

**UNIVERSIDAD HISPANOAMERICANA**

**BACHELOR'S DEGREE IN ENGLISH TEACHING**

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH  
TEACHING**

**Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids  
in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago  
During the Second Quarter of 2023**

**SUSTAINER  
Olger Fallas Hidalgo.**

**Tutor  
Lic. Roy Alfaro Alfaro.**

**September ,2023**

## Table of Content

Table of figures .....	v
SWORN DECLARATION.....	vi
Dedication.....	ix
Acknowledgements.....	x
Abstract.....	xi
Resumen Ejecutivo.....	xii
CHAPTER I.....	1
RESEARCH PROBLEM.....	1
1.1 ISSUE PROBLEM.....	3
1.1.1 Background of the problem .....	3
1.1.2 Problematization.....	8
1.1.3 Justification of the problem .....	9
1.2 Formulation of the problem .....	11
1.3 Objectives .....	11
1.3.1 General Objective .....	11
1.3.2 Specific Objectives .....	12
1.4 Scope and limitations.....	12
1.4.1 Scope.....	12
1.4.2 Limitations.....	13
Chapter II.....	14
Theoretical Framework.....	14
2.1 Historical Context .....	16
2.1.1 Background of the organization or community .....	16
2.2.1English Foreign language definition.....	16
2.2 The effectiveness of teaching English using strategies when students are learning an EFL.....	16
2.2.2. Definition of strategy .....	17
2.2.3 Types of strategies as methodology .....	18
2.3- Interactive teaching as a strategy to enhance students learning process.....	19
2. 3.1 Teaching definition.....	20
2.3.2 Interactive teaching definition.....	20
2. 3.3 Types of activities to implement as a strategy.....	20

2. 3.4 Benefits to teach through interactive teaching .....	21
2.4 Fluency skills to improve student's communication.....	21
2.4.1 Speaking skills .....	22
2.4.2 Fluency definition.....	22
2.4.2.1 Fluency as a sub skill .....	23
2.4.2.2 Techniques to improve fluency skills.....	23
2.5 Visual Aids.....	24
2.5.1 Types .....	27
2.5.2 Teaching using visual aids .....	31
2.5.3 Methods to teach visual aids .....	36
2.6. Hypothesis.....	39
2.7 Operationalization of the Hypothesis.....	40
CHAPTER III.....	41
METHODOLOGICAL FRAMEWORK.....	41
3.1 Type of investigation (descriptive) .....	42
3.1.1 Purpose (Applied).....	42
3.1.2 Temporal Dimension (Transversal) .....	43
3.1.2 Macro (Mega, Macro, Micro) .....	44
3.1.3 Nature (qualitative, quantitative, and mix).....	45
3.1.4 (exploratory, descriptive, correlational, explanatory) .....	47
3.2 Subjects and Sources of Information .....	49
3.2.1 Units of analysis (objects or subjects of study).....	49
Information Sources.....	50
3.2.2 Firsthand sources .....	50
Table 2 Firsthand.....	50
3.2.3 Second hand sources .....	51
Table 3 Secondhand.....	51
3.2.4 Third hand sources.....	52
Table 4 Third hand .....	52
3.3 Sample Selection.....	52
3.3.1 The population .....	52
3.3.2 Sample.....	53
3.3.3 non-Probabilistic .....	53

3.4 Techniques and Instruments to Collect Data .....	54
3.5 Operationalization of Variables .....	56
3.5.1 Specific Objective .....	56
3.5.1.1 Independent Variable .....	56
3.5.1.2 Conceptual Definition .....	57
3.5.1.3 Instrumental Definition.....	57
3.5.2 Specific Objective .....	57
3.5.2.1 Dependent Variable .....	57
3.5.2.2 Conceptual Definition .....	57
3.5.2.3 Instrumental Definition.....	58
3.5.2.4 Operational Definition .....	58
3.5.3 Specific Objective .....	58
3.5.1.3 Independent Variable .....	58
3.5.1.3 Conceptual Definition .....	58
3.5.2.3 Instrumental Definition.....	58
3.5.2VARIABLES CHART .....	59
CHAPTER IV .....	61
ANALYSIS AND INTERPRETATION OF DATA .....	61
4.1 Analisis and Interpretation of Data. ....	62
4.1.1. Analysis of students' data.....	62
Results of the Final Oral Test .....	69
Final questionnaire.....	73
CHAPTER V .....	81
CONCLUSIONS AND RECOMMENDATION.....	81
5.1 Conclusions.....	82
5.1.1 Regarding the formulation of the problem.....	82
5.1.2 Regarding the general objective.....	82
5.1.3 Regarding the first specific objective.....	83
5.1.4 Regarding the second specific objective .....	83
5.1.5 Regarding the third specific objective .....	84
5.2. Recommendations.....	84
Chapter VI .....	86
Proposal .....	86
6.1 Proposal Name .....	87

6.1.1 Place to be developed and involved population .....	87
6.1.2 General and specific objectives.....	87
6.1.2.2 Specific objectives .....	87
6.2 Chronogram of the Activities and Responsible.....	88
6.3 Budget Necessary for Its Implementation .....	89
6.4 Content of the Proposal.....	90
References.....	93

**Table of figures**

Table 1 .....	40
Table 2 .....	51
Table 3 .....	52
Table 4 .....	52
Table 5 .....	60
Table 6 .....	88
Graphic 1 .....	63
Graphic 2 .....	64
Graphic 3 .....	65
Graphic 4 .....	65
Graphic 5 .....	66
Graphic 6 .....	67
Graphic 7 .....	68
Graphic 8 .....	69
Graphic 9 .....	70
Graphic 10 .....	71
Graphic 11 .....	72
Graphic 12 .....	73
Graphic 13 .....	74
Graphic 14 .....	75
Graphic 15 .....	76
Graphic 16 .....	77
Graphic 17 .....	78
Graphic 18 .....	79
Graphic 19 .....	79
Graphic 20 .....	80

**SWORN DECLARATION**

Yo, Olger Fallas Hidalgo, con cédula de identidad 110390942, mayor de edad, egresado de la carrera de Licenciatura Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés juro solemnemente que mi trabajo de investigación titulado: "*Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023*", es una obra original que ha respetado todo lo preceptuado por las leyes penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 18 días del mes de Setiembre del año dos mil veintitres.



Nombre: Olger Fallas Hidalgo

Cedula:110390942

### CARTA DEL TUTOR

San José, 29 de Setiembre, 2023.

Universidad Hispanoamericana  
Licenciatura en la Enseñanza del Inglés

Estimados señores:

El estudiante Olger Fallas Hidalgo, cedula de identidad número 110390942, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: "Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023." el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	<i>Description</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

**Roy Alfaro**  
**Alfaro**

Firmado  
digitalmente por  
Roy Alfaro Alfaro  
Fecha: 2023.09.29  
16:07:58 -06'00'

MSc. Roy Alfaro Alfaro  
Cedula: 2-306-905



## CARTA DEL LECTOR

San José, 18 de octubre de 2023

Universidad Hispanoamericana  
Sede Llorente  
Carrera


Estimado señor

El estudiante Olger Fallas Hidalgo Cédula de identidad 110390942 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023**", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



---

MSc. Ariel Gustavo Vargas Vindas  
Ced 204420300

## **Dedictory**

I dedicate this thesis, in a very special way to my mother Flora Hidalgo Segura, my children Hillary Fallas and Darren Fallas and all of my brothers and sisters being the pillars and great support to become a professional, for staying with me in this difficult process. I also, dedicate my thesis to my tutor Roy Alfaro Alfaro, since all of them constantly motivated me to achieve my hopes, and were there at every step of my career.

Thank you, to all of you.

## Acknowledgements

Thank you, from the deepest of my heart, to my tutor Lic. Roy Alfaro. I thank for him patience, dedication, motivation, judgment and encouragement. Since he has made the difficult easy, and it has been a great privilege to have him guidance and help during this course of the thesis. He is a tutor with a very beautiful charism, kindness and very professional.

Thanks to all the people of the Universidad Hispanoamericana for their attention and kindness in everything related to my life as a student, especially to the great staff of professors teaching with an emphasis on English.

Thanks to the teachers at Colegio Tecnico Profesional San Juan Sur, for helping me to develop the proposal to them, and specially to the teacher, Rosibel Hidalgo Valverde. I thank her for accepting me to make the proposals and the observation part of the research with his students. And finally, to the principal of the school, MSc Elizabeth Lopez Hidalgo for accepting me in her institution.

Finally, the path has not been easy so far, but thanks to your contributions, your love, your immense kindness and support, the difficulty of achieving a goal, you have made me finally achieve it. I thank you, and I present my great affection towards you, my beautiful family.

And obviously, to the teachers who helped me infinite thanks.

### **Abstract**

This research focused on improving one of the most important problems regarding, retention, grammar, speaking skill through the use of different proposals. Most of the resource's techniques are related to several general aspects. Therefore, the retention of the target language using Visual Aids not always is using in the best way which represent weaknesses during the development of English classes. For this reason, this research is intending provide an achievable and concrete solution to this problem. The current investigation was carried out at Colegio Tecnico Profesional San Juan Sur.

Through various theories that were analyzed throughout this research, it was possible to conclude that long-term memory and techniques for retention are essential components of any learning process. The application of any activity proposed was based on visual Aids, increases the levels of retention in the brain. It also activates long-term memory and develops a new vocabulary through images. This guarantees a more effective and lasting learning through English classes.

## **Resumen Ejecutivo**

Esta investigación se enfoca en uno de los problemas principales respecto a retención del lenguaje, gramática, habilidades del habla a través del uso de diferentes propuestas. Muchos de los recursos utilizados están enfocados en aspectos muy generales. Por lo tanto, la retención del lenguaje meta utilizando ayudas audio visuales no siempre es bien usado en clases por lo que parece ser un problema durante el desarrollo de las clases de inglés. Por esta razón, esta investigación intenta proveer cosas más alcanzables y concretas para solucionar este problema. La investigación actual fue llevada a cabo en el Colegio Técnico Profesional San Juan Sur.

A través de varias teorías que fueron usadas durante esta investigación fue posible concluir que hay dos aspectos importantes durante el proceso de aprendizaje como lo son el uso de la memoria y la retención. La aplicación de cualquier actividad propuesta está basada en ayudas audio visuales, incrementa los niveles de retención a nivel cerebral activando la parte del aprendizaje a nivel cerebral y desarrollando nuevo vocabulario a través de imágenes garantizando el aprendizaje duradero y efectivo

**CHAPTER I**  
**RESEARCH PROBLEM**

## **Research Problem**

It is important to understand that public schools and institutes in Costa Rica are affronting a lot of issues when teachers teach the students because they do not have enough knowledge and strategies to implement in class due to it most of the time, they have to teach in Spanish affecting the students to develop the different areas like correct use of grammar, vocabulary, pronunciation and listening. Even some of them do not have resources to use the technology that nowadays is so important to enhance and encourage them to learn the English as a second language.

Therefore, this research will focus on using visual aids, along with different techniques and games to improve the retention of the target language. Thus, for this strategy many ideas on how to implement activities using the visual aids will be sought, and students at seven graders can learn to improve the speaking skills through visual aids getting adequate vocabulary, words or phrases.

However, as an important detail, the visual aids are a very commonly used in the classrooms but sometimes without interactive teaching; however, the researcher considers that teachers sometimes do not take all the advantage out it. For that reason, this research is based on implementing it in the student's classroom to demonstrate its efficiency; and students can understand and recognize images, videos, movies and get new grammar to use when they have the opportunity to speak with someone. Moreover, learners can develop it outside the classrooms. At the same time, the teacher learns and develops this strategy in the other lessons and degrees.

## **1.1 ISSUE PROBLEM**

The main problem focusses in difficulties that seven graders present with their fluency when they interact within peers during the English lesson at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Quarter of 2022.

### **1.1.1 Background of the problem**

According to (MAMUN, 2014) It is said that due to technological advances the way of teaching has been changing, making the methods increasingly more interactive to encourage students to have more interest in studying the English as a foreign language focused on students and teachers that belong to the same university based on the use of audiovisual aids to facilitate this process. In addition, this process should be like learning the mother tongue using fewer grammatical structures and more audiovisual aids such as PowerPoint, YouTube videos, among others.

On the other hand, when teachers use this type of aid, it significantly improves learning by allowing students to learn in a way in which they feel comfortable. Thus, helping them to lower anxiety, or stress levels by doing this process flowing more naturally through the use of many of these aids that come to stimulate the desire to retain the foreign language in the best way using equipment such as projectors or different types of multimedia either with the use of the internet or not because as teachers have to adapt to the system and resources.

In addition, it is important to mention that for this research there are several instruments so that the researcher can collect the necessary information to be able to arrive at an analysis of the advantages and disadvantages of the instruments used. Class Observation Checklist, Interview Questionnaire, and DGF Questionnaire. On the other hand, the procedures used by the



researcher were to use the checklist observing classes for five days as the first point. As a second point, a previously prepared questionnaire was applied to interview three language teachers for three days; and finally, to obtain the results, it uses the last questionnaire that was applied to the 25 students, who were taking language classes with different teachers, to obtain data to properly analyze whether the desired objectives could be achieved through the use of audiovisual aids.

No less important, the ways of looking for solutions to the problem posed by the researcher are carried out through detailed observation of the classes during those five days using the checklist observation to determine the problems presented by both students and teachers during the teaching classes of English as a foreign language in this case through the use of audiovisual aids such as conversations, songs, or phonemic charts among others.

In addition, the next part proceeds to interview the language specialist teachers about their ways of seeing the class with the use of this method or personal opinions reflected in the second instrument, developed for this purpose, to find the appropriate solutions to many of the problems posed. Finally, the use of a single questionnaire to get information of the results obtained by the students throughout this process which was satisfactory for them to learn with this method to one of the conventional ones such as the use of books.

To recapitulate, it is important to mention the advantage for teachers of using audiovisual aids to capture the attention of students and their interest in learning a foreign language in the best way, as well as how important it is for teachers and students about its proper use of this method to achieve the main objective. Another important thing is that determined the use of music during classes gave students a way to get a better vocabulary with adequate retention that comes to help students to use that vocabulary obtained in the long-term, promoting a better learning process.

According to (Setyawan, 2020) it refers that the researcher directed his research toward the empowerment of audiovisual media in teaching Listening skills to grade 7 students of SMP Muhammadiyah 5 Surakarta in Academic The Year 2019/2020 to improve student's skills during the learning process by encouraging students to learn more easily through the use of audiovisual aids demonstrating how important it is not only to teach grammatical structures but rather to combine the use of both to make the classes more interactive giving students the possibility of long-term learning.

As a result, to collect the information in the best way, the researcher proceeds to use a series of previously elaborated instruments to achieve the main objective which is to obtain the greatest amount of information through instruments such as observation, interviews, questionnaires, data analysis, reduction of data making a summary, The Trustworthiness of the Data that is divided into several parts as previously mentioned, these instruments are made to obtain the greatest amount of information to bring the researcher a broad panorama being able to get a detailed analysis of why the teachers should use audiovisual aids to enhance students' understanding of EFL in the best way.

Hence, it is important to mention that during the interviews the teachers confirmed that within their classes used at least two types of audiovisual aids to improve vocabulary and language comprehension in Combination with technological pedagogy referring to the proper use of audiovisual aids. In addition, the proper use at the right time within the lessons, among other things. Even though they faced certain problems when they used certain audiovisual aids such as the projector, the researcher concludes that both teachers and students benefited from using this type of aid to achieve better long-term language retention.

Thus, the researcher concluded that audiovisual aids come to bring a benefit both for the students who receive the learning process, and for the teachers, who are in charge of teaching, allowing both to achieve continuous learning through the proper use of these aids such as the use of videos, audio, and PowerPoint among others. In addition, with these, teachers and students had the opportunity to learn more interactively making it more difficult to get bored or see fewer interesting classes which is why the researcher concluded that these audiovisual aids improve vocabulary and retention of the second language in a better way.

Finally, as recommendations, the researcher emphasizes that teachers must be previously prepared before using this type of aid, in addition to knowing how to use them. Another important recommendation is to verify the availability of technology and materials that each institution has to carry out the teaching process properly. Therefore, students must commit to the help given by the teacher and complement it with the improvement of the main skills through the use of these tools or other tools to achieve the main objective, which is to improve learning of a second language in the best way.

As (Aida, 2016) mention the main objective of the researcher is that through audiovisual aids students can improve the four main skills allowing them to have more confidence and greater interest in learning a second language more interactively. In addition, it is important to mention that the researcher carried out the research at Biskra University during the academic year 2015/2016 with a total number of 105 students, and 04 of their professors that teach grammar taken randomly from second-year English students to check how useful it is to use these aids for the improvement of a second language by teaching grammar as the main topic.

In that case, the researcher used the questionnaire as a tool during the process in two ways one to collect relevant information from the students to determine the advantages and

disadvantages of using audiovisual aids being able to analyze the information obtained in detail. On the other hand, the other instrument used was to be able to get information from one of the teachers who were in charge of teaching the classes relying on the use of these aids proving that these two instruments and the analysis of data show how important is the use of audiovisual aids in the learning process.

