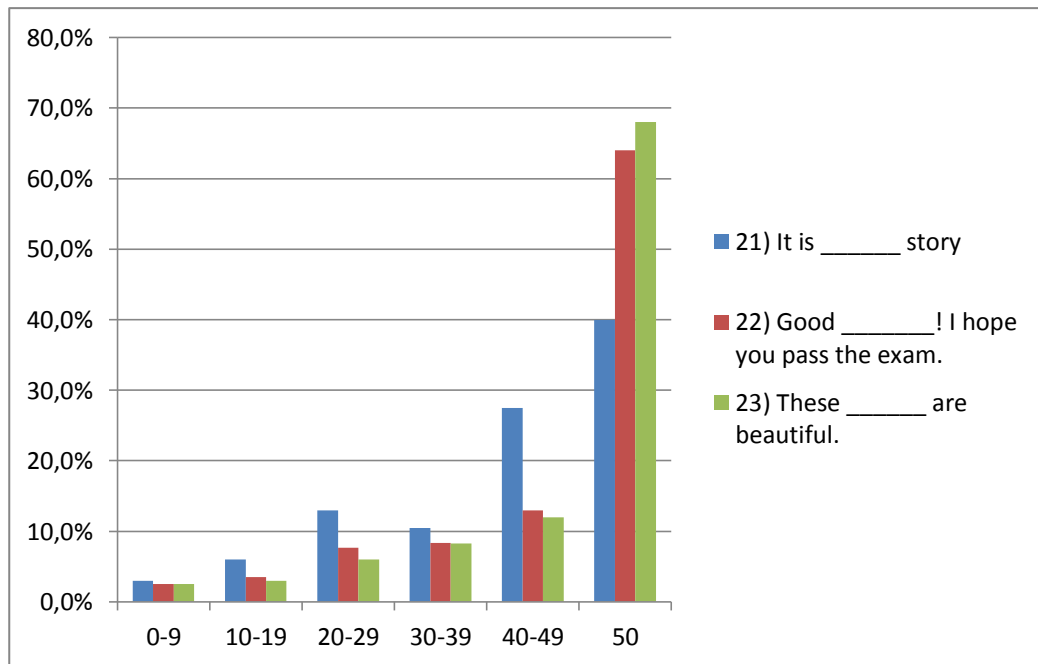
As shown in the Graphic VII the questions number 17, 28, 29 and 30 students that are in the upper beginner level are until the 80%. It means, they do not know the conjugation of verb to be. On the other hands, the group of students that are in the upper advanced level is too low in comparison to the above graphic.



**Graphic VIII: Percentage of the answer about the conjugation of verb to be.**

**Interpretation:**

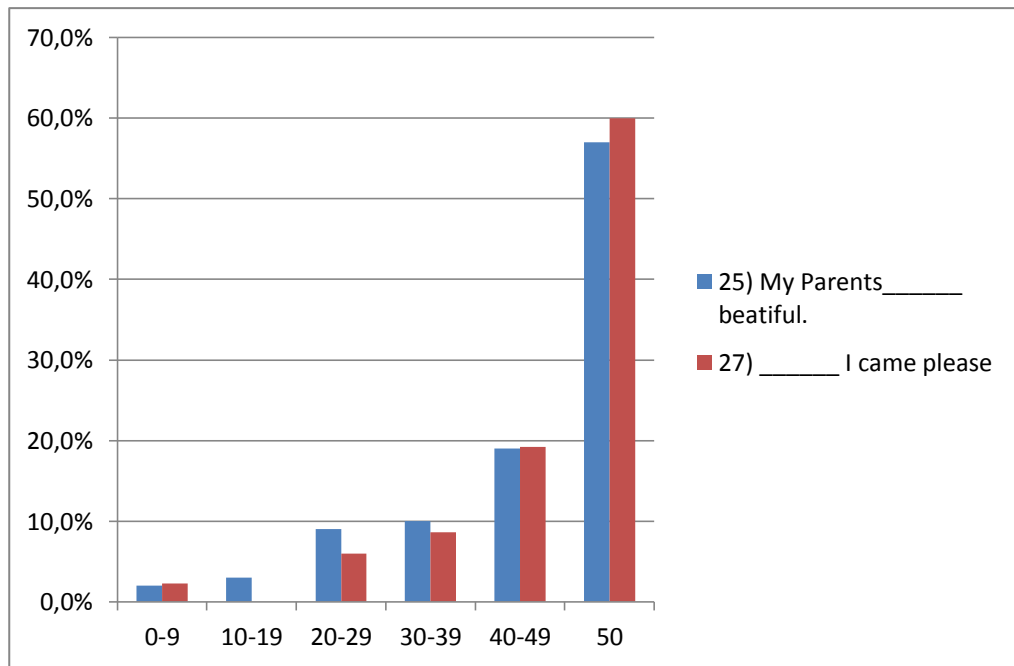
As shown in the Graphic VIII the questions number 18, 19, 20 shows a minimum of students that link to the upper advanced level between the 2% to the 2,5%. On the opposite, the graphic also show the high beginner level in which are the students with a percentage among 39% to 41,5%



