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CAMPUS PUJILI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

**AUDIO-LINGUAL METHOD TO IMPROVE STUDENTS' SPEAKING
SKILLS IN SECONDARY SCHOOL. (STUDENTS' EXPERIENCES)**

Research report before obtaining the bachelor degree in National and Foreign
Language Pedagogy, English Major

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**PUJILI-ECUADOR
AUGUST-2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research, report entitled "Audio-Lingual Method to improve students' speaking skills in Secondary School. (students' experiences)", and researched by Bermeo Lima Miryam Estrella, ID number 1106053455, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí Agosto, 2023



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COMMITTEE APPROVAL

The research report entitled "Audio-Lingual Method to improve students' speaking skills in Secondary School. (students' experiences)", has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

In this dissertation, first, I give infinite thanks to God for being the main owner of my life, the one who gives me the strength and wisdom to continue fulfilling each one of my proposed goals. He accompanied me and took care of me throughout my professional career, being my strength in my moments of weakness, and giving me a life full of health, life, and wisdom. In the same way, I want to thank the Technical University of Cotopaxi for opening the doors of this beautiful institution for me. To all those who were my teachers, thank you for giving me your unconditional support and providing me with excellent knowledge in the development of learning and culmination of this new professional achievement. At the same time, I am infinitely grateful to my dear tutor, MSc Sonia Castro, for her guidance, dedication, understanding, encouragement, patience, and support in this research work.

Finally, I express my deep gratitude to my parents and all my dear family, because all of them have been the fundamental pillar to pursuing my dreams and fulfilling each one of them, thank you very much to all.

Miryam

DEDICATION

I dedicate this research project with much affection and love, first of all to the "Ascension of the Lord" for being the main owner of my life, thank you for giving me wisdom, life, health, and a lot of strength to achieve one of my goals. Secondly, to all my family who are the best of my life, especially my parents Rosa and Antonio. To my mom Rosa, thank you for all your unconditional support, you are the best, you are always encouraging me, advising me to be a good woman, you never left me alone in the worst moments, and you were always there fighting to help me achieve each one of my goals, dreams, I will always be proud to have an excellent mom.

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Miryam

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY**

ENGLISH MAJOR

THEME: Audio-Lingual Method to improve students' speaking skills in Secondary School. (Students' experiences)

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ABSTRACT

The Audio Lingual method is a pedagogical technique used to improve oral skills in high school students. This method is based on the intensive use of audio, dialogue, and drill repetition to develop students' listening and speaking skills. The purpose of this research is to determine the usefulness of the audio-lingual method to improve oral skills in first-year high school students of the Jatary Unancha Bilingual Intercultural Community Educational Unit. The participants of this study were 4 students. The approach used was mixed and the research design was descriptive. In addition, a survey was applied, and the respective data processing was carried out through Google Forms. It is worth mentioning that the researcher selected a purposive sampling approach because she chooses the appropriate participants based on the research objective. The study shows that students are satisfied in the English class, since according to their opinions, there is no negativity. Therefore, the usefulness of the activities provided by this method, such as the audio of dialogues, repetition exercises, and intensive practice, intervene positively in the improvement of oral skills. It is important to bear in mind that any teaching method must be complemented with varied activities that promote verbal interaction, reading comprehension, and writing. However, it is recommended to carry out another study to find out if the usefulness of the audio-lingual method is important to improve oral ability in students throughout the educational institution.

Keywords: Audio Lingual Method, Repetition and Practice, Speaking Skill.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY**

ENGLISH MAJOR

TEMA: Método Audio-Lingual para mejorar la habilidad oral de los alumnos de Secundaria. (Experiencias de los estudiantes)

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RESUMEN

El método Audio Lingual es una técnica pedagógica utilizada para mejorar las habilidades orales en estudiantes de secundaria. Este método se basa en el uso intensivo de audios, diálogos y repetición drill para desarrollar las habilidades de escucha y habla de los estudiantes. La presente investigación tiene como propósito determinar la utilidad del método audio-lingual para mejorar la destreza oral en estudiantes de primer año de secundaria de la Unidad Educativa Comunitaria Intercultural Bilingüe Jatary Unancha. Los participantes de este estudio fueron 4 estudiantes. El enfoque utilizado fue mixto y el diseño de la investigación fue descriptivo. Además, se aplicó una encuesta, y se realizó el respectivo procesamiento de datos a través de Google Forms. Vale la pena mencionar que la investigadora seleccionó un enfoque de muestreo intencional porque elige a los participantes apropiados según el objetivo de la investigación. El estudio demuestra que los estudiantes están satisfechos en la clase de inglés, ya que según sus opiniones, no hay negatividad. Por lo tanto, la utilidad de las actividades que proporciona este método, como el audio de diálogos, los ejercicios de repetición y la práctica intensiva, interviene positivamente en la mejora de las habilidades orales. Es importante tener en cuenta que cualquier método de enseñanza debe complementarse con actividades variadas que promuevan la interacción verbal, la comprensión lectora y la escritura. Sin embargo, se recomienda realizar otro estudio para conocer si la utilidad del método audio-lingual es importante para mejorar la habilidad oral en los estudiantes de toda la institución educativa.

Palabras claves: Método Audio Lingual, práctica y repetición, habilidad del habla.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Audio-Lingual Method to improve students' speaking skills in Secondary School. (Students' experiences)

Starting Date: April 2023

Ending Date: August 2023

Place of Research: Unidad Educativa Comunitaria Intercultural Bilingue Jatari Unancha

Sponsoring Faculty: Extension Pujili

Sponsoring career: National and Foreign Language Pedagogy English

Linked Research Project (if applicable): Formative Research

Research Group:

Work Team: M.Sc. Sonia Castro Bungacho

Miryam Estrella Bermeo Lima

Knowledge area: Education

Research line: Education, communication, and design for human and social development.

Research line of the career: Innovation in the English language teaching and learning as a foreign language.

2. PROBLEM STATEMENT

Today, English is a language that has gained relevance throughout the world as it allows communication with anyone who knows it. Nicole & Adriana (2022) mention "That is why it is essential to teach this language, it is a fundamental tool when it comes to teaching and learning since it allows personal and professional development and growth" (p. 1). There are four skills that encompass the knowledge of a language and they all work together to be able to speak and listen. These skills are oral expression, writing, listening, and reading comprehension. However, there is one of them that is not so studied and little that teachers practice with their students. Both spoken and heard English are essential because they allow understanding and transmitting ideas effectively. The objective of learning oral expression is to help students develop their fluency and this is achieved through communication strategies and activities that strengthen the target language. Mart (2013) mentions that "the Audio-Lingual method focuses on oral skills through the teaching of vocabulary and grammatical patterns