Not less important, it is to mention the procedures used by the researcher using questionnaires question by question analyzing each one employing graphs and determining if the results were favorable or not, or the use of other questionnaire with questions directed towards the teachers to determine the perception of the students themselves when using audiovisual aids during the teaching-learning process concluding that even though many students refer at the beginning to how difficult it is often to obtain a good level of English at the end of the procedures, it is reflected that audiovisual aids come to complement part of how to learn a second language in a better way.

According to the researcher as a main conclusion, it refers to the importance of using true information taken from the questionnaires applied to both teachers and students to determine how important it is for teachers to implement audiovisual aids in their classes, as well as for students in their learning process. learning by acquiring a foreign language in the best way with the appropriate way to pronounce, write, speak and listen helping students to improve and better understand the topics presented by the teacher during classes avoiding boredom or disappointment.

Lastly, the recommendations proposed by the researcher are directed especially to the implementation by the administration on providing classes with didactic material, giving the teachers specific courses to facilitate their use providing them with the teaching materials

through the use of audiovisual aids to promote student motivation, and create a pleasant environment that helps and improves student performance. On the other hand, the researcher recommends that students take an interest in emphasizing more on learning grammar rules and applying them developing their grammatical ability improving the level of English as a foreign language.

### **1.1.2 Problematization**

According to Neel (2017), the problem statement is one of the important parts to begin an investigation, so the researcher can consider the causes and possible solutions making complains of why is so important to carry out this investigation ultimately proves are worth investigating to find solutions. The use of the audiovisual aids in public and private institutes as mentioned before is very common, but teacher sometimes do not use this technique in the best way. Thus, producing in the students lack of interest in learn foreign language creating in them boredom environment. This is the reason why this investigation is important to provide that through the use You Tube videos students going to have a better retention of language remembering images, audios or another audiovisual aids.

Consequently, one of the most worrying situations today is that many students do not reach an adequate level to be able to engage in a fluid conversation during their years in primary, or secondary education, often because teachers do not achieve the main objective which is to teach so that it lasts over time so that students can hold a conversation in the best way.

Not less important, when teachers want to teach grammatical structures sometimes, they believe that by using a lot of grammar books students are going to get the meaning without using images, or other tools that come to reinforce the process of learning a new language which means that a high percentage of them have these ideas.

Thus, it is important to mention that many times student's despite being able to listen very well and read the oral part come up with a problem that has to be improved through strategies such as innovation with new techniques, or improving existing ones to allow them to students overcome that fear or lack of tools to function in the best way.

### **1.1.3 Justification of the problem**

Many times, due to different reasons teachers choose to use boring books to teach grammar, instead of using more engaging techniques to improve their learning of a new language in the best way. Regards that students need to complement the vocabulary and grammatical structures with things that make them have an idea when teachers are talking about actions imagining or creating images inside their brain making the process easier getting a new language. At the end of the day, the most important thing is to improve the student's speaking skills building a solid knowledge that lasts through the years giving them the opportunity to accumulate lasting information inside their brain in form of images or actions keeping this information for the rest of their life.

In addition, to get the main goals teachers have an option to implement several visual aids that come to help the students to improve their vocabulary. Besides, allowing them to be able to establish an adequate conversation using the vocabulary previously getting through the use of videos, educative games, images, and flashcards among others.

The general objective of this research is to improve the speaking skills in seven graders students at Colegio Tecnico Profesional San Juan Sur through the use of several visual Aids as educative games, PowerPoint, and images among others. The main objective for this investigation provides through this strategy how students get a better retention of the foreign language. As a result, demonstrating through the observations that sometimes teachers prefer

to use grammatical books following a series of rules that do not have enough videos or visual aids to create in the student's brain an idea why these strategies come to help giving them the possibility to imagine why action is happening. In addition, this investigation helps students to improve their vocabulary and retention in an easy way because for the majority of the students are more difficult to learn grammatical book instead of use images, video, virtual, or physical games to support their grammatical structures having a better acquisition of the target language through the use of different resources to improve the retention skill.

Besides, during the investigation throughout the lesson providing that absolutely student need to complement their process easier with the different tools that are going to use. The use of visual aids in public and private institutes will teach that students have good tools to help the learning process naturally when practicing among themselves in virtually or presential form. Therefore, this strategy will help student to have good grammar and vocabulary allowing them to become a good learner and bringing them the empowerment tool to practice the second language in private and public institutes being a natural process in which you learn as your mother tongue to get acquaintanceship through no verbal linguistic as native American speaker does.

Moreover , it is important to say that with this investigation not just Colegio Tecnico Profesional San Juan Sur will have a possibility to base these lessons, using all the strategies that will help students from different grades, and levels and institutions for public institutions as well as for private institutions, giving the teachers with previous materials based in solid research proving that when teachers will use them in class students are going to have the possibility to get the knowledge through the use of the visual aids in an easy way. Equally important, to come to prove that this research is effective to apply teacher need to follow

some important steps as the use of tools to make a first diagnostic through observations in classes about what is the main issues to find the possible corrections analyzing what could be the possible tools to implement to get the best results that teacher expects to see throughout the process of learning- teaching.

In addition, through the investigation teacher has to apply a lot of different tools as YouTube videos, images, virtual games among others that are going to improve and develop the investigation according to the implementations of lessons plans making after previous observations of what the students need to improve their English and also the different tools as in the first, in the second and the final part make reassure that the investigations will help them to remember, create and apply things that they learn through the use of audiovisual aids. In a conclusion, this research is going to enroll students that have different grades, ages, special needs because applying this technique, and the diagnostic test will demonstrate that students no matter their conditions, they will be able to learn encouraging them to activate their brain, making them apply prior knowledge.

## **1.2 Formulation of the problem**

What is the effectiveness of using Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Seven Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Quarter of 2022?

## **1.3 Objectives**

### **1.3.1 General Objective**

- a) To determine the effectiveness of using Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Seven Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Quarter of 2022.



### **1.3.2 Specific Objectives**

- a) To identify possible problems with Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in eight graders at Colegio Tecnico Profesional San Juan Sur in Cartago during the second quarter of 2023.
- b) To implement the use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in eight graders at Colegio Tecnico Profesional San Juan Sur in Cartago during the second quarter of 2023.
- c) To determine the correct use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in eight graders at Colegio Tecnico Profesional San Juan Sur in Cartago during the second quarter of 2023.

## **1.4 Scope and limitations**

### **1.4.1 Scope**

Students at Colegio Tecnico Profesional San Juan Sur are the participants in this research because of the issues in retention skills, for they also have difficult to improve the speaking skills, so the researcher uses other techniques in classroom that requires to improve their English. The objective of this investigation focuses on a different teaching from the normal teaching that educators implement every day in public schools.

In addition, this research carried out on how teaching implement the good retention and grammar. As a consequence, students and teachers can learn through images, videos, games using different tools such as today's technology is giving to teacher's option to use which is very advanced and professors could take advantage by applying a wide range of resources. The main purpose is that students have the option to get enough knowledge through traditional techniques, but in different way.

For instance, this strategy called visual aids is a strategy in which students concentrated learning process in the topics that they will be able to implement every day, through images, virtual games, power point, or videos. Likewise, for students that want to become teachers are an excellent option, because they get to know a lot with this technique and have fun during classes.

Thus, this strategy can implement images, videos, virtual platforms with specific information how to enhance speaking skills, with materials such as games or other resources at the same time using the technology to get advantage on it. This strategy is use to evaluate the results of visual aids in seven grade students, also to demonstrate how it is easier for the student to apply the information and understand faster, see how they can achieve a good retention, learning grammar structures to use in the near future to improve their English as a foreign language.

#### **1.4.2 Limitations**

The problem that the researcher can affront could be the internet connections that sometimes does not work in the best way in rural areas. Another important element that ca be affect could be the devices that the school have as projectors or another source to carry out the investigation.

# **Chapter II**

## **Theoretical Framework**

## **Theoretical Framework**

According to the investigation about the different techniques and materials used during the process of teaching and learning; teachers have an option to implement an infinity list of material to enhance the students to get the best advantages giving them the option to learn in an easy way that is the reason why this investigation takes place in materials that professors have an opportunity to teach through interactive teaching in combination of visual aids

In addition, it is a useful tool that are going to revolutionizing fast, making for teacher easier to use more and more tools to encourage the students to learn a new language through the usage the continuing interaction using tools as games, activities among other. Another important material is videos that is an interactive tool in formats and color with an infinity of options giving the teachers-students a wide range of materials to use, on the other hand, handouts, or PowerPoint comes to make the teacher guide during the class easier to follow slides step by step giving them the option to feel more comfortable throughout the lessons.

Finally, virtual games and activities are coming to improve a wonderful form to get the best advantages from the students using interactive platforms with the infinity of tools, getting the knowledge in a fun way. Besides, other important themes that the reader is going to find are the grammar through the use of interactive teaching with the usage of a lot of strategies that belong or are an important part of the visual aids as communicative approach or task-based approach all the information come to prove why the continuing interactive in combinations with visual aids are an important part of the learning-teaching process that teachers have to implement in their class.

## **2.1 Historical Context**

### **2.1.1 Background of the organization or community**

According to Mahroo (2020) the literature review is a phrase composed of two words, literature that means pieces or work in writing form that is valued using to complement, and investigate a specific topic. While review means comparative, or analysis of the information was created in the past. Another important definition is that literature review is the collection of documents that have a lot of information about a specific topic, giving information, data, or ideas in written form, making the reader have a critical engagement for relevant information. Finally, it is a book that was previously created for some else that gives information about future studies.

### **2.2.1 English Foreign language definition.**

According to (Nordquist, 2020) “English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language”. Besides, it is important to mention that there are three concentric stages are depending on the place where English can be used to categorize by a map. Native English speakers are inner, outer another important is the English-speaking countries that have historically adopted English as a second language and finally countries in which English has been used some ways but is not widely spoken are in the expanding circle. (par. 1-2)

## **2.2 The effectiveness of teaching English using strategies when students are learning an EFL**

When teachers want to teach an EFL language they have to take into consider that:

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. The study of another language allows the individual to communicate effectively and creatively and to participate in real-life

situations through the language of the authentic culture itself. Learning another language provides access to a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. (Aleidine J. Moeller, 2015, p 2)

As (Aleidine J. Moeller, 2015) mentions "Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language" because they thought when people want to learn was through repetition methods as in the 1950s, called the audio-lingual approach. On the other hand, the new method suggests more getting the complete meaning instead of memorizing to have a better process of learning- teaching. (p.2)

In addition, according to the document, there are nine different approaches when teachers have to teach students allowing them to get the best results through different methods such as psychological, or language cognition associating the native language system to approximate the target language system more closely allowed the students to get the vocabulary and knowledge in the best way. (p.3)

### **2.2.2. Definition of strategy**

According to Tanjung (2018) states that:

Learning strategies for the four skills in English who focused on students' learning strategies and teachers' characteristics. Considering many earlier researches focus on students' learning strategies and gender, it is found that there has been no research which emphasizes on the relation between LLS and age. Therefore, this research examines those

two variables -students' LLS and age-, how they are related each other in LLS preferences has been defined by many theorists. (p.2)

The strategies are essentially to be implemented in students to get the main goals allowing the teacher to enhance students to improve the main skills in the best way as the author mention:

Learning strategies is very important for students. It can improve their autonomy as learners. Moreover, it benefits university students because the generation, who will lead the future of one nation, they have to be independent not only in obtaining information but also in managing information they've got (Tanjung,2018, p.15)

### **2.2.3 Types of strategies as methodology**

There are a lot of strategies that teachers have the option to implement in the classroom to get the best result when they want to encourage the students to improve the main skills most of the time in this research that goes to improve fluency skills as said Bakhodirovna (2022).

The process of English communication learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students 'applied English communication can be effectively cultivated, meaning that students 'communicative competence will be further developed. (p.3)

Hence, when teachers use methods such as Communicative language teaching (CLT) focus on the communication process language based on the concept of communicative competence emphasizing real meaningful communication. Besides, there are three steps that involve the use of (CLT) as real communication, various activities, and language meaningful to

improve the learners- teaching processes in vocabulary and fluency skills. (Bakhodirovna ,2022, p.4)

Not less importantly, when students want to learn in the fastest way, they have the option to use web-based learning to improve the main skills of Speaking, Reading, and Writing and are made interactive in teaching lessons. As the author mentions "The blogs enable uploading and linking the files which is very much suited to serve as on-line personal journals for students. Blogging becomes communicative and interactive" allowing the students get enough vocabulary to improve the fluency skill when they want to start a conversation or practice oral skills. (p.4)

### **2.3- Interactive teaching as a strategy to enhance students learning process.**

Interactive teaching allows the professor to use several strategies in combinations of different sources making the classroom a participative way of trying to encourage the students to start conversations, answers, or make question in continuing active lesson as Qambarova (2022) mention;

The purpose of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher acts as an assistant. In the course of interactive communication, students learn to think, solve problems, make decisions and participate in discussions. Modern pedagogy has many interactive methods. (p.3)

In addition, professors have an infinity of technological sources to implement in the interactive classes improving fluency skills through activities using visual aids to reinforce the teaching-learning – process as the author mention “The use of innovative teaching aids brings changes in the organizational structure of the educational process:



the requirements for the methods and forms of organizing the teaching of foreign languages are changing - active and of working interactive” (p.6)

### **2. 3.1 Teaching definition**

As Greenwalt (2016) mention students are getting their knowledge through the experiences because teaching is the ability to manage students in different areas such as to assist learners in maximizing, directing, and organizing those areas to get advantages developing experiences. Also, he thinks that education is in continuous growth, and nobody becomes educated without prior knowledge, giving children the same learning opportunities as adults. (pp.1)

### **2.3.2 Interactive teaching definition**

Interactive teaching is the kind of way to teach as a facilitator encourages learners to participate using questions to stimulate discussion, emphasizing the value of answers and allowing the participants to engage the pupils in their learning process. Also, it is organized to meet objective and builds on existing skills for a range of learning styles the process of teaching retains the attention of the students throughout the lessons. (Senthamarai, 2018,p.1)

### **2. 3.3 Types of activities to implement as a strategy**

According to Senthamarai (2018), professors have the option to use a range of activities to improve main skills getting successful outcomes allowing the students to maintain an adequate conversation when they want to communicate something to someone using the correct structures as finding out strategies helps students identify gaps being able to use the information gathered to generate and communicate ideas and record responses.

Not less important, as the author said "Sorting-out strategies encourage students to sort, analyze, organize, review, compare and contrast information to further develop and consolidate their knowledge, understanding, skills, attitudes, and values "clarifying ideas to ensure the students to get the best understanding of the lessons getting a sort of knowledge being able to do a better communication in oral expressions making them confident. (p.1)

Finally, dependent on the kind of strategies that the professor decides to use is going to encourage the students to discuss the topics identify the keywords, and consider changes in their understanding, improving the main skills attitudes, and values as the author mention “Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways.” (p.1)

### **2.3.4 Benefits to teach through interactive teaching**

Interactive classes contain several important aspects that coming to bring a lot of benefits to the students as they have the option to work in groups or a pair. Besides, it is important to mention that through the process students are involved in spontaneous and authentic conversations allowing them to participate for a purpose, and audiences but not for artificial ones and finally they will be able to affront the real world outside the classroom being confident and capable to establish accurate sentences. (yothiMasuram, 2020,p.4)

### **2.4 Fluency skills to improve student’s communication.**

As yothi Masuram (2020) said the ability to have a better communication is show through the research at the end of the study demonstrating that students got enough vocabulary and confident to develop and improve the fluency skills as he mentions:

The results of the study show significant changes in the improvement of the students' oral fluency. They indicate that tasks used in the treatment aroused students' enthusiasm in the speaking classes and increased oral communication in the classroom, which was the aim of the treatment. This study shows that it is worth experimenting further with task-based instruction in classrooms and exploiting the role of tasks in motivating the learners in the classroom language learning process. It is quite evident that from the results that there is a need to incorporate tasks and activities in teachers' training programs and in the development of teaching material. (p.8)

#### **2.4.1 Speaking skills**

According to (Travis, 2018) speaking could be verbal or non-verbal, so this skill takes place in three different ways in a two-way process, intentional or unintentional, and when the original intention does not match. Besides, communication is the ability to interact with other people, improving our life in different ways, getting the best outcomes when teachers have the good ability to persuade the students to learn a second language. Despite speaking takes place through the message, channel, and receiver in this opportunity our main goal is to teach through different tools related to visual aids. (pp.2-4)

#### **2.4.2 Fluency definition**

Fluency skills are part of the speaking skill that is the way how students can have better communication when they want to establish a conversation in a foreign language being able to express a clear message as the author mentions:

Generally, there are two areas in which the fluency research is being conducted. One of them deals with the notion of oral fluency in extemporaneous (spontaneous) production and the other deals with fluency in reading, where we can further distinguish silent

reading fluency and oral reading fluency. In this thesis, the primary focus will be on the area of study that deals with the oral reading fluency. (Vlčková, 2021, p.15)

#### **2.4.2.1 Fluency as a sub skill**

According to the author, it is said that fluency skills have various stages:

- The first one is the ability to speak long utterances without undue pauses and hesitations. The second type is the ability to produce semantically dense sentences without extensive use of discourse fillers (such as you know, the thing is that, etc.). The third type is the capacity of a speaker to use appropriate forms of expression in various social contexts, which is something not mentioned in another research. The last type of fluency is the ability of a speaker to “use the language creatively and imaginatively by expressing ideas in new ways,” in other words, it is the ability to make puns and metaphors in natively like fashion (Fillmore 1979, cited in Vlčková, 2021).