**Graphic IX: Percentage of the answer about the conjugation of verb to be.**

**Interpretation:**

As shown in the Graphic IX the questions # 21, 22 and 23 the group of students that link to the Advanced level booking remains the same in comparison to the graphic VIII among 2,5% and 3%. In the other side, same students link to the upper beginner level around 40% to the 68%. It means a big problem in the English language; they confirmed that, because they do not receive English in their high school. For that reason they could not understand those questions.



**Graphic X: Percentage of the answer about the conjugation of verb to be and the modal verb “CAN”**

**Interpretation:**

As shown in the graphic X the questions # 25 and 27 most of the students link to the mistakes or more beginner level. According to these questions students do not recognize the use of verb to be and the modal verb “CAN”. It means, 57% to 60% of the students have a problem in the language.

Moreover, the researcher works with several activities that are explaining in the page # 29 and 30. Finally, a post- test was applied to the students in order to see the students advance using audiovisual materials in their English class. So students were asked to answer the following 20 questions according to what was taught during the month of class based on the point scale (0-9 mistakes Advanced level booking, 10-19 mistakes Upper Intermediate booking, 20-29 mistakes Intermediate booking, 30-39 mistakes Pre-intermediate booking, 40-49 mistakes elementary booking, 50 mistakes or more beginner) in order to examine ATAHUALPA students' English advance. This scale was used because it is a convenient tool to measure the students' English advance in order to see if the use of Audio-visual materials works or no on the students. See appendix # 6

#### 4. DISCUSSION

Therefore, the researcher worked during one month with the two groups “A” and “B”, providing ways in which learners can improve their learning of the new language. Therefore with the group “A” each class was teaching with the help of audio-visual materials (projector, computer, speakers) developing the following activities; according to the first topic “DAILY ROUTINE” during the first week the researcher showed a video of a daily routine English vocabulary. So the learners had to pay attention to the video and together with the researcher were repeating and learning the new vocabulary. After that a video song “Wake Up! Daily Routines Song for Kids” by Matt, R. (2012), was presented to the students.

Needless to say, the use of audio-visual materials represent a growing interest to the students, because the learners use their eyes to watch and their ears to listen more clearly what the topic of the class is about. (See appendix 2). The second week, the researcher presented a listening activity to the students based on a daily schedule allowing learners to listen an easy English conversation between a man and a woman during 01:20 Length. After that, the researcher asked to students to make group of 5 people and ask them to prepare a role play about their daily routine and be able to present in front of the class. The third week the researcher started working in the second topic “HOTEL RESERVATIONS”. Here, the researcher made emphases on this topic, because as it is known Esmeraldas is visited for many national and international tourists and it is important that learners can understand and be able to communicate with these people. So, the video by Mark, K. (2013) “At a Hotel Easy English Conversation Practice ESL was presented to the students to pay attention about the real English language. After that the researcher gave to the learners a worksheet to work individually, this task was based on a listening. First of all, students had time to listen to the conversation three times, after that they asked questions about it. Second, they answer individually the worksheet questions about the listening. Furthermore, together as a class compared each question and

talk about the importance of the listening and what the learners learnt from it. Lastly in the last week the researcher presented a song that most of the students like by Bruno Mars “JUST THE WAY YOU ARE”. Here, the learners were engaging to sing the song as a karaoke. After that the researcher encourages learners to be motivated in the new language making the class fun and interesting. Finally, in the last day the post- test was asked to answer by the students at ATAHUALPA High School; 25 items in order to measure what they learn during the month of the class and to compare the improvement from the pre-test to the post-test.

Moreover, the second group “B” was used as control group in order to compare which of the both methods works better on the acquisition of the Students’ English language. So the same topics “DAILY ROUTINE” and “HOTEL RESERVATIONS” were taught to the learners. The students who participated in this this group were enrolled in the traditional way to learn English language. It means, the researcher taught the two topics above mentioned without any help of audio-visual materials. In other words, during the two first weeks students were working in their English book in the unit number # 18,19 and 20 with the “DAILY ROUTINE”, here students were engage in a numbers of activities allowing them to develop the task of each page according to the above mentioned topic. After that, the last two week students were working on the second topic “HOTEL RESERVATIONS”, here the researcher make students make a round table and share what they know about the topic with their classmates. Them the researcher explain the topic introducing them some vocabulary and make students to repeat in order to assimilated the topic, after that the researcher ask students to join in pair and make a dialogue based on the topic and present in front of the class.