#### **2.4.2.2 Techniques to improve fluency skills.**

According to (Mangal, 2019) students could have a lot of multiple intelligences that means is different forms to get the previous knowledge easily more than other students, but specifically the visual/spacial where students have an option to get the information through images, videos, presentations, or educative games that also include the capacity to develop other skills like reading, writing with a good sense of direction using all the tools that come to de visual aids making the students get the meaning easier. (p.188)

Besides, other multiple intelligences that are important to mention are verbal/linguistic which is the capacity to learn through auditory tools that are in close relationship with the visual

spatial because teacher sometimes uses a tool like videos that contain audio, allowing the students to get the meaning easier. Finally, the interpersonal and intrapersonal that is the capacity to work in groups or not. (p.189)

There are four main skills: reading, writing, speaking, and listening each of them follows by a serial of sub-skills. In this case, the research is going to be based on all of them because they together with the visual aids going to take part in the goals to get during the investigation providing accurate information about how to use them in the best way in conjunction with the audiovisual aids. In the next part, they can get more information about them.

## **2.5 Visual Aids**

According to Beqiri (2021), visual aids are materials creating to reinforce in a visual manner, such as images, PowerPoints, video clips. virtual games among others. Besides, they are used to transmit information to someone. There are a lot of different types depending on the purpose could be for summarize important information, avoid using a lot of words, clarify and show examples, take the attention of the audience, emphasize what you're saying, make a point memorable, maintain the audience interest or just make something easier for the audience to understand. (par.2)

According to Anderson (2020), it is said that despite the visual aids are one of the most antique materials, they continuing as tools in the present day, but one of the most important things is when teachers understand the relationship between visual materials and the teaching-learning process that through the history specifically after war world II having, more evolution became more widespread in education in all levels.

Besides, nowadays students live in a technological world with the use of visual aids coming to reinforce the process of learning for a long period using tools like PowerPoint that is a wonder material to introduce a topic giving the students the opportunity to get the new knowledge remembering all the images and concepts used through the presentation as the author mention “visual aids are sensitive tools used in teaching as avenues for learning”.  
(Anderson,2020, p. 19)

In addition, in the case of audio-visual aids knowns as training sources that mainly use hearing or sight materials, recordings, or photographs among others that not depends on reading or explanation to convey meaning because did they not depend on verbal symbols making references to them as hardware or components presenting an important content working as a source of information making the learning process permanent. (Pp 27)

In other words, when teacher stressed the use of audiovisual tools, they provide more approach to new topics because they provided concrete materials stimulating the students interesting. According to the author investigation when teachers use these tools 40% of the process of learning is through visual materials, 25% auditory, 17% on tactile, 15% organic sensation and 3% taste smell that is one of the main reasons why implements these tools in education, it is a must to get the best advantages in the process. (pp28)

According to Sharma (2016), it is said that scientifically the process of learning is taking place in a specific part of the brain where the memory act as a filter getting the information in chunks that are the reason why visual aids coming to enhance the teachers' tools and the student's comprehension on the other hand visual are presenting through images or objects that coming to stimulate and reinforce the learning- process. (p. 292)

Moreover, the author stated that when teachers use audio-visual aids, they make the presentations interesting, credible, persuasive, and professional making follows the ideas easier to understand. the study has proved that 90% of all human's perception is through the usage of the visual aids maintain interesting helping at the beginning stages promoting the student's participation using in all levels of education producing an interactive process. (p.293)

Besides, the visual aids have a lot of advantages as Joey Papa suggest some of them are memory retentions giving the students the opportunity to keep the information three days after the meeting making solidify the information another important point is organizing communication giving the teachers and students the option to remember important aspects made in the presentation also it is important to improve the attention span that is the ability of retention and listen effectively preparing the brain to receive information in the best way.(p.294)

As Oglee (2019) mention, the visual aids are the flip of textual books when students have an option to use them, they have the opportunity to analyze, evaluate or interpret because they include important parts. The first part is the two- dimensional visual and graphic resource, and the second is the three dimensional that means learning aids are different but with a similar purpose as the author mention "using visuals as learning aids represent the flip side of teaching and learning". (p.86)

Thus, the author mention "flowcharts are familiar visual learning in school classrooms" Visual aids like the matrix, or the flow chart mentioning that the flow chart are commons in classrooms but depending on the interpretation that the students and teacher give them which mean that are flow chart in different shapes and context with a variety of meaning some of them

are the diamond, rectangle or circle among others creating meaning between them or illuminating the process with this kind of visual tool. (pp.91-92)

At the end of the day, the authors mention that when a teacher wants to create a tool with visual aids they have an infinity of types to use as tables, flowchart focusing in the most commons at the classrooms with different forms of color to activate the primary knowledge giving the opportunity to the students what they are learning in the deep level. It does not matter what type of visual learning the students want to use moreover depending on what the students understand or how they want to work helping them to develop ideas and organize their thoughts. (p.100)

### **2.5.1 Types**

As Mammadova (2019) mention teachers have the responsibility not just to act. Thus, they have to make a reassurance that the process of teaching-learning is taken place in the best way because students think that learn grammar sometimes could be boring, but as teachers know that learning process without grammar is almost impossible that is the reason why the author wants to give the option to the students to get the best knowledge with a lot of different tools that in combination with visual aids come to help them to learn in another way. (p.1)

However, through the years English becomes an important requirement when students want to find a job because this is part of the resume. Due to it, students have to be able to develop the main skills, but it is not the same for all of them because English is not a requirement to get a career at the university despite the textbooks and other tools going to evolution in the cd or virtual forms to give the students easy ways to get the main skills as the author mention “the



beginning of the 21<sup>st</sup> century, as a response to a new way of contemporary language teaching one orientated towards communicative approaches". (Mammadova,2019, p.2)

As Mammadova (2019) said, visual aids are all the visible tools that teachers have an option to use to teach grammar, speaking, writing, or listening being these tools emphasized by the author as photos, images, flashcards among others allowing the students to learn meaning fluently and accurately. Also, it is going to be easier for adults and kids to get the best advantages from pictures or another tools in conjunction with the grammar structures. (pp,51-52)

In addition, other tools that are coming to improve the student's learning process is the smartboard where students and teachers have an option to do things like use images with grammar, complete activities, underline important information, or share information through tools like Prezi or canvas, making the students get the best advantages learning with visual aids. Another important tool is the projector where teachers have an option to share images, photos among others that come to develop the student's forms to learn. (p.53)

Moreover, furthermore of the projectors or other tools. It is important to know that the internet is coming to improve greatly the forms to share images, photos, or even information because in combination internet and apps giving the teachers or students an option to share information without any restriction as you can see on Facebook or another social media coinciding that the internet and apps are necessary for better language learning because they are cheaper and easy to download images, pictures, or even textbooks (p.54)

According to Bachaer (2020) it is said that when teachers have an option to teach through different tools in special video teaching that is powerful tool:

Due to its tremendous potential for teacher learning the analysis of teaching via video records has been in existence for many years, and the accessibility and portability of digital video has made it ever easier for teachers to utilize. However, greater facility and access have not always led to thoughtful, descriptive review of instruction, as the process of video analysis must be carefully scaffolded. Coaches, supervisors, mentors, teacher leaders, coaches, editors, and facilitators of professional learning communities recognize how powerful sharing video clips of teaching can be, yet quickly come to the realization that a foundation first needs to be laid for teachers to gain the most from the experience. Often, facilitators are unsure about how to create such structures and seek protocols that will guide them in leading teacher learning with video. (p.5)

Hence, video teaching has been introduced to allow the teachers to take a look at how they teach and learn, giving the teachers an option to manage different tasks, making corrections according to the observation, and analysis through the video used as a kind of tool of visual aids. And also through these tools, teachers can observe what kind of method, or the approaches that different teachers used during the process of teaching-learning, or even themselves have an option to analyze if the method that they are using is according to the students that they are teaching. (p.7)

As the author mentioned, there are so many approaches when teachers decide to use video as a tool to teach or learn. Important points found in the investigation is the group discussion called video learning community because with this point teachers are going to use these records as practice, or just to find new methodologies. Other point structures viewing guides where generally professors use this technique by themselves when they are teaching students, correcting possible mistakes during the usage of the video, and finally the observation

rubric that is going to provide a form to evaluate, or rate teacher by themselves or to evaluate other teachers. (Bachaer,2020, p.10)

As Panconesi (2017), when students are getting involves in the different virtual games, they have an option to get in touch with people in other countries that could be people from countries where students are getting a second language, allowing them to get more knowledge from people that are a native speaker. In other words, while students are playing virtual educative games, they are interactive with cultures that come to help and improve the process of learning the L2 in the best way. (p.137)

Furthermore, according to Zhan (2019) it is said when students use virtual educative or simple virtual games, they feel more comfortable with the idea to learn English, or another second language in a fun way because according to the investigation, students in countries like Iranian that were intermediate or in Saudi school, showing that when they have an option to get in touch with English culture, they were being able to learn more than students that not have the option to do it. The research was carried out through pre-test and post-tests. (p.118)

Crane (2017) mentioned that “visuals can include interactive whiteboards a flip chart overhead projector slides, video PowerPoint and handouts here are many types of media available to make you visuals pleasing while keeping the way that people prefer”. visual aids are an important part of the process of learning because they make the interesting of the audience, allowed to the audience to learn in a fun way because sometimes students prefer to learn a new vocabulary or grammar with the use of demonstrations, making the students get more motivation in learning a second language. (p.90)

Besides, that there are a lot of instruments to encourage the student's handouts is a wonderful tool to make your students go straight to the main point, most of the time when the handouts were created by a PowerPoint presentation, placing the image on the right side with space in the left side, allowing the students to write their important comments, or notes taking during the lessons or after that, making easier for them to study or remember information. (p.91)

### **2.5.2 Teaching using visual aids**

According to Hidri (2019) “the induction of CLT into world education has, therefore, given birth to an accurate appraisal of instructional materials”. Besides, the implementations of the visual aids are important tools in the Tunisia education system because according to the research, they have to be an essential part of the planning to get the best results in a process of learning- teaching, encouraging the students to have more interactive lessons through different methods as the communicative approach, silent way among other, improving the EFL using the CLT to accurate appraisal of instructional materials. (p.687)

Not less important, the author mentions the importance to use original materials during the implementation of visual aids:

This conception of the crucial notion of genuineness adduces the reflections on the advantages of using authentic materials in the classroom to teach English for non-natives. To abate the pride of the Theoretical works bound by the abhorred Thralldom of drills and inculcation, this study advocates the usefulness of audio-visuals in the teaching of EFL. In an attempt to abstain from the mere abject submission to traditional views about language learning, this research provides an abundant opportunity to unveil perceptions and implications of audio-visual materials in Tunisian context. (Hidri,2019, p.688)

Thus, the main purpose of the audiovisual aids is to clarify abstracts concepts because the concepts of this are all the things like images, devices, or objects that have an option to improve or make it easier to get the meaning. According to the Canning' survey when students have an option to learn through videos or another interactive tool, they are getting involves in critical thinking, making the students more active in the process of EFL. (p.688)

As Hidri (2019) said “the use of visuals overall promotes critical thinking. Students are provided with opportunities to ponder over the learning of language instead of being mere recipients of knowledge”. Besides, the investigation divided the visual aids into two categories which are dividing into sub-categories in the first group are the materials as projectors, videos, virtual games, PowerPoint, or audio aids as radio, the television receiving this name because of the interactive tools and the second one is non- projection category integrated by images, maps, graphic chart, photos, pictures, cartoons, comics among others. (p.688)

In addition, the main reason why the author pretends to implements aids adjusting the environment of the class to develop the way to think, making them critical, helping them to forget the long list of vocabulary, giving way to a new form to learn interactively, and in a fun way encourage the students to feel comfortable during the process of getting an EFL. Despite, in Tunisia exist previous studies about the implementation of visual aids in class, but this research is coming to complement why the education system in that country and around the world has to implement these tools to improve the EFL in students. (p.689)

In consequence, exposing the learners to a real language is the best options to allow them to develop the EFL like a native speaker heading toward communicative competence, taking place the investigation in a low level of proficiency a little neglected in the past giving the option

to overthink it is necessary to implement these materials in a didactic plan that is the main reason why this study is taking place about the materials utilized inside the classroom and the reaction of the students during the implementation of the visual aids.(p.690)

As a result, the researcher carries out this investigation through different tools as a questionnaire or interview-getting positive results:

The four interviewees acknowledged that authentic materials were an important input for improving student's skills, exposing them to real foreign culture, and facilitating the abstract concepts of the acquired language. Additionally, the teachers demonstrated that the sundry of instructional materials implemented in the EFL lessons can enrich the course if accurately selected. (Hidri,2019, p.695)

Equally important, the answers of the teachers during the interview were relevancy, interest, realism, motivation, usefulness, and accuracy, and more constructive to students in their process of learning the language. All of the teachers were involved in multifarious learning activities in the classroom to grab the attention of the students and to ensure an effective instruction of English coinciding that the usage of the visual aids coming to demonstrate that students that learn through visual aids have more opportunity to develop the EFL in the best way. (p.695)

Hence proved, that students that have an option to learn through these materials feel more comfortable, sharing information, participating, making activities using videos, images or even completing activities hearing different songs, giving the students abstract grammar with the usage of this technique. In summary, the positive perception of audio-visual resources and the diverse issues that emerged in this study pave the way because they were complete engaged with

the activities participating, creating, filling the blanks making the classroom a magical world to enjoy and learn. (p.697)

As Arihant Experts (2020) mention in the world social media and media are taken an important part in formal and informal education in different situations because speaking in television and radio broadcasts in association with the audio-visual aids can help education under the following situations either for regular students in formal education, or the general public to provide the information through public broadcasting services like TV and Educational Radio. Education is an important part of a society that can influence the social and economic sectors of the country, turning the population into human capital, providing knowledge, attitude, and skills. (p.230)

Besides, it is important to mention that the education condition of India is deficient due to the vast population. It is not possible to cover all the people with adequate education, literacy, or skill-based in regular institutions, or even the number of those who genuinely need education, and are interested to have it is enormously large. Thus, it is difficult to provide education for all the country that is the reason why the role of Audio-Visual Aids and social mass in teaching is going to take an important part to motivate the teachers behind using audio-visual aids as main tools to enhance teaching methods and improve student's comprehension. (p.230)

Equally important, the teaching profession has a lot of opportunities to enrich the academic process to learn of students. Despite, some concepts and educational objectives are easy to understand for the students, others require thinking creatively to emphasize the importance to get the goals that are the reason why using audio-visual aids in teaching is one way to enhance lesson plans and give students additional ways to process the information easier. (p.230)

In consequence, as Arihant Experts (2020) mention “Today's technology offers many choices to an informed educator who wishes to capitalize on a new generation's curiosity for multimedia presentations. Each of these mediums has its specific importance for the concerned learners”. When teachers have to teach inside the classroom, they are going to find different audio-visual students, so they have to implement the technology that offers many choices to capitalize on a new generation's curiosity for multimedia presentations as videos, virtual games among others. Also, each of these mediums has its specific importance for the concerned learners that it is going to explain in the next part. (p.230)

The first category is the auditory learners have the capacity to get take place of the learning process through spoken words rather than the written one as the author mention they have a predilection for a taped record of lectures, audio-digital books, music with lyrics, or movies with subtitles come to help the auditory learners because they pick up the meaning or the information easier on speech nuance. Another helpful tool for students with hearing disabilities is when professors use microphones while lecturing. (p.230)

The second category is the visual learners that have the facility or capacity to understand meaning through tools like graphic portrayals such as virtual or physical charts, images, photos, videos, and diagrams. PowerPoint presentations and slide projectors have also given way in the modern classroom, but the goal is the same because when professors accompany their lessons with visual tools, giving the students the best learning potentials especially in the world that people live submerged today with the usage of the technology. (Arihant Experts ,2020, p.230)

Finally, but not less important. Arihant Experts (2020) said that students with special needs are essential for these kinds of students presenting the information in several formats



because they can understand a concept or process any information in different ways making actions as playing a book on tape while at the same time is reading together is a good way to reinforce the abstract concepts. Also, audio-visual technology is taking an important role in the modern classroom teaching process, but using technology to teach them helps to assist in explaining the subjects giving the students with special needs to get the meaning in the best way. (p.231)

However, there are different types of learners that teachers have to take into account when they want to add audio/visual aids in their teaching techniques always checking their lesson plans to find ways to implement different teaching styles, allowing them to assess each student's overall understanding of the desired learning objectives, providing audio-visual concepts in different subjects matter to encourage the students to get easier the concepts like fractions and proportions in the case of math ,or other subjects like English.(p.231)

Therefore, using Audio-Visual Aids brings a lot of benefits in the process of teaching-learning. Here, are some of the many benefits. First, they help an audience use their capacity and to stimulate their thinking. Also, the important key increasing the student's interest in a subject more interactive than written matters, becoming the audience more engaged to learning. Besides, in this digital age, audio-visual aids enhance the student's process helping to emphasize a point, and the presenters can teach a topic effectively to a wide number of people without having them buy expensive implements. (p.231)

### **2.5.3 Methods to teach visual aids**

According to Harmer (2016) the word method comes from the different material that teachers have to prepare before, during, and after each class that involves the role of teacher-

learners through the activities, techniques implementing them to encourage the pupils to make real the application of the approach. On the other hand, the word approach comes from how people acquire their knowledge and how language is constituted. (p.93)

In addition, according to Harmer (2016) “a procedure is an ordered sequence of techniques. For example, a popular dictation procedure starts when students are put in small groups”. In addition, a procedure comes from the steps that teachers have to follow, using a specific technique, or even when they have to give instructions to the pupils about a specific activity, and the technique is used to describe a procedure to guide teachers practice because some methods start as procedures or techniques. (p.93)

The process to acquire a new language is changing constantly due to different techniques or methods Brown (2016) through the years there were a lot of different methods evolving little by little improving the forms to teach, but in 1980 come the new method simulating the real-life inside the classroom, probing the nature of social, cultural, and pragmatic features of the language, allowing the students to learn with a solid base that is called communicative language teaching (CLT), trying to get our learners to develop linguistic fluency, and equipping them with tools for generating conversations unrehearsed making inherently. (p.57)

Besides, the main reason is that students through the process that there is a possibility of acquiring natural language as the author said:

As cognitive and constructivist research on both first and second language acquisition gathered momentum, second language researchers and foreign language teachers began to recognize the mistakes in drawing direct global analogies between first and second language acquisition. By the 1970s and 1980s, criticism of earlier direct analogies

between first and second language acquisition had reached full steam. (Brown,2016, p.57)

Equally important, as Brown (2016) mention there are a lot of characteristics that form part of the CLT lesson's goals are focused on grammatical, discourse, sociolinguistic of the communicative strategy focused on pragmatic because techniques are designed to engage learners in the use of language for meaningful purposes giving the students fluency and accuracy, but fluency may have to take more importance than accuracy to keep learners constantly engaged in language using language, productively and receptively, in unrehearsed contexts outside the classroom.(p.58)

Moreover, classrooms are going to equip students with the skills necessary for communication inside and outside the class, giving the students the opportunities to focus on their learning process and develop the appropriate strategies for autonomous learning. On the other hand, the teacher's role is a facilitator and guide not giving all the information because the pupils have to construct meaning through genuine linguistic interaction with others. (p.58)

In consequence, fluency should never be encouraged at the expense more than in communicative classrooms: students are encouraged to deal with unrehearsed situations and, finally, the teacher's facilitative role in CLT is the product of two decades or more of slowly recognizing the importance of learner initiative in the classroom that makes it difficult for a non-native speaking teacher who is not very proficient in the second language, but teachers have another important tool such as video, television, audiotapes, the Internet, the web, and computer software can help them.( Brown,2016,p.59)

Another important method that is primary knowns as a task-based approach that has

specific definitions as solving communications problems characterized to compare real-world activities, having some priority, and the task assessment is going to give the outcomes, so the task is a special form of technique because task and technique sometimes are synonymous as role-play task/technique. Tasks are usually the last important method because this method is not a new method putting it at the center of one's methodological focus, viewing the task as a communicative learning process that is directly linked to the curricular main goals. (p.66)

Research on task-based learning, as Skehan or Foster among others, has attempted to identify types of tasks that enhance learning to define task-specific learner factors as roles, proficiency levels, and styles to examine teacher roles and other variables that contribute to the achievement of objectives allowing the students to get the best advantages of this kind of method to develop the L2 in the best way. (Brown,2016, p.66)

In other words, the approach to language teaching is the main goal of all your teaching methodology during the process of learning - teaching in the classroom, so teachers will be able to demonstrate at least some components of their approach to language learning and teaching, understanding how that approach enlightens the classroom practices. As a result, many aspects of the approach will be predictably those that have been espoused here, especially since that teachers are just beginning to learn how to use this method. That is quite understandable to keep in mind the importance of the dynamic nature or even the most experienced teachers. (p.66)

## **2.6. Hypothesis**

Through the use of an Interactive Teaching Strategy in Seven Graders at Colegio Tecnico Profesional San Juan Sur, students will Improve Fluency Skills Through Visual Aids.

## 2.7 Operationalization of the Hypothesis

Table 1

Hypothesis	Concept	Variables	Indicators
With the best use of Interactive Teaching,	Interactive teaching	Application of the interactive teaching in combination of visual aids.	Vocabulary. Improve fluency skills. Critical thinking.
The greatest performance of students on speaking skills.	speaking skills	Results of the Interactive teaching to improve speaking skills.	Verbal skills. Body language.

**Source:** table elaborated by the researcher.

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1 Type of investigation (descriptive)**

In this investigation, it is important to take into consideration the different parts that conform the methodological chapter. In the first part the type of research is divided into four important parts: the purpose that is applied, the temporal dimension that is transversal, the dimension that is related with mega, macro, micro and the qualitative, the mixed, and the quantitative approaches design by the descriptive research.

On the other hand, but not less important the Subjects population and sources of information primary, secondary and tertiary sources composed by books newspaper among others. Besides, the variables creating concepts from the specific objectives as well as the data collection instruments related to the kind of tools implementing during the investigation, and finally, the collection data process and data analysis explaining different forms to get the information in the best way.

#### **3.1.1 Purpose (Applied)**

As (Voxco, 2021) mention about the definition of the applied research that is “a process of providing solutions to the specific problems or issues. These problems or issues can be on an individual level group or societal level as well. It is called ‘non-systematic’ due to its direct approach to finding the solutions”. Besides, is related with a scientific approach using tools to get a determine outcomes through the investigation. (par.1)

In addition, there are three types of applied research number one is the evaluation research that analyses this information getting new results working on the existing information related to the topic. Another important is the research and developments that is used to produce new services or products making improvements in the existing ones. Finally, action research

focuses the attention of providing practical solutions solving problems using reflective inquiry in specific contexts. (par.3)

Not less important, the use of applied research in education fields as Voxco mention:

Educational fields use applied research to test the teaching processes and better methods towards teaching and learning. Before introducing any new education policies, they are tested for their effectiveness with regards to teaching factors and classroom dynamics and then are implied into action. Educational applied research combines both quantitative and qualitative data gathering methods from primary sources. (par.6)

### **3.1.2 Temporal Dimension (Transversal)**

According to Question Pro (2022) is a type of observational research that analyzes data of variables collected in a period of time on a sample population or predefined subset. This type of study is also known as a transversal study. Besides, the data collected in a cross-sectional study comes from people who are similar on all variables except the variable being studied. This variable is the one that remains constant throughout the cross-sectional study. (par.1)

There are two types of transversal studies the first can be fully descriptive and serves to assess the frequency and distribution of a study topic in a certain demographic group such as a random sample. On the other hand, the researcher has the analytical this study is used to investigate the association between two related or unrelated parameters. However, this methodology is not completely complete, since the presence of risk factors and results are simultaneous and their studies are also. (par.3)

Not less important, are some of the advantages of using this type of study, among which it can be mentioned that these are relatively quick to drive plus all the variables are collected in a



single moment due to how relatively fast it is to be done. In addition, to the fact that Multiple outcomes can be investigated at once with the prevalence of all factors can be measured as it can be used as a springboard for further research. (par.7)

### **3.1.2 Macro (Mega, Macro, Micro)**

The framework' is divided in three important parts mega, macro and micro studies. It depends on the size of the population or context. as Lindenberg explains each one:

Mega-level processes approach the investigation of social life as it exists in social systems, institutional structures within society, and the relationships among the various structures within society. Macro-level indicates a population size that falls between the micro- and macro-levels, such as a community or an organization and the micro-level is the smallest unit of analysis in the social sciences is an individual in their social setting (Lindenberg ,2009, cited in Barrantes ,2018, p.53).

According to the definition when the author referred to the definition mega it involves, for example, all the schools in a specific country as all the schools from Costa Rica. On the other hand, as the author said macro it is referred to the specific school by region for example school that belongs to San Jose. Finally, the micro referred to a specific school in the region in this case San Juan Sur school when the researcher is going to carry out the investigation related to the thesis that is located in Cartago in a rural zona specifically.

According to Colegio Tecnico Profesional San Juan Sur (2022) mention:

#### **Mission**

El Colegio Tecnico Profesional San Juan Sur in a training institution of new professionals at the level of Bachelor in Secondary Education and average technician, able to work in

team, inspiring the vigor to the debt with efficiency, which concern the needs for face higher education according to the pretensions of the 21st century.

Not less important about the vision Colegio Tecnico profesional de San Juan Sur (2022) mention:

### **Vision**

To be an educational center that directs its efforts as a fundamental task, in the promotion of social welfare and psychological academic and technical teaching staff and administration of the institution under the optimistic vision of the future human relations work in team, quality of life and management Rational use of natural resources.

### **3.1.3 Nature (qualitative, quantitative, and mix)**

According to (Bhandari, 2020) the quantitative method takes place through the use of data, using numerical systems to analyze and find averages, make possible predictions, get information about range populations, or even find patterns. Also, it is important to know that quantitative research is different from qualitative research because quantitative research is used to create investigations in sciences: biology, chemistry, psychology, economics, sociology, marketing among others. (par.1)

Besides, there are several forms to use quantitative research in methods like descriptive that seek an overall summary study variable as Bhandari (2020) mention “Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data” (par.2). In addition, abstract concepts can translate in observable and quantifiable measures.

Normally, these are some of the most common qualitative methods like Observations that are characterized by the use of recording what you have seen and heard. Another important method is interviews that are personally asking people. Besides other methods, one more is focus groups asking questions and generating discussion among a group of people as well as surveys that are used to distribute questionnaires with open-ended questions. Finally, secondary research is characterized for collecting data in the form of texts, images, audio, or video recordings among others. (par.3)

In the other hand, the Qualitative method is characterized by the use of words, opinions, thoughts, feelings, and behaviors according to University of Northhampton (2018). When the students have an option to use qualitative method, they are going to get more advantages because through the research they have an opportunity to get lots of detail about specific cases, people, or groups. Despite that, some students would argue that the analysis is also very subjective, but it depends on your approach or even the form to collect the qualitative data including the level of detail and clarity in the methodology and particularly how they analyzed it. (p.1)

Therefore, it is important to know that when students made in a good qualitative research article will have a solid basis giving them the opportunity to compare their results to other studies because include lots of rich detail, usually in the form of examples, illustrating their interpretations. There is some topic that as a researcher's students have an option to implement qualitative data as Parents' feelings and habits about reading to their children or Nurses' knowledge and opinions of infection prevention protocols among others.

Hence, when students want to take place an investigation they have to follow some important questions to be reassured as the author mention: "A good qualitative research article will

have a solid basis in previous research and will compare their results to other studies. It will also include lots of rich detail, usually in the form of quotes or examples, to illustrate their interpretations” (University of Northhampton, 2018, p.1).

### **3.1.4 (exploratory, descriptive, correlational, explanatory)**

In the present investigation, two types of designs used by the descriptive According to McCombes (2019), the descriptive research is characterized for the use of accurately and systematically through describing population, situation, or phenomenon. Also, when people want to carry out an investigation, they have to answer questions like what, where, when, and how, but why is not include as descriptive questions. Also, descriptive research can include a variety of research methods when they want to investigate one or more variables. (Par,1-2)

Besides, it is important to know that this kind of research is an appropriate option when the investigator aims to identify characteristics, frequencies, trends, and categories because it is useful when the researchers do not have much knowledge about the topic or problem when they do not have a clear idea of why something happens, they need to understand how, when, and where it happens. In addition, the research design should be carefully developed to ensure that the results are valid and reliable. Descriptive research is usually used in both quantitative and qualitative. (par. 4)

Overall, when researchers want to use the descriptive approach, they have an option to use the survey that allows them to gather large volumes of data analyzing frequencies, averages, and patterns. Another important is the observations giving them to gather data on behaviors and phenomena. Also, it is often used by psychological, social among others to understand how people act in real-life situations, and finally, a case study used to describe the characteristics of a

specific subject gathers detailed data to identify the characteristics of a narrowly defined subject.  
(par 5)

According to O'Brien (2001) action research involves the combination of social science with the practical concerns of people in an immediate problematic situation as the author mention:

Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process. (par.2)

In addition, it is important to know that action research is also known by other names like including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. In other words, action research is learning by doing a group of people identify a problem, finding solutions to resolve it, seeing the results according to the effort, but if not satisfied giving the option to try again. (par.2)

Likewise, there are some important attributes that form part of the action research. First, it focuses on turning the people involved into researchers. As O'Brien (2001) said " It also has a social dimension - the research takes place in real-world situations, and aims to solve real problems". Finally, the initiating researcher, at the first time in other disciplines, makes no attempt to remain objective, but openly accept they are partial to the other participants. (par.3)

Equally important, action research has some important principles as reflexive critique an account of a situation, that it is factual and true. A second principle is a dialectical critique of social reality, shared through language. Another one is a collaborative resource that involves the participants in an action research project are co-researchers. the next the risk related to the change process potentially, creating psychic fears among the practitioners. Also, the plural structure is the nature of the research involves different points of view, comments, and critiques, producing multiple possible actions and interpretations. Finally, theory, practice, a transformation that involves the action researchers, theory, in a continuous transformation. (par.6)

To conclude, there are some important types of action research as traditional action research created from Lewin's work together with organizations and include the concepts and practices of Field Theory. As a number two the contextual Action Research created by Trist related to work on relations between organizations. Another type is radical action research that is related to dialectical Marxist materialism' and the praxis orientations of Antonio Gramsci. Finally, the educational A fourth stream, which has its roots in the writings of John Dewey, an important American educational philosopher. (par.10)

### **3.2 Subjects and Sources of Information**

#### **3.2.1 Units of analysis (objects or subjects of study)**

Subjects in the case of the subject's population the investigation will carry out at Colegio Tecnico Profesional San Juan Sur which is located at zona los Santos. Another important detail is that the school has more than 20 classrooms equipped with enough technology to teach the students in the best way. Also, the school has a population of 400 hundred students approximately in the case of the seventh-grade students has more than 5 classrooms with 30

students per class approximately. In consequence, the sample to be chosen is 30 students which means the investigation will carry out in one classroom.

### Information Sources

According to University of Minnesota (2021) when people are creating an important document or carry out an investigation they have to use information that is called Sources of information or evidence that is often categorized in three main parts as primary, secondary, or tertiary material besides, they have used these classifications that are based on the originality of the material and the proximity of the source or origin. (par.1)

#### 3.2.2 Firsthand sources

**Table 2 Firsthand**

Author or authors	University or Organization	Country	year
Aida, N.	University of Mohammed kheider Biskra	Algeria	2016
Aleidine J. Moeller, T. C.	University of Nebraska	USA	2015
Bakhodirovna, N. M.	Normatova Muqaddas Bakhodirovna	India	2022
Beqiri, G	VirtualSpeech	USA	2020
Brown, H. D.	Pearson	USA	2016
Delgado, J. C.	Universidad de Costa Rica	Costa Rica	2018
Doe, T. J.	<i>Temple University</i>	USA	2017
Fonseca, K. A.	Universidad Nacional Costa Rica	Costa Rica	2021
Gerard, J.	I-sight	USA	2011
Greenwalt, K.	Michigan State University	USA	2016
Mahroo, F.	German National Library	Germany	2020

Mamun, A. A.	<i>University, Dhaka.</i>	India	2014
Nordquist, R	<i>Thought</i>	USA	2020
Qambarova, D. Y.	<i>Oriental Journal of Education</i>	Uzbekistan	2022
Senthamarai, S.	<i>Journal of Applied and Advanced Research.</i>	India	2018
Setyawan, N. F.	<i>Surakarta University</i>	Surakarta	2020
Tanjung, F. Z.	<i>LLT Journal.</i>	Indonesia	2018
Vlčková, B. M.	<i>Univerzity Palackého</i>	Czech Republic	2021
yothiMasuram, P.	<i>ScienceDirect</i>	India	2020

Table 1

**Source:** Developed by Olger Fallas Hidalgo (2023)

### 3.2.3 Second hand sources

**Table 3 Secondhand**

Author or authors	University or Organization	Country	year
Anderson, S.	ETP press	United Kingdom	2020
Arihant Experts.	Indira Gandhi National Open University	India	2020
Bachaer, L.	Corwin	USA	2020
Birt, J.	Career Guide	USA	2022
Crane, B. E.	Rowman & Littlefield,	USA	2017
Harmer, J.	Pearson	USA	2016
Hidri, S.	Palgrave Mc Millian	Tunisia	2019
Mammadova, T.	Cambridge Scholars Publishing	England	2019
Mangal, S	PHI Learning Private Limited	India	2019
Oglee, M. N.	Rowman And Littlefield.	USA	2019
Panconesi, G.	IGI Global	USA	2017



Sharma, S. S.	Elsevier	India	2016	
Travis, K. S.	Waveland Pess.	USA	2018	
Zhan, S. K.-K.	Springer	China	2019	

Table 2

**Source:** Developed by Olger Fallas Hidalgo (2023)

### 3.2.4 Third hand sources

**Table 4 Third hand**

Author or authors	University or Organization	Country	year
Neel, J.	<i>Pen and the Pad.</i>	USA	2017

Table 3

**Source:** Developed by Olger Fallas Hidalgo (2023)

## 3.3 Sample Selection

### 3.3.1 The population

According to Ravikirian (2022) a population is a complete part of the people that being part of the study as he mentions:

In statistics, population is the entire set of items from which you draw data for a statistical study. It can be a group of individuals, a set of items, etc. It makes up the data pool for a study. Generally, population refers to the people who live in a particular area at a specific time. But in statistics, population refers to data on your study of interest. It can be a group of individuals, objects, events, organizations, etc. You use populations to draw conclusions. (par.2)

### 3.3.2 Sample

The sample is a portion of the population being choose by a method or by a simple convenience as the author mention:

A sample is defined as a smaller and more manageable representation of a larger group.