## 5. CONCLUSIONS

- The current thesis report was originally motivated by an interest in the awareness and instructional practices of English teachers on the teaching learning process and the effect of audio-visual materials on the listening skills on the students of the “Atahualpa” high school.
- Moreover, the implementation of audio-visual materials promotes students participation and understanding of the second language. It appeared that teachers’ strategy should be convincing as a support for students’ learning. That is why learner factors play a role in teachers’ instructional teaching and this study suggest using audio-visual techniques in order to work with all type of students learning style.
- Many of the results of this study were significant and advantageous. It was applied to the ninth year of education at “Atahualpa” high school in Atacames, in that ways, the “Atahualpa” high school may have an audiovisual English classroom. And it could make both teachers and students work better in the English teaching learning-process in order to improve the English knowledge of the “Atahualpa” students.

## 6. RECOMMENDATIONS

- Teacher should adapt the activities from the book to their students' necessity in order to engage learners in the acquisition of the second language and they will be able to use what they learn in their daily life. So it is so important that teachers work with significant techniques that encourage student participation in the learning of the English language.
- Teacher and students from "ATAHUALPA" might improve their knowledge about useful techniques, because it helps students to be motivated in the new language. Moreover, the classes will be more dynamic and representative to the learners.
- In addition, this study shows that teacher's techniques are the most significant factors affecting "Atahualpa" students' learning process. So, English teachers should use significant techniques that allow students to be motivated in the learning-process. Moreover, teacher's goal should be to create more didactic and significant classes to improve learners' English learning starting from teaching learning objectives; choosing interesting topics; planning, developing and incorporating learning strategies in the classroom. In this way, learners will be more motivated to learn English as a second language and as a necessity for today's world.

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## 8. APPENDIXES

### 8.1 Appendix #1



#### PRE-TEST

### PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE ESMERALDAS

#### An English Placement Test

**Objective:** This test is to make sure the English level in which you are.

1. - This Test consists in 30 questions.
2. - Please Read carefully each question, review all the options.
3. - Choose the correct alternative and put a tick on it.
3. - You do not need to write your name.

Questions:

1. - What 's \_\_\_\_\_ name?  
a) it            b) your            c) we            d) she
2. - Ohh... How \_\_\_\_\_ Computers do you have?  
a) much        b) many        c) few        d) manys
3. - Parents were married ten years \_\_\_\_\_.  
a) now        b) ago        c) before now        d) long ago
4. - My sister does not \_\_\_\_\_ hot to speak Spanish, can we speak English please?  
a) No        b) know        c)now        d) knowing
- 5.- The temperature in Quito never goes \_\_\_\_\_zero.  
a) beneath    b) under    c) off    d) below
- 6.- My school is \_\_\_\_\_ the supermarket and the park.  
a) under        b) among        c) between        d) off
- 7.- He was married ten years\_\_\_\_\_.  
a) before now        b) long ago        c) ago        d) now
- 8.- Maria is married \_\_\_\_\_ my friend Pierre.  
a) with        b) for        c) to        d) into

9. - I \_\_\_\_\_ to my brother's wedding next new.  
a) am go    b) will go    c) going    d) am going
10. - I \_\_\_\_\_ the soup please.  
a) want    b) have    c) am    d) am wanting
11. - You need to \_\_\_\_\_ up your mind and take a decision.  
a) do    b) get    c) put    d) make
12. - She \_\_\_\_\_ to send some e-mails after school.  
a) must    b) has    c) need    d) wants to
13. - Look at the camera Mon; I want to \_\_\_\_\_ a photo! Say cheese!  
a) have    b) make    c) do    d) take
14. - You \_\_\_\_\_ to sleep now. You have class tomorrow.  
a) have    b) want    c) are    d) do
15. - They \_\_\_\_\_ working in the homework the last week.  
a) is    b) were    c) are    d) was
16. - Would you like \_\_\_\_\_ help?  
a) a    b) some    c) is    d) me
17. - These shoes \_\_\_\_\_ of plastic.  
a) are made    b) are make    c) are making    d) made are
18. - My brother \_\_\_\_\_ the computer yesterday.  
a) connect    b) don't connect    c) be connect    d) are connecting
19. - Let's think \_\_\_\_\_ something nice.  
a) after    b) about    c) for    d) to
20. - Do dogs fly? No, they \_\_\_\_\_.  
a) won't    b) aren't    c) haven't    d) don't
21. - It is \_\_\_\_\_ story  
a) a very interesting    b) very an interesting    c) very interesting    d) interested
22. - Good \_\_\_\_\_! I hope you pass the exam.  
a) chance    b) fortune    c) luck    d) wish
23. - These \_\_\_\_\_ are beautiful.  
a) cat    b) cats    c) catses    d) cats
24. - He \_\_\_\_\_ to the park. Yesterday  
a) go    b) went    c) goes    d) does