A subset of a larger population that contains characteristics of that population. A sample is used in statistical testing when the population size is too large for all members or observations to be included in the test. The sample is an unbiased subset of the population that best represents the whole data. .(par.6)

### 3.3.3 non-Probabilistic

As Question Pro (2022) mention a sampling is one method used to select the sample in a non-probabilistic form:

Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection. It is a less stringent method. This sampling method depends heavily on the expertise of the researchers. It is carried out by observation, and researchers use it widely for qualitative research. (par.2)

In addition, the researcher will use a convenience form to select the sample defined by the author as:

Convenience sampling is a non-probability sampling technique where samples are selected from the population only because they are conveniently available to the researcher. Researchers choose these samples just because they are easy to recruit, and the researcher did not consider selecting a sample that represents the entire population. Ideally, in research, it is good to test a sample that represents the

population. But, in some research, the population is too large to examine and consider the entire population. It is one of the reasons why researchers rely on convenience sampling, which is the most common non-probability sampling method, because of its speed, cost-effectiveness, and ease of availability of the sample. (par.4)

### **3.4 Techniques and Instruments to Collect Data**

The enhance of the reading, speaking, listening, and writing skills will be made by a process that will be carried out during the research before the teacher starts with the activities will make a self-check observation and questionnaire for the first diagnostic. The next first half part of the process is practical. First, the students will have teaching activities that do not include visual aids making a first observation about the possible issues. After the observation of the results, the students will have during sometime interactive teaching activities with different audiovisuals aids that can help them to learn and review topics assigned to the class.

The second half of the process to improve the four main skills specially fluency skills is the interactive part. It starts after the activities mentioned before. After the audiovisual teaching in the class, the students will be evaluated with a results test that will be compared with the results of the diagnostic test. Then, the conclusions will be made according to the general results of the investigation. Finally, the recommendations for the teacher in charge of the class will be written according to the results of the investigation.

Equally important, the instruments will be required all these tools during different moments of the investigation. because the teacher needs to be reassured that the instruments that he is utilizing are going to fit in the majority of the student's problems giving the best solution. The tools are used to accomplish the objectives of the research. All the instruments were chosen for

each objective. The instruments used in Chapters, IV, and V to fulfill their duties, which are below.

The instruments to identify difficulties in seventh graders at Colegio Tecnico Profesional San Juan Sur student's level B2 in Cartago are observation self-check and questionnaire (see annex 1). This will be used during the first contact with the students in the first assignment by the English teacher in charge of the class because the questionnaire will be used for a general diagnostic as the first tool to find the possible weaknesses when students get in touch to learn EFL observing what are the main problems detected during the first part. Besides, those tools are related with the specific objective number one.

As second tool teacher has a quiz (see annex 2) after giving some teaching activities without visual aids to compare the differences before, and after the use of the interactive teaching to improve fluency skills with audiovisual aids, allowing the teacher to analyze what types of activities are better to implements in the second half part of the investigation to get the best results encouraging the students to learn through this strategy that is related with the objective number one.

As a result, the instrument coming to prove the effectiveness through the main skills using interactive teaching in combinations with visual aids is the final test at seventh graders at San Juan Sur School that is the last diagnostic that teacher has an option to evaluate for the topics viewed in class. The final test obviously will bring in this case some audiovisual aids. Also, the final test is going to do after the first quiz that was made without audiovisual aids, the different parts of the test include the use of pictures, images, videos, or even other visuals materials that come to complement the interactive teaching-learning process.

However, it is important to mention that before the test teacher has to prepare several lessons plan that includes the use of the activities including visual aids that will be used as a warm-up, PRT or PRS or even as a closure allowing the students to practice oral communication through interactive teaching in combination with visual aids getting knowledge, vocabulary, or even to understand the topic before the final test related with the objective number two

Finally, the instrument known as the observation self-check is use to evaluate the outcomes of applying visual aids for improving fluency skills in students at Colegio Tecnico Profesional de San Juan Sur. Besides, this instrument will be applied after several uses of the activities. The use of this self-check is to be reassured that the techniques to be used to improve the main skills in seventh graders will have a positive effect. In summary, the instrument's main purpose is to observe, make and check the improvements through the fluency skills in the students that is related with the specific objective number three.

### **3.5 Operationalization of Variables**

#### **3.5.1 Specific Objective**

To identify possible problems with Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.

##### **3.5.1.1 Independent Variable**

Interactive Teaching

### **3.5.1.2 Conceptual Definition**

In addition, Difficulties that seventh graders will affront being able to communicate ideas in a better way using You Tube videos and activities

### **3.5.1.3 Instrumental Definition**

In order to collect the respective information, the researcher will make use Observation self-Check. The first observation self- Check is aimed to the researcher to find possible problems that student's affront during the learning- process and determine the possible solutions.

Professor: professor questioner about the interactive teaching in combination of visual aids and its characteristics and previous knowledge about it.

## **3.5.2 Specific Objective**

To implement the use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.

### **3.5.2.1 Dependent Variable**

Visual aids improving fluency skills.

### **3.5.2.2 Conceptual Definition**

Focus and improve the abilities of speaking skills through student's participation using virtual and physical activities.

### **3.5.2.3 Instrumental Definition**

The questionnaire II is aimed to the researcher to be reassured if the students are improving fluency skills problems using interactive teaching in combination with visual aids.

Professor: in this part the researcher to be reassured if the students are improving fluency skills problems using interactive teaching.

### **3.5.2.4 Operational Definition**

Hypothesis: How to improve speaking skills?

### **3.5.3 Specific Objective**

To determine the correct use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.

### **3.5.1.3 Independent Variable**

Focus of determine the results obtained in the improvement of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids.

### **3.5.1.3 Conceptual Definition**

Professor has to check the learning obtained by the students during the data collection process in communications skills.

### **3.5.2.3 Instrumental Definition**

The final test is aimed to the researcher to be reassured if the students were being able to improve fluency skills using interactive teaching in combination with visual aids.

TITLE: Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Seven Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Quarter of 2023.

### 3.5.2 VARIABLES CHART

❖ **General Objective:** To determine the effectiveness of using Interactive Teaching Strategy to Improve Fluency Skills Through

Visual Aids in Seven Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Quarter of 2022.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To identify possible problems with Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.	Possible problems with Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids	Difficulties that Eight Graders will affront being able to communicate ideas in a better way using You Tube videos and activities.	Instrument: Observation self- Check, questionnaire I Technique: Observation class. I – The first observation self- Check is aimed to the researcher to find possible problems that students affront during the learning-process and determine the possible solutions. Questionnaire I, the variable is valid through this instrument if 70% of student’s mark “Yes” It means that 70% or more students at Colegio Tecnico profesional San Juan Sur should mark yes	The observation check list will be applied to know what students in affronting in the learning process to get the best outcomes to find solutions.  In the Questionnaire I, the variable is valid through this instrument if 70% of student’s mark “Yes” in the 70% of the Items to valid the instruments as tool.



			during the first semester, 2023 through Interactive teaching as a strategy.	
To implement the use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.	Implement the use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual	The student's participation using virtual and physical activities improving oral skills.	Instrument: Questionnaire II Technique: The questionnaire II is aimed to the researcher to be reassure if the students are improving fluency skills problems using interactive teaching in combination with visual aids.	Questionnaire II is qualitative to interpreted if the students are improving fluency skill being able to communicate something to someone in a fluency way.
To determine the correct use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.	Determine the results obtained in the improvement of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids	Checking the learning obtained by the students during the data collection process in communications skills.	Instrument: Final test Technique: The final test is aimed to the researcher to be reassure if the students were being able to improve fluency skills using interactive teaching in combination with visual aids.	Final test come to give the investigator a final information about the results getting through the process in qualitative way.

Table 4

**Source:** Developed by Olger Fallas Hidalgo.

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION OF DATA**

## **4.1 Analysis and Interpretation of Data.**

This chapter presents the results obtained through the application of the instruments and techniques for the collection of information. For this, the responses provided by the research subjects are considered and analyzed.

The analysis of results is one of the most important sections in an investigation, because thanks to the data obtained, they can analyze what is necessary for improvement to strengthen the teaching and learning process of English Language. According to Hernández et al (2014) who state that this process is defined as "the close link that exists between the composition of the sample, data collection and analysis" (p.427). The results are significant for this research because they provide the required information to analyze the use of Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023.

### **4.1.1. Analysis of students' data**

Checklist directed to English teacher and students to observe if they employed the interactive teaching to improve fluency skills. The purpose of this checklist is to explore and obtain more information about Colegio San Juan Sur English lessons and English class activities in speaking skills. In addition, the information provided is for academic purposes.

### **All the information is confidential and only is going to use by the researcher**

Based on the answers obtained, it was important to mention that the methodology used by the teacher with the students is very appropriate; however, some of these answers show that they need an extra incentive or stimulus, for example, item number five is always necessary for the

teacher to use visual aids to facilitate the students' path of building their knowledge, allowing them to be fluent. through the teaching-learning process.

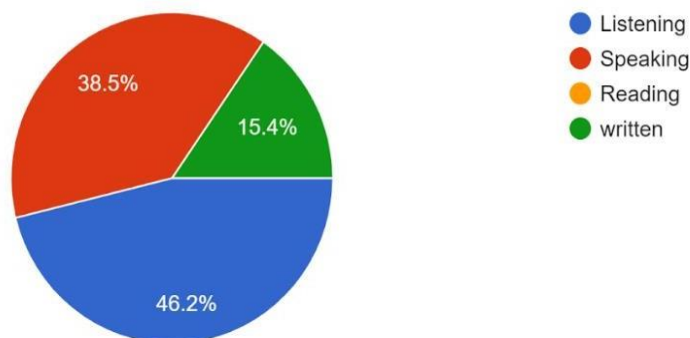
Besides, it is also necessary to give emphasis to improve this part. In addition, it is important to see point number seven according to the new educational policy in the Costa Rican government, teachers should teach using interactive didactics to improve skills using constant participation in classes clarifying ideas so that students are prepared for real-life situations and understand the social environment focusing on feedback to improve learning as a process, use technological resources.

### Graphic 1

Results of question number 1

Which of the four skills do you consider to be the most difficult to learn in the English language?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

Regarding the graph, it is important to mention that 15.4% of the sample considers that writing in the English language is more difficult against 38.5% who consider that speaking it fluently is more difficult and finally, 46.2% who consider that listening to it is what it gives them more trouble when it comes to learning this second language. According to what can be deduced

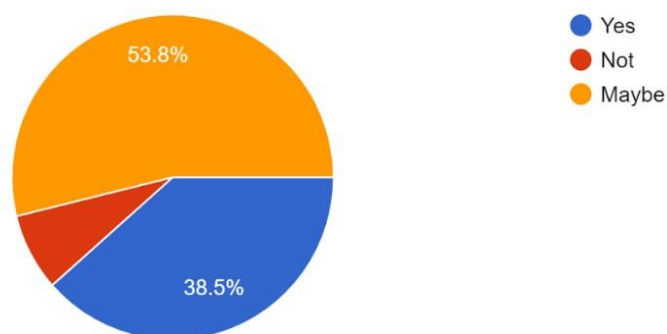
from this graph, all four skills are important, but knowing how to listen properly to be able to answer with a correct answer are linked to each other without neglecting the remaining two skills.

### **Graphic 2**

Results of question number 2

Do you think that Audio Visual aids such as You Tube videos, movies or music with subtitles help you improve fluency and vocabulary?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

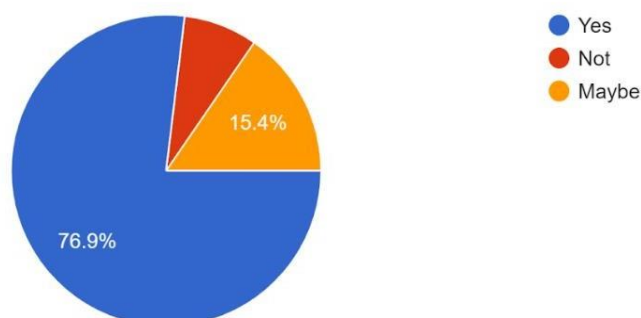
Regarding the graph, it is important to mention that less than 8% of the sample considers that the use of audiovisual tools does not influence in terms of improving the ability to speak English fluently compared to 53.8% who in the first instance are not convinced if these tools come to help improve English language skills and finally, 38.5% are confident that the use of technological tools such as music, YouTube videos in combination with subtitles come to improve the ability to communicate with greater fluency due to the acquired vocabulary, or even improved listening, giving a better way to respond correctly in the target language.

### Graphic 3

#### Results of question number 3

Do you think that the most important thing in the English language is to be fluent in speaking?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

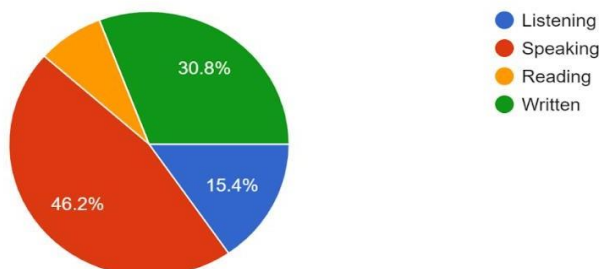
Regarding the graph, it is important to mention that less than 8% of the sample considers that being fluent in the English language is not relevant against 15.4% who consider that perhaps being fluent could be one of the most important points during the learning process. Finally, reaching the conclusion that 76.9% in the first sample taken to consider that being fluent is essential during the learning process, obviously emphasizing that the three remaining skills are a fundamental part of achieving the desired fluency during the acquisition of the target language.

### Graphic 4

#### Results of question number 4

In which of the skills do you think you are better?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

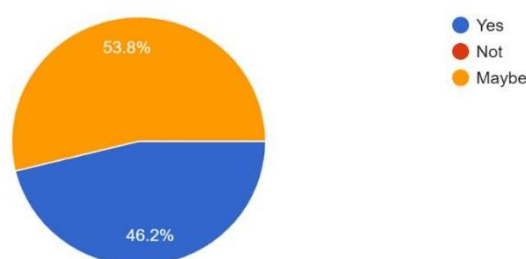
Regarding the graph, it is important to mention that less than 12% of the sample consider that they are not so good at reading English compared to 15.4% who consider that listening to English is not their forte, while 30.8% say that they are better at writing when it comes to the second language. Finally, reaching the conclusion that 46.2% in the first sample was taken to consider that being fluent is essential during the learning process, obviously highlighting that the three remaining skills are a fundamental part of achieving the desired fluency during the acquisition of the target language.

## Graphic 5

### Results of question number 5

Do you consider that the lessons given by the teachers should contain audiovisual aids?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

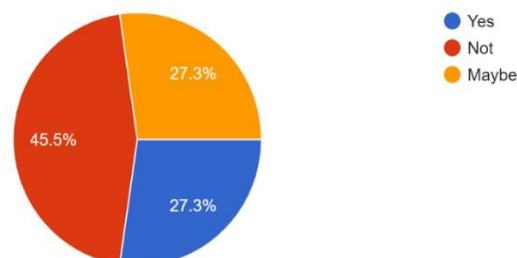
Regarding graph number five, it is important to mention that 46.2% of the sample considers that audiovisual aids should be part of the learning process giving almost 50% of the sample showing that in the first instance, the students do not agree that these aids come significantly improve the learning process while 53.8% say they are not sure if audiovisual aids as such could work in improving the main skills helping them to have fundamental fluency during the acquisition of the target language.

**Graphic 6**

## Results of question number 6

Do you consider that the lessons taught by the teacher should be completely given without any participation of the students in the classroom?

11 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

Regarding graph six, it is important to mention that 27.3% of the sample consider that it would be of little benefit for teachers to give classes without any participation of students during the teaching-learning process; on the other hand, we have the same percentage of indecision about whether teachers, by teaching without the participation of students, would significantly improve fluency by working on the main skills compared to 45.5% who consider that classes should not be given without including students in this process of asking questions, answer, clarify doubts, carry out interactions between students, or student teachers to have fluency which is fundamental during the teaching-learning process to achieve the desired fluency during the acquisition of the target language.

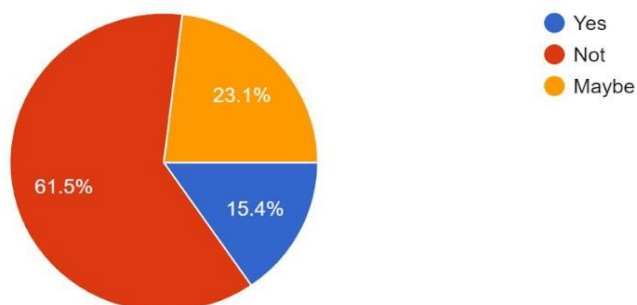


**Graphic 7**

Results of question number 7

Do you know what the concept of interactive teaching refers to?

13 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, June 2023.

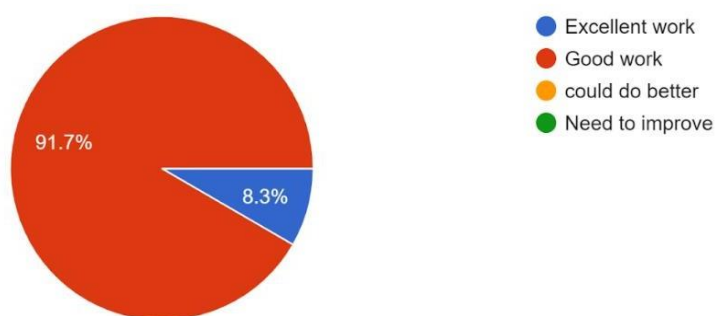
Regarding the graph, it is important to mention that 61.5% of the sample states that they have no idea what the concept of interactive teaching means against 23.1% that perhaps they have an idea to what the concept of active participation in classes means. Finally, 15.4% consider that they know or at least have an idea regarding the concept, either by perceiving it in the way the teacher teaches during the lessons, by including students performing interactions between students, or by students and teachers to gradually improve fluency, which is essential during the acquisition of the target language.

## Results of the Final Oral Test

### Graphic 8

Understanding: The students are being able to complete successfully the conversation.

12 respuestas



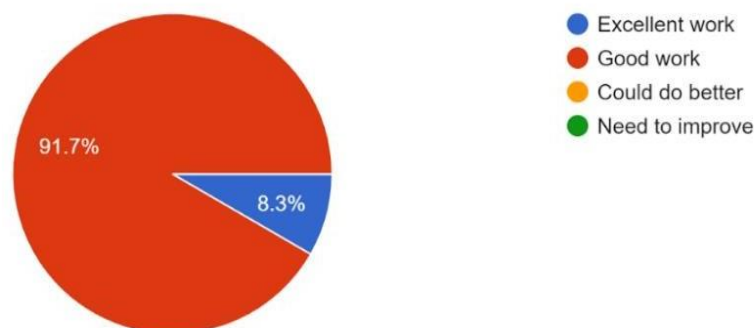
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 91.7% of the sample were able to complete a very good short conversation, mentioning that they worked with a group of eighth graders who have their language and vocabulary limitations against 8.3% who did it excellently, demonstrating enough knowledge of the English language during the teaching-learning process, performing interactions between students, or by students and teachers to gradually improve fluency, which is essential during language acquisition goal.

### Graphic 9

Quality: Students start the conversation with enough details in an excellent way.

12 respuestas

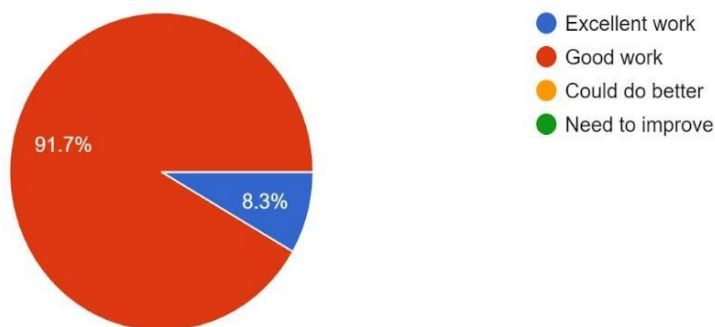


**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 91.7% of the sample managed to complete a very good conversation with the quality according to their educational level, demonstrating that audiovisual aids in combination with interactive teaching gradually improved the quality when it came to establishing a short conversation, compared to 8.3% who did it excellently, demonstrating a enough knowledge of the English language, being able to carry out a conversation with greater fluency due to the prior knowledge acquired during the teaching-learning process, carrying out interactions between students, or be part of students and teachers to gradually improve fluency, which is essential during the language acquisition goal.

## Graphic 10

Pronunciation: Students use excellent pronunciation to complete the conversation successfully.  
12 respuestas



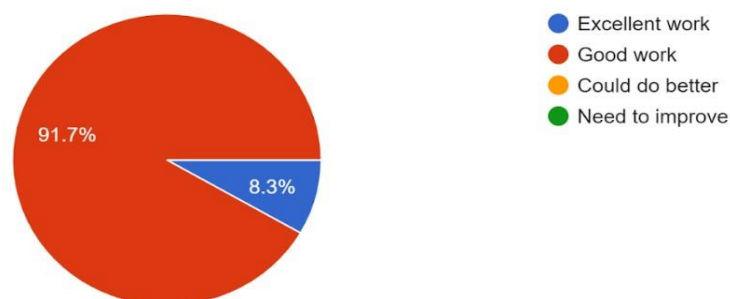
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 91.7% of the sample managed to complete a very good conversation with a pronunciation according to their educational level with some pronunciation problems correcting them at the moment, demonstrating that audiovisual aids in combination with interactive teaching improved. gradually the pronunciation when engaging in a short conversation, compared to 8.3% who did it excellently, demonstrating enough knowledge of the English language, being able to pronounce more fluently due to the prior knowledge acquired during the teaching-learning process, performing interactions between students, or by students and teachers to gradually improve fluency, which is essential during the language acquisition goal.

### Graphic 11

Collaboration and vocabulary: Students are on sharing and adding ideas to complete successfully the oral test.

12 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 91.7% of the sample being able to complete a good conversation with a vocabulary according to their educational level with very good collaboration and willingness, demonstrating that audiovisual aids in combination with interactive teaching gradually improved. vocabulary and confidence when making a short conversation, compared to 8.3% who did it excellently, demonstrating enough knowledge of the English language, being able to create an excellent speech with greater fluency due to the prior knowledge acquired during the process of teaching-learning, making interactions between students, or by students and teachers to gradually improve fluency, which is essential during the goal of language acquisition by students and teachers to gradually improve fluency, which is essential during the goal of language acquisition.

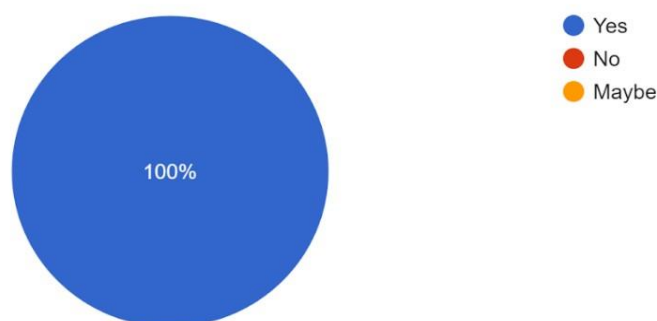
## Final questionnaire

### Graphic 12

Results of question number 1

Do you consider that your vocabulary and expression improved with the strategies used by the teacher during the lessons taught?

12 respuestas



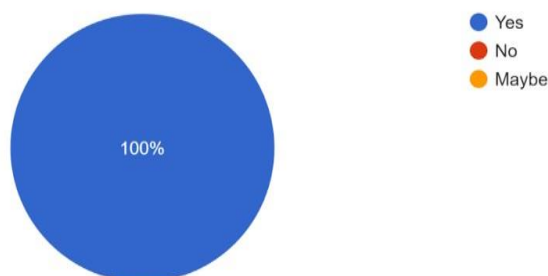
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 100% of the sample agrees that everything taught during the lessons helped them significantly to improve vocabulary and fluency, resulting in the students considering that the audiovisual aids in combination with The strategies used were of great help to gradually improve vocabulary and confidence when starting a conversation during the teaching-learning process, making interactions between students, or by students and teachers to gradually improve fluency, which it is essential during the language acquisition goal.

**Graphic 13**

Do you consider that Audiovisual aids are an important part of improving the four skills?

12 respuestas



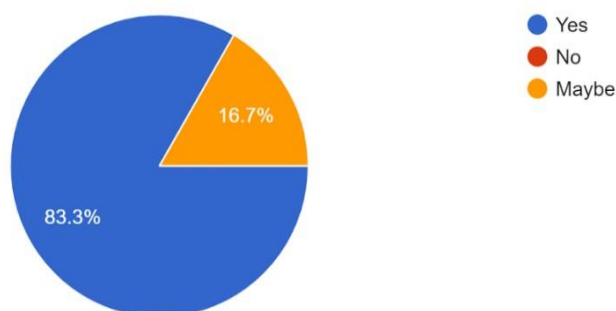
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 100% of the sample agrees that the use of audiovisual aids helped them significantly to improve vocabulary and fluency in combination with the strategies used were of great help to gradually improve vocabulary. and the confidence to start a conversation during the teaching-learning process, making interactions between students, or by students and teachers to gradually improve fluency, which is essential during the language acquisition goal.

**Graphic 14**

Do you consider that Interactive Teaching should be implemented as part of the learning process to improve fluency during the lessons?

12 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

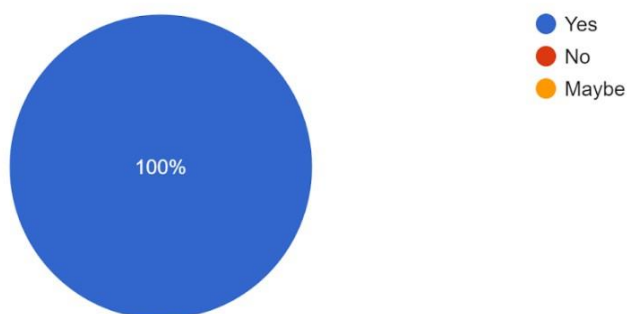
Regarding the graph, it is important to mention that 83.3% of the sample agree that interactive teaching should be implemented during the lessons taught by teachers, demonstrating that audiovisual aids in combination with interactive teaching gradually improved vocabulary and confidence when carrying out a short conversation, compared to 16.7% who are not very sure if this strategy would come to work in a significant way, saying that perhaps with what they are not sure if it would really work or not but, it is a minority, giving an excellent positive result demonstrating that this strategy helps them improve fluency due to the previous knowledge acquired during the teaching-learning process, making interactions between students, or by students and teachers to gradually improve fluency, which is essential during the goal of language acquisition.



**Graphic 15**

Do you consider that the use of more activities that involve interactive teaching in combination with audiovisual aids help to improve fluency in the English language?

12 respuestas



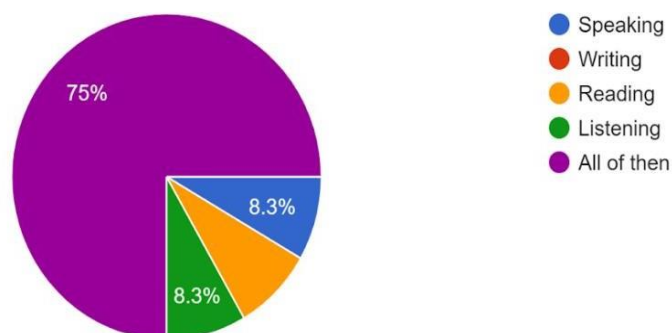
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 100% of the sample agrees that the use of activities that involve audiovisual aids helped them significantly to improve vocabulary and fluency in combination with the strategies used were of great help to Gradually improve vocabulary. and the confidence to engage in conversation during the teaching-learning process, performing interactions between students, or between students and teachers to gradually improve fluency, which is essential during the goal of language acquisition.

### Graphic 16

Which of these skills do you think improved the most during the process?

12 respuestas



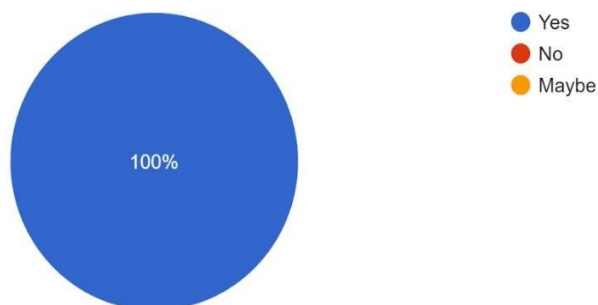
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 75% of the sample stated that during the learning process, they had the opportunity to improve the four skills significantly. On the other hand, if we add that 8.3% mentioned that they improved the part of speech specifically fluent getting as a result 86.3% effectiveness during the application of instruments compared to 8.3% who report having improved listening significantly. Finally, 5.4% consider that reading improved significantly. As a result, can conclude that according to the graph, the majority of students recognize that they improved the four skills, which is a very good result for gradually improving fluency, which is essential during the acquisition of the target language.

### Graphic 17

Do you know what the concept of interactive teaching refers to?

12 respuestas



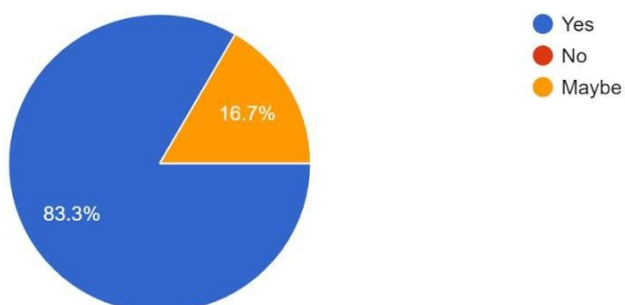
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 100% of the sample refers to having an idea or knowledge about the concept of interactive teaching by observing how the classes were developed, carrying out interactions between students, or between students and teachers to improve gradually increase fluency, which is essential during the objective of acquiring the target language.

### Graphic 18

Do you think it was easier to learn new vocabulary to be used in the future?

12 respuestas



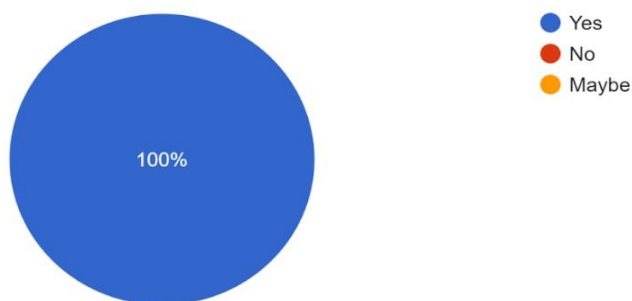
**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 83.3% of the sample agree that it is easier to learn through the application of interactive teaching during the lessons taught by teachers, demonstrating that audiovisual aids in combination with interactive teaching gradually improved vocabulary and confidence when applied in class. compared to 16.7% who are not very sure if this strategy would work in a significant way, saying that perhaps with what they are not sure if it would really work or not but, it is a minority, giving an excellent positive result demonstrating that This strategy helps them to improve fluency due to the previous knowledge acquired during the teaching-learning process, making interactions between students, or by students and teachers to gradually improve fluency, which is essential during the objective of acquiring knowledge. language.

### **Graphic 19**

Do you consider that what the teacher teaches helps you to improve fluency in the English language?

12 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

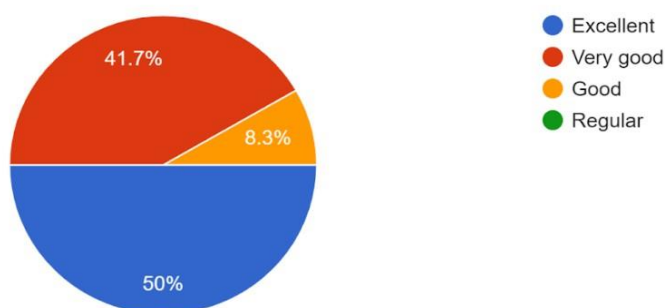
Regarding the graph, it is important to mention that 100% of the sample agrees that the lessons taught by the teacher helped them to significantly improve their fluency through the

strategies used, they were of great help to gain confidence to engage in a conversation during the course. making interactions between students, or between students and teachers to gradually improve fluency, which is essential during the objective of language acquisition.

### Graphic 20

In conclusion, if you had to rate the use of interactive teaching in combination with visual aids, would it be?