25. - My parents \_\_\_\_ beautiful.  
a) is                    b) are                    c) am                    d) ares
26. - The party \_\_\_\_\_ be on Saturday.  
a) going                b) go                    c) will                    d) to
27. - \_\_\_\_\_ I came please.  
a) are                    b) can                    c) is                    d) am
28. - Bryan \_\_\_\_\_ my brother.  
a) are                    b) is                    c) am                    d) be
29. - Mary \_\_\_\_\_ very intelligent  
a) is                    b) has                    c) are
30. - There \_\_\_\_\_ a cyber-next to my house.  
a) is                    b) are                    c) have                    d) has

0-9 mistakes Advanced level booking  
10-19 mistakes Upper Intermediate booking  
20-29 mistakes Intermediate booking  
30-39 mistakes Pre-intermediate booking  
40-49 mistakes Elementary booking  
50 mistakes or more Beginner

**THANKS FOR YOU HELP**

**NATALIA VELEZ BUSTOS**

## 8.2 Appendix # 2

### Activities developed during the first week

#### ACTIVITIES

- Wake up; Daily routine song for kids video.



### 8.3 Appendix # 3

#### Activities developed during the second week

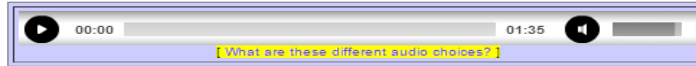


## 8.4 Appendix # 4

### Activities developed during the third week

#### 2. Listening Exercises [\[Top\]](#)

Listen to the conversation by pressing the "Play Audio" button of the audio type you want to hear, and answer the questions. Press the "Final Score" button to check your quiz.



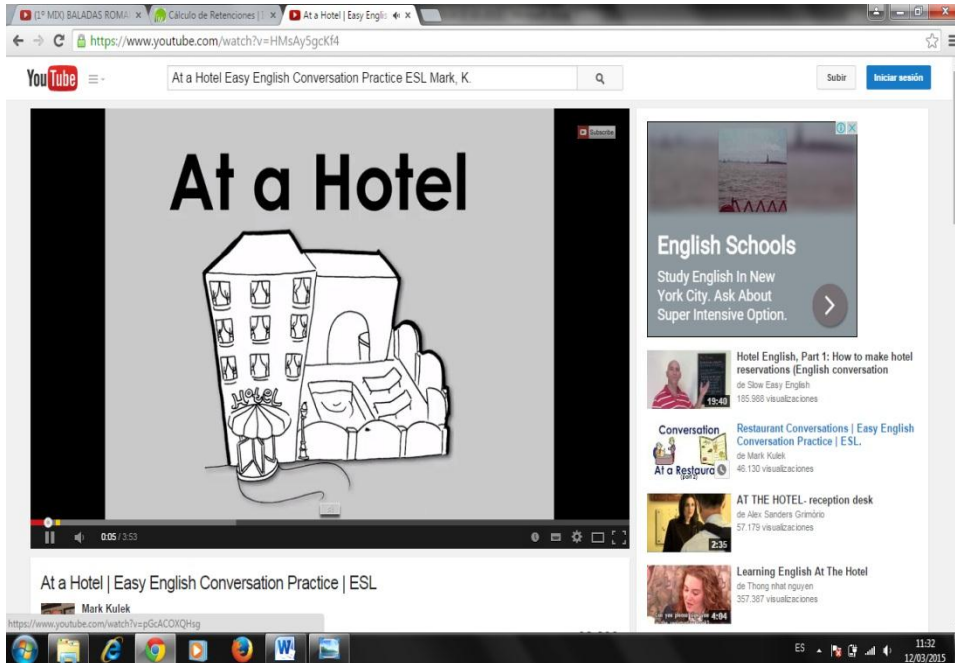
[ Other Audio Options: [Play RealMedia](#) | [Play Window Media](#) ]