12 respuestas



**Source:** Instrument applied to eight grade students in San Juan Sur high School. Data collected by the researcher Olger Fallas, July 2023.

Regarding the graph, it is important to mention that 50% of the sample reports that the lessons taught by the teacher were excellent, if we add that 41.7% rate it as very good, obtaining a result of 91.7% compared to 8.3%. who refers that the lessons taught were good, concluding that in the majority they consider the work of the teacher during the acquisition of the target language to be very good to excellent.

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATION**

## **5.1 Conclusions**

This section presents the main conclusions obtained from the analysis of results carried out on the information obtained through the research instruments developed for this purpose.

### **5.1.1 Regarding the formulation of the problem**

In conclusion, in the current context it is important to mention that beyond the consequences generated by the global pandemic, students presented some difficulties in the process of learning English. Identifying aspects that can affect students in the process of understanding the four basic skills and even using interactive teaching as a method, being an excellent technique to improve their knowledge and improve these skills as well. In addition, the students, belonging to a generation in which the use of technology has been characterized by promoting active participation between students and teachers through the teaching-learning process in more active training processes where they have a leading role and the activities that they carry out are linked to the processes of daily living using the Internet as the main means to search for information or to acquire knowledge by themselves, promoting critical thinking.

### **5.1.2 Regarding the general objective**

It is concluded that the students, in terms of the four basic skills, can be improved using interactive teaching. In this sense, the students clearly showed a very good response to improve fluency skills during the classes taught by the teacher together with them, which should be an element considered in combination with other teaching and learning methodologies.

In addition, it promotes active participation of the students and in turn facilitate the incorporation of the teacher into a dynamic in which there is more empathy and a good acquisition of vocabulary and knowledge is generated to improve not only fluency but also the four basic skills thanks to social interaction and the activities that students carry out daily inside the class or outside of it. Thanks to the incorporation of this type of method, students can lose their fear of participating without fear of making mistakes, helping them to achieve the main objective of acquiring the target language.

### **5.1.3 Regarding the first specific objective**

Students will have a better learning and skills in the four basic skills with the explanation and application of interactive teaching as a method. It is important to reinforce listening and speaking skills, as this helps students with full acquisition of the target language. Students will improve their fluency, vocabulary, and listening comprehension; through the explanation and use of audiovisual aids combined with interactive teaching a method.

### **5.1.4 Regarding the second specific objective**

In conclusion, the interactive teaching method to improve fluency is excellent for eighth-grade students at Colegio Tecnico Profesional San Juan Sur, since it allows them to improve their level of English through audiovisual aids. In addition, educators have endless options to develop different types of activities related to real life, making students feel more motivated to constant teacher-student participation. On the other hand, when teachers use this method, their students increase the activities that involve teamwork, obtaining better ideas to complete the tasks, and achieving the objectives more efficiently.



### **5.1.5 Regarding the third specific objective**

According to the analysis of the results, the instruments used whether they are questionnaires, observations, or final oral test in combination with the interactive teaching method, it is determined that this method used can be a great alternative to improve the main skills, focused mainly on positively improving fluency, most of the students have a good orientation to the definition and how it can be used in class and real-life situations. On the other hand, the teacher considered that it is beneficial to apply the interactive teaching method because it increases the security of listening and expressing ideas clearly and directly.

## **5.2. Recommendations**

In this section, the researcher of this study mentioned some recommendations to develop the use of the interactive teaching method to improve fluency when engaging in conversations.

Students of the San Juan Sur Professional Technical College are recommended to use technology as a means to search for more information (through the Internet or virtual books) on what aspects are relevant to improve fluency during the acquisition of the target language. In addition, it is advisable to take other courses to reinforce the improvement of the main skills.

It is recommended that the English teachers of the San Juan Sur Professional Technical College use more audiovisual aids, the use of conversations, or role-plays with updated topics so that their students have a clear idea of what they can do in different situations when facing real life and applying critical thinking. Likewise, they should apply more virtual activities or games where students feel comfortable and confident to

participate, increasing their communication skills by feeling more comfortable during class. Finally, they must apply the interactive teaching method in combination with audiovisual aids with their students to increase their level of English and let them know how this practice can help them improve their fluency skills.

It is recommended that the associations of San Juan Sur offer programs or courses where the community and students, in general, can increase their professional experience and increase their level of English to promote and protect the community as a mountain tourist area since the English language can open opportunities to these students. In addition, it is advisable to open more bilingual programs, using the interactive teaching method in combination with audiovisual aids as the main tool, to raise the level of English through real-life situations.

It is recommended that the university can promote the implementation of research in this field to launch the improvement and updating of educational methodologies.

# **Chapter VI**

## **Proposal**

## **6.1 Proposal Name**

The proposal name is "**Implementation of interactive teaching method to improve the listening and speaking skills Through Videos at Colegio Tecnico Profesional San Juan Sur during the third trimester of 2023**"

### **6.1.1 Place to be developed and involved population**

This proposal will take place at Colegio Tecnico Profesional San Juan Sur Cartago, Cartago.

The population is eight graders' students.

### **6.1.2 General and specific objectives**

#### **6.1.2.1 General Objectives**

To Implement Interactive Teaching to improve the listening and speaking skills Through Videos in the students at Colegio Tecnico Profesional San Juan Sur during the third trimester of the 2023.

#### **6.1.2.2 Specific objectives**

- a. To identify possible problems with Interactive Teaching Strategy to Improve Listening and Speaking Skills Through Videos in students at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Trimester of 2023.
- b. To implement the use of Interactive Teaching Strategy to Improve Listening and speaking Skills Through Videos in students at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Trimester of 2023.
- c. To Evaluate the correct use of Interactive Teaching Strategy to Improve Listening and

Speaking Skills Through Videos in students at Colegio Tecnico Profesional San Juan Sur in Cartago During the Third Trimester of 2023.

## 6.2 Chronogram of the Activities and Responsible

Table 5 Activity	Responsible	Start	End	Date						
				September	October					
1. Greeting and give	English Teacher	7:00pm	7:10pm							
2. Enter the vocabulary about holidays and celebrations	English Teacher - Students	7:10pm	7:20pm							
3. Give the instructions about what to do related with the video.	English Teacher	7:20pm	7:25pm							
4. prepare a presentation about holidays	Students	7:25pm	8:40pm							
5. Present the activity.	Students	8:40pm	9:50pm							
6. Make feedback and observations.	English Teacher-Students	9:50pm	10:00pm							
7. Enter listening activities with videos	English Teacher - Students	10:10pm	10:20pm							
8. short oral presentation by the students	Students	10:20pm	11:40pm							
9. listening a song getting information from it.	Students	7:40pm	7:50pm							
10. Make feedback and observations.	English Teacher - Students	7:50pm	8:00pm							
10. Evaluation part.	English Teacher - Students	7:00pm	9:00pm							

The person responsible for this study is any English teacher who wants to improve the listening and speaking skills through videos using the implementation of the interactive teaching method; however, in this specific proposal the responsible name is Olger Fallas Hidalgo.

### **6.3 Budget Necessary for Its Implementation**

According to "SUMI Store" (n.d.) the prices of the following materials are:

1 red whiteboard: ₡950

1 black whiteboard: ₡950

1 blue whiteboard: ₡950

4 set of the permanent markers: ₡11000 (₡2750 each one)

1Take ₡ 800

2 scissors ₡1000 (₡500 each one)

6 newspaper sheets ₡1200 (₡200 each one)

18 Printed evaluation rubrics: ₡900 (₡50 each one).

1 Printed information: ₡50

Total: ₡ 17800

## 6.4 Content of the Proposal

The proposal of this research consists of explaining how to improve the listening and speaking skills using interactive teaching method through videos. The sample of this plan are the 100% of the total population of the eight graders from Colegio Tecnico Profesional San Juan Sur.

	<p>Unit: 3</p> <p>Theme: Let's celebrate: Holidays and Festivals around the World</p> <p>Scenario Celebration around the world Example: The Carnival of Venice, Italy. La Tomatina, Throw tomatoes Christmas, New Year, Thanksgiving, Easter, Halloween</p> <p>Level: 8 th</p>	<p>Goals (end products/stated as functions)</p> <p>L.1. Student recognizes several holidays around the world, also they increase their critical thinking in the process.</p>	<p>Objectives:</p> <p>Describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.</p> <p>Ask and answer about local holidays, celebrations and festivals.</p>
--	--	--	---





	60 minutes	<p><b>Listening and speaking for the first time</b> Learners have to watch the video and based on a video they have to prepare a role play, conversation or a presentation in groups of three. Then students have to present the activity in front of the classmates.</p> <p><a href="https://www.youtube.com/watch?v=1GaGjKbWIZQ">https://www.youtube.com/watch?v=1GaGjKbWIZQ</a></p>	materials provided by the teacher to students
	20 minutes	<p><b>Listening activity:</b> Learners watch the presentation with sound. Teacher asks learners to listen to it carefully and to write a ✓ next to the information the presenter mentioned.</p> <p><a href="https://www.youtube.com/watch?v=dk9-dNvApng">https://www.youtube.com/watch?v=dk9-dNvApng</a></p> <p>After the video the students have to chose one of the celebrations and find and explain more details about it in front of the classmates.</p>	Link from YouTube
	10 minutes	<p><b>Listening activity:</b> Learners will hear a song from Meghan Trainor " - Holidays ft. Earth, Wind &amp; Fire " as way to improve the listening skills. Then students have to find several verbs and explain the meaning to the rest of the classmates.</p> <p><a href="https://www.youtube.com/watch?v=2nzAxt27aDI">https://www.youtube.com/watch?v=2nzAxt27aDI</a></p>	Link from YouTube

## References

- Aida, N. (2016). *University of Mohammed kheider Biskra*. The Impact of the Implication of Audio-Visual Aids on Students': <http://archives.univ-biskra.dz/bitstream/123456789/8682/1/a108.pdf>
- Aleidine J. Moeller, T. C. (2015). *University of Nebraska*. Foreign Language Teaching and Learning:  
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1199&context=teachlearnfacpub>
- Anderson, S. (2020). *Audio Visual Aids in Education*. Reino Unido: Ed-Tech Press.  
<https://books.google.co.cr/books?id=r-LEDwAAQBAJ&pg=PA126&dq=audio+visual+aids+in+education+written+by+anderson&hl=es&sa=X&ved=2ahUKEwiNjMmcttz7AhVWTTABHdi5C2wQ6AF6BAgKEAI#v=onepage&q=audio%20visual%20aids%20in%20education%20written%20by%20anderson&f=false>
- Arihant Experts. (2020). *Indira Gandhi National Open University*. India: Arihant Publications.  
<https://books.google.co.cr/books?id=2BrzDwAAQBAJ&printsec=frontcover&hl=es#v=onenepage&q&f=false>
- Bachaer, L. (2020). *Video in Teaccher Learning*. California, Estados Unidos: Corwin.  
[https://books.google.co.cr/books?id=d\\_ecDwAAQBAJ&printsec=frontcover&hl=es#v=onenepage&q&f=false](https://books.google.co.cr/books?id=d_ecDwAAQBAJ&printsec=frontcover&hl=es#v=onenepage&q&f=false)

Bakhodirovna, N. M. (2022). *Science and Innovation*. Modern Methods of Teaching English to Students: file:///C:/Users/falla/Downloads/modern-methods-of-teaching-english-to-students.pdf

Barrantes, A. G. (2018). *Universidad Hispanoamericana*. Implementation of Mobile Application:  
<https://mail.google.com/mail/u/0/?tab=km#inbox/FMfcgzGqQcpScGfdBwzXNbNdcFSSftlX?projector=1&messagePartId=0.1>

Beqiri, G. (2021). *Virtual Speech*. Using visual aids during a presentation or training session:  
<https://virtualspeech.com/blog/visual-aids-presentation>

Bhandari, P. (2020). *Scribbr*. <https://www.scribbr.com/methodology/qualitative-research/#:~:text=Qualitative%20research%20involves%20collecting%20and,generate%20new%20ideas%20for%20research>

Birt, J. (2022). *Career Guide*. What Is a Problem Statement: Definition, How-To and Example:  
<https://www.indeed.com/career-advice/career-development/what-is-a-problem-statement>

Brown, H. D. (2016). *Teaching by Principles an Interactive Approach to Language Pedagogy* (Vol. Second Edition). USA: Longmon. [http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles\\_of\\_language\\_learning.pdf](http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf)

Colegio Tecnico Profesional San Juan Sur. (2022). *Prezi*. Colegio Tecnico Profesional San Juan Sur: [https://prezi.com/n\\_yyjr4flww/colegio-tecnico-profesional-san-juan-sur/#:~:text=Ser%20un%20centro%20educativo%20que,calidad%20de%20vida%20y%20el](https://prezi.com/n_yyjr4flww/colegio-tecnico-profesional-san-juan-sur/#:~:text=Ser%20un%20centro%20educativo%20que,calidad%20de%20vida%20y%20el)  
 0el

- Crane, B. E. (2017). *How to Teach: A Practical Guide for Librarians* (Segunda ed.). Estados Unidos: Rowman & Littlefield . A Practical Guide for Librarians:  
[https://books.google.co.cr/books?id=uTExDwAAQBAJ&pg=PR14&dq=how+to+teach+by+handouts&hl=es&sa=X&ved=2ahUKEwiwtKHllf\\_uAhWLMOAKHdxFBBQQ6AEwAHoECAUQA#v=onepage&q=%20handouts&f=false](https://books.google.co.cr/books?id=uTExDwAAQBAJ&pg=PR14&dq=how+to+teach+by+handouts&hl=es&sa=X&ved=2ahUKEwiwtKHllf_uAhWLMOAKHdxFBBQQ6AEwAHoECAUQA#v=onepage&q=%20handouts&f=false)
- Delgado, J. C. (2018). *Universidad de Costa Rica*. Análisis comparativo de juegos serios educativos. Indagación sobre sus Posibilidades para la Adquisición de Competencias Tecnológicas en la Formación del Profesorado:  
<https://www.kerwa.ucr.ac.cr/handle/10669/76188>
- Doe, T. J. (2017). *Temple University*. Oral Fluency Development Activities: a One-Semester Study of EFL Students: <https://scholarshare.temple.edu/handle/20.500.12613/2792>
- Fonseca, K. A. (2021). *Universidad Nacional de Costa Rica*. Board games: an innovative attempt to enhance the students' speaking skill:  
<https://repositoriosiidca.csuca.org/Record/RepoUNACR19062>
- Gerard, J. (2011). *I-Sight*. Investigations Tips: <https://i-sight.com/resources/investigation-tips-setting-objectives/>
- Greenwalt, K. (2016). *Research Gate*. doi:10.1007/978-981-287-532-7\_48-1
- Harmer, J. (2016). *The Practice of English Language Teaching* (Vol. Third Edition). Longman.  
[file:///C:/Users/Equipo/Downloads/The%20practice%20of%20English%20Language%20teaching%20\(%20PDFDrive%20\).pdf](file:///C:/Users/Equipo/Downloads/The%20practice%20of%20English%20Language%20teaching%20(%20PDFDrive%20).pdf)

Hidri, S. (2019). *English Language Teaching Research in the Middle East and North Africa*.

Tunisia: Palgrave Macmillan.

[https://books.google.co.cr/books?id=c5l7DwAAQBAJ&pg=PA690&dq=four+skills+to+learn+english+%22visual+aids%22&hl=es&sa=X&ved=2ahUKEwizt-Ox\\_oLvAhV1RDABHTG9D60Q6AEwAXoECAIQAg#v=onepage&q=four%20skills%20to%20learn%20english%20%22visual%20aids%22&f=false](https://books.google.co.cr/books?id=c5l7DwAAQBAJ&pg=PA690&dq=four+skills+to+learn+english+%22visual+aids%22&hl=es&sa=X&ved=2ahUKEwizt-Ox_oLvAhV1RDABHTG9D60Q6AEwAXoECAIQAg#v=onepage&q=four%20skills%20to%20learn%20english%20%22visual%20aids%22&f=false)

Mahroo, F. (2020). *Reserch Metodology. A Guide for a Literature Review*. Alemania: Grin

Verlag.

[https://books.google.co.cr/books?id=lxsFEAAAQBAJ&pg=PA3&dq=DEFINITION+OF+LITERATURE+REVIEW+BY+AUTHORS&hl=es&sa=X&ved=2ahUKEwjmsrsm\\_nuAhUDTN8KHXHACsgQ6AEwAHoECAQQAg#v=onepage&q=DEFINITION%20OF%20LITERATURE%20REVIEW%20BY%20AUTHORS&f=false](https://books.google.co.cr/books?id=lxsFEAAAQBAJ&pg=PA3&dq=DEFINITION+OF+LITERATURE+REVIEW+BY+AUTHORS&hl=es&sa=X&ved=2ahUKEwjmsrsm_nuAhUDTN8KHXHACsgQ6AEwAHoECAQQAg#v=onepage&q=DEFINITION%20OF%20LITERATURE%20REVIEW%20BY%20AUTHORS&f=false)

Mammadova, T. (2019). *Teaching Grammar to a Grammar- Free Generation*. Reino Unido:

Cambridge Scholars Publishing.

<https://books.google.co.cr/books?id=54WDDwAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false>

MAMUN, A. A. (2014). *BRAC University, Dhaka*. Effectiveness of Audio-visual Aids in

Language:

<file:///C:/Users/falla/Documents/Thesis%20UH/thesis%201%20para%20summary.pdf>

Mangal, S. (2019). India: PHI Learning Private Limited.

<https://books.google.co.cr/books?id=AcmlDwAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false>

McCombes, S. (2019). *Scribbr*. Descriptive Research:

<https://www.scribbr.com/methodology/descriptive-research/#:~:text=Descriptive%20research%20aims%20to%20accurately,investigate%20one%20or%20more%20variables>

Neel, J. (2017). *Pen and the Pad*. The Definition of a Problem Statement:

<https://penandthepad.com/definition-problem-statement-6803325.html>

Nordquist, R. (2020). *Humanities › English*. English as a Foreign Language:

<https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597>

O'Brien, R. (2001). *An Overview of the Methodological Approach of Action Research*.

<https://www.web.ca/~robrien/papers/arfinal.html>

Oglee, M. N. (2019). *Visual Literacy*. Reino Unido: Rowman And Littlefield. Reading, Thinking and communicating with Visual:

[https://books.google.co.cr/books?id=nyGzDwAAQBAJ&pg=PA86&dq=visual+aids+in+teaching+%22visual+aids%22+aids&hl=es&sa=X&ved=2ahUKEwi7-ffzw\\_fuAhXmnuAKHZ9kCmYQ6AEwAnoECAcQAQ#v=onepage&q=visual%20aids%20in%20teaching%20%22visual%20aids%22%20aids&f=false](https://books.google.co.cr/books?id=nyGzDwAAQBAJ&pg=PA86&dq=visual+aids+in+teaching+%22visual+aids%22+aids&hl=es&sa=X&ved=2ahUKEwi7-ffzw_fuAhXmnuAKHZ9kCmYQ6AEwAnoECAcQAQ#v=onepage&q=visual%20aids%20in%20teaching%20%22visual%20aids%22%20aids&f=false)

Panconesi, G. (2017). *Hand book Research on Collaborative Teaching*. Estados Unidos: IGI Global

[.https://books.google.co.cr/books?id=f\\_okDwAAQBAJ&pg=PA143&dq=how+to+teach+english+by+virtual+games&hl=es&sa=X&ved=2ahUKEwiB9NSS5v7uAhUSqlkKHREZAJEQ6AEwAXoECAUQAQ#v=onepage&q=how%20to%20teach%20english%20by%20virtual%20games&f=false](https://books.google.co.cr/books?id=f_okDwAAQBAJ&pg=PA143&dq=how+to+teach+english+by+virtual+games&hl=es&sa=X&ved=2ahUKEwiB9NSS5v7uAhUSqlkKHREZAJEQ6AEwAXoECAUQAQ#v=onepage&q=how%20to%20teach%20english%20by%20virtual%20games&f=false)

Qambarova, D. Y. (2022). *Oriental Journal of Education* . Interactive Methods of English

Teaching in Higher Education: file:///C:/Users/falla/Downloads/interactive-methods-of-english-teaching-in-higher-education.pdf

Question Pro. (2022). *¿Qué es un estudio transversal?*

<https://www.questionpro.com/blog/es/estudio-transversal/>

Question Pro. (2022). *Question Pro*. Non-Probability Sampling: Types, Examples, &

Advantages: <https://www.questionpro.com/blog/non-probability-sampling/>

Ravikiran. (2022). *Simplilearn*. Population vs Sample: Definitions, Differences and Examples:

[https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample#what\\_is\\_population](https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample#what_is_population)

Senthamarai, S. (2018). *Sri Sai Bharath College of Education Dindigu*. Interactive teaching

strategies: file:///C:/Users/falla/Downloads/166-490-1-PB%20(2).pdf

Setyawan, N. F. (2020). *Surakarta University*. The Empowering of Audio Visual Media in

Teaching Listening Skills:

file:///C:/Users/falla/Documents/Thesis%20UH/NICO%20FEBRIANTSYAH%20EKA%20SETYAWAN\_163221231\_SKRIPSI%20thesis%202.pdf

Sharma, S. S. (2016). *Communication and Education Technology*. Jaipur, India: El sevier.

Contemporary Pedagogy for Health Care Professionals:

[https://books.google.co.cr/books?id=E\\_HQDwAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false](https://books.google.co.cr/books?id=E_HQDwAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false)

Tanjung, F. Z. (2018). Language Learning Strategies: <https://e-journal.usd.ac.id/index.php/LLT/article/view/966/981>

Travis, K. S. (2018). *Oral Communication: Skills, Choices, and Consequences*. Estados Unidos: Waveland Press.  
<https://books.google.co.cr/books?id=JD9FDwAAQBAJ&printsec=frontcover&dq=speaking+as+a+main+skills&hl=es&sa=X&ved=2ahUKEwiVn6LjhoPvAhWzTjABHZBjCa04ChDoATAFegQIAhAC#v=onepage&q=speaking%20as%20a%20main%20skills&f=false>

University of Minnesota. (2021). *The University of Minnesota Crookston*.

<https://www.crk.umn.edu/library/primary-secondary-and-tertiary-sources#:~:text=These%20are%20sources%20that%20index,credited%20to%20a%20particular%20author>

University of Northampton. (2018). *Learning Development*. Quantitative, Qualitative and

Mixed Methods: <https://cpb-eu-w2.wpmucdn.com/mypad.northampton.ac.uk/dist/d/6334/files/2018/01/Quantitative-qualitative-and-Mixed-Methods-Jan-2018-1hvxxl1.pdf>

Vlčková, B. M. (2021). *Filozofická fakulta Univerzity Palackého*. The effect of pronunciation

instruction on the fluency of advanced Czech learners of English :

<https://theses.cz/id/roodxx/ZP.pdf>

Voxco. (2021). *Voxco*. Applied research: [https://www.voxco.com/blog/applied-](https://www.voxco.com/blog/applied-research/#:~:text=What%20is%20applied%20research%3F,approach%20to%20finding%20the%20solutions)

[research/#:~:text=What%20is%20applied%20research%3F,approach%20to%20finding%20the%20solutions](https://www.voxco.com/blog/applied-research/#:~:text=What%20is%20applied%20research%3F,approach%20to%20finding%20the%20solutions)



yotheMasuram, P. (2020). *ScienceDirect*. Developing Spoken Fluency Through Task-Based Teaching:

<https://reader.elsevier.com/reader/sd/pii/S1877050920314095?token=A2AC6894A9B7661CDD34F98CE07FFA4C7885AFA18EB8B710F40F1D5A232B917F0A97EEAF4955B3B81723595E107A5A92&originRegion=us-east-1&originCreation=20221118235728>

Zhan, S. K.-K. (2019). *Technology in Education*. (S. K, & C. S, Eds.) Guangzhou , China:

Springer. Pedagogical Innovations:

<https://books.google.co.cr/books?id=2gGiDwAAQBAJ&pg=PA118&dq=how+to+teach+english+by+virtual+games&hl=es&sa=X&ved=2ahUKEwiB9NSS5v7uAhUSqlkKHREZAjEQ6AEwAHoECAMQA#v=onepage&q=how%20to%20teach%20english%20by%20virtual%20games&f=false>

## 6.7 Annexes

### Instrument 1

Institution name: \_\_\_\_\_ Grade or Level: \_\_\_\_\_

Supervisor name: \_\_\_\_\_ Teacher student's name: \_\_\_\_\_

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Observation checklist

Possible issues observe through the lesson.	Always	Sometimes	Never
Teacher uses an appropriate warn up to enroll the students to answer questions.			
For the students is easy to get the introductory idea about the topic.			
Teacher use activities that include speaking activities with visual aids.			
The teacher speaks to the students just in English when she was given the lessons.			
The teacher uses appropriate visual aids to encourage the students to learn easier.			
For the students is not difficult to understand when the teacher explains the topic.			
Students were do questions and clarifying ideas through the lessons.			
The classroom management is appropriate during the lessons.			
The students participate actively when the teacher implements activities.			
The teacher gets the main goals throughout the classes.			

Notes:

---

**Instrument 2**

**Universidad Hispanoamericana**  
**Thesis Questionnaire #1**  
**Colegio Tecnico Profesional San Juan Sur**  
**Eight grade**  
**Student name:** \_\_\_\_\_

- 1- ¿Cuál de las 4 habilidades considera usted que es más difícil de aprender del idioma inglés?
- A) Escuchar (Listening)  
 B) Hablar (Speaking)  
 C) Escribir (Written)  
 D) (Reading)
- 2- ¿Considera usted que las ayudas Audio Visuales como videos de You Tube, películas o música con subtítulos le ayudan a mejorar la fluides y vocabulario?
- 1- Sí  
 2- No  
 3- Tal vez
- 3- ¿Considera usted que lo más importante en el idioma inglés es ser fluido al hablar?
- 1- Sí  
 2- No  
 3- Tal vez
- 4- ¿En cuál de las habilidades considera usted que es mejor?
- A) Escuchar (Listening)  
 B) Hablar (Speaking)  
 C) Escribir (Written)  
 D) Leer (Reading)
- 5- ¿Considera usted que las lecciones impartidas por los profesores deben de contener ayudas audiovisuales?
- 1- Sí  
 2- No  
 3- Tal vez
- 6- ¿Considera usted que las lecciones impartidas por el profesor deben totalmente ser dadas sin ninguna participación de los estudiantes dentro del salón de clase?
- 1- Sí  
 2- No  
 3- Tal vez
- 7- ¿Sabe usted a que se refiere el concepto de enseñanza interactiva (Interactive Teaching)?
- 1- Sí  
 2- No  
 3- Tal vez

Universidad Hispanoamericana  
 Thesis Questionnaire #2  
 Colegio Tecnico Profesional San Juan Sur  
 Eight grade  
 Student name: \_\_\_\_\_

- 1- ¿Considera usted que mejoro su vocabulario y expresión con las estrategias usadas por el profesor durante las lecciones impartidas?
- A) Sí  
 B) No  
 C) Tal vez
- 1- ¿Considera usted que las ayudas Audio visuales son parte importante para mejorar las 4 habilidades?
- A) Sí  
 B) No  
 C) Tal vez
- 2- ¿Considera usted que Interactive Teaching debe ser implementado como parte del proceso de aprendizaje para mejorar la fluidez durante las lecciones?
- A) Sí  
 B) No  
 C) Tal vez
- 3- ¿Considera usted que el uso de más actividades que envuelvan interactive teaching en combinación con ayudas audiovisuales ayudan a mejorar la fluidez en el idioma inglés?
- A) Sí  
 B) No  
 C) Tal vez
- 4- ¿Cuál de estas habilidades considera usted que mejoro más durante el proceso?
- A) Escuchar (Listening)  
 B) Hablar (Speaking)  
 C) Escribir (Written)  
 D) Leer (Reading)  
 E) Todas en igual cantidad
- 5- ¿Sabe usted a que se refiere el concepto de enseñanza interactiva (Interactive Teaching)?
- A) Sí  
 B) No  
 C) Tal vez
- 6- ¿Considera usted que fue más fácil aprender nuevo vocabulario para ser utilizado a futuro?
- A) Si  
 B) No  
 C) Talvez
- 7- ¿Considera usted que lo enseñado por el profesor le ayuda a mejorar fluidez del idioma inglés?
- A) Si  
 B) No  
 C) Talvez
- 8- En conclusión, si tuvieras que dar una calificación al uso de interactive teaching en combinación con visual aids seria?
- A) Excelente  
 B) Muy Bueno  
 C) Bueno  
 D) Regular

**Instrument 3**

CTP SAN JUAN SUR

FINAL ORAL TEST

TOTAL POINTS: 16

WORTH PERCENTILE:

TIME ALLOTTED: 10 minutes

Professor: Olger Fallas Hidalgo

August 24<sup>th</sup>, 2023

Grade

Score

Percentage  
Achieved

Student's name:

**GENERAL INSTRUCTIONS**

Students have to choose a free topic to complete a short conversation with the teacher.

**Family****Countries****Favorite music****Hobbies.****CLASSWORK RUBRIC**

	<b>Excellent work!! 4</b>	<b>Good work!! 3</b>	<b>Could do better 2</b>	<b>Need to improve 1</b>	<b>Qualification obtained</b>
<b>Understanding</b>	The students are being able to complete successfully the conversation.	Students is being able to complete the conversation in an appropriate way.	Students can make a better effort to complete the conversation.	Students need guidance to complete the conversation.	
<b>Quality</b>	Students start the conversation with enough details in an excellent way.	Students start the conversation in an adequately way	Students start the conversation with minimal details need more effort.	Students do not put enough effort to complete the conversation.	
<b>pronunciation</b>	Students use excellent pronunciation to complete the conversation successfully.	Students use good pronunciation to complete the oral test.	Students have lack of pronunciation to complete the oral test.	Students are not interested in completing the task with good pronunciation.	
<b>Collaboration and vocabulary</b>	Students are on sharing and adding ideas to complete successfully the oral test.	Students are usually sharing and adding new ideas to complete the oral test.	Students are not being able to complete the oral test.	Students have several issues to complete the oral test.	

UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION

San José, 8 de noviembre de 2023

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Olger Fallas Hidalgo con número de identificación 110390942 autor (a) del trabajo de graduación titulado "**Interactive Teaching Strategy to Improve Fluency Skills Through Visual Aids in Eight Graders at Colegio Tecnico Profesional San Juan Sur in Cartago During the Second Quarter of 2023**" presentado y aprobado en el año 2023 como requisito para optar por el título de Licenciatura en Inglés con Énfasis en Enseñanza; (SI) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente

  
110390942  
Firma y Documento de Identidad

**ANEXO 1 (Versión en línea dentro del Repositorio)  
LICENCIA Y AUTORIZACIÓN DE LOS AUTORES PARA PUBLICAR Y  
PERMITIR LA CONSULTA Y USO**

**Parte 1. Términos de la licencia general para publicación de obras en el repositorio institucional**

Como titular del derecho de autor, confiero al Centro de Información Tecnológico (CENIT) una licencia no exclusiva, limitada y gratuita sobre la obra que se integrará en el Repositorio Institucional, que se ajusta a las siguientes características:

- a) Estará vigente a partir de la fecha de inclusión en el repositorio, el autor podrá dar por terminada la licencia solicitándolo a la Universidad por escrito.
- b) Autoriza al Centro de Información Tecnológico (CENIT) a publicar la obra en digital, los usuarios puedan consultar el contenido de su Trabajo Final de Graduación en la página Web de la Biblioteca Digital de la Universidad Hispanoamericana
- c) Los autores aceptan que la autorización se hace a título gratuito, por lo tanto, renuncian a recibir beneficio alguno por la publicación, distribución, comunicación pública y cualquier otro uso que se haga en los términos de la presente licencia y de la licencia de uso con que se publica.
- d) Los autores manifiestan que se trata de una obra original sobre la que tienen los derechos que autorizan y que son ellos quienes asumen total responsabilidad por el contenido de su obra ante el Centro de Información Tecnológico (CENIT) y ante terceros. En todo caso el Centro de Información Tecnológico (CENIT) se compromete a indicar siempre la autoría incluyendo el nombre del autor y la fecha de publicación.
- e) Autorizo al Centro de Información Tecnológica (CENIT) para incluir la obra en los índices y buscadores que estimen necesarios para promover su difusión.
- f) Acepto que el Centro de Información Tecnológico (CENIT) pueda convertir el documento a cualquier medio o formato para propósitos de preservación digital.
- g) Autorizo que la obra sea puesta a disposición de la comunidad universitaria en los términos autorizados en los literales anteriores bajo los límites definidos por la universidad en las "Condiciones de uso de estricto cumplimiento" de los recursos publicados en Repositorio Institucional.

SI EL DOCUMENTO SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA O UNA ORGANIZACIÓN, CON EXCEPCIÓN DEL CENTRO DE INFORMACIÓN TECNOLÓGICO (CENIT), EL AUTOR GARANTIZA QUE SE HA CUMPLIDO CON LOS DERECHOS Y OBLIGACIONES REQUERIDOS POR EL RESPECTIVO CONTRATO O ACUERDO.



REPÚBLICA DE COSTA RICA  
Tribunal Supremo de Elecciones  
Cédula de Identidad

**1 1039 0942**



Nombre: **OLGER**  
1° Apellido: **FALLAS**  
2° Apellido: **HIDALGO**  
C.C.



Número de Cédula: **1 1039 0942**  
Fecha de Nacimiento: **17 07 1979**  
Lugar de Nacimiento: **HOSPITAL CENTRAL SAN JOSE**  
Nombre del Padre: **RAFAEL ANGEL FALLAS DURAN**  
Nombre de la Madre: **FLORA MARIA HIDALGO SEGURA**  
Domicilio Electoral: **SAN GABRIEL ASERRI SAN JOSE**  
Vencimiento: **04 02 2030**



002712816