1. How does Joshua go to school in Japan?
  - A. He takes a school bus every morning
  - B. He rides the subway at 8:00 AM.
  - C. He walks with a group of students.
2. Which item did Joshua NOT mention when talking about the things he takes to school?
  - A. backpack
  - B. gym clothes
  - C. school hat
3. What is one of the first things Joshua does when he arrives at school?
  - A. He practices his reading and writing.
  - B. He stands and bows to the teacher.
  - C. He puts on his gym clothes for class.
4. Where does Joshua eat lunch at school?
  - A. in his classroom
  - B. in the lunchroom
  - C. in the gymnasium
5. What time does Joshua probably get home from school most days?
  - A. between 1:00 PM and 2:00 PM
  - B. between 2:00 PM and 3:00 PM
  - C. between 3:00 PM and 4:00 PM



## 8.5 Appendix # 5

### Activities developed during the third week



The screenshot shows a YouTube video player with the title "At a Hotel | Easy English Conversation Practice | ESL" by Mark Kulek. The video content displays the text "At a Hotel" in large black font above a simple line drawing of a multi-story hotel building with a sign that says "HOTEL". The video player interface includes a progress bar at 0:05 / 3:53, a search bar, and a "Subir" button. To the right of the video player, there is a sidebar with several recommended videos, including "English Schools", "Hotel English, Part 1: How to make hotel reservations (English conversation)", "Restaurant Conversations | Easy English Conversation Practice | ESL.", "AT THE HOTEL- reception desk", and "Learning English At The Hotel". The browser's address bar shows the URL "https://www.youtube.com/watch?v=HM5Ay5gckf4".



The screenshot shows the same YouTube video player as above, but at a later point in the video. The video content now displays a cartoon character of a man with a large nose, wearing a white shirt and tie, holding a telephone receiver to his ear. The text on the screen reads "Hi! This is Joe Smith." followed by "I'm calling because I would like to book a room." The video player interface shows the progress bar at 0:23 / 3:53. The sidebar with recommended videos remains the same as in the previous screenshot. The browser's address bar and system tray are also visible.

## 8.6 Appendix # 6



### PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE ESMERALDAS

#### An English Post Test

**Objective:** This test will show the progress that students acquire after using the audiovisual materials and the traditional technique.

1. - This Test consists in 20 questions.
2. - Please Read carefully each question, review all the options.
3. - Choose the correct alternative and put a tick on it.

#### Questions:

**1. - What is the title of the audio?**

- a) Days of the week
- b) Part of the Body
- c) Daily Routine

**2. - What are the names of the speakers?**

- a) Adam and Amy
- b) Charles and Mary
- c) Randy and Aris

**3. - What time does Adam go to school?**

- a) At 6:00 o'clock
- b) At 7:00 o'clock
- c) At 10:00 o'clock

**4. - What time does he get up?**

- a) At 5:00 o'clock
- b) At 7:00 o'clock
- c) At 8:00 o'clock

**5. - What does Amy do after school?**

- a) She does her homework
- b) She plays soccer with her brother
- c) She eat dinner

**6. - What do they do at 11:00 o'clock?**

- a) They are in the school
- b) They watch TV
- c) They go to bed

**7. - What does Amy eat in the school?**

- a) She eats fruits
- b) She eats vegetable
- c) She eats yogurt

**8. - What does Adam do on Tuesday?**

- a) He goes to work
- b) He goes to the beach
- c) He goes to the school

**9. - What do they do on weekend?**

- a) They sleep all the day
- b) They do several activities
- c) They do homework

**10. - What does Amy like?**

- a) She likes play tennis
- b) She likes food
- c) She likes watch TV

**11. - He \_\_\_ his homework after school.**

- a) make
- b) does
- c) do

**12. – Every morning, I \_\_\_ up at 6:00 A.M**

- a) exit
- b) wake
- c) stand

**13. - After I wake up, I \_\_\_ my teeth.**

- a) brush
- b) nip
- c) eat

**14. - I like water, I \_\_\_ a shower before go to school.**

- a) brush
- b) take
- c) wash

**15. - After School, I \_\_\_ my lunch.**

- a) take
- b) do
- c) eat

**16. - Monday to Friday, I \_\_\_ go to the school.**

- a) always
- b) usually
- c) sometimes

**17. - These shoes \_\_\_\_\_ of plastic.**

- a) are made
- b) are make
- c) are making

**18. - I take my car and I \_\_\_\_\_ to my school.**

- a) drive
- b) move
- c) step

**19. - Adam \_\_\_\_\_ to bed early.**

- a) goes
- b) sleeps
- c) walks

**20. - Sometimes, I \_\_\_\_\_ TV with my parents in the evening.**

- a) see
- b) watch
- c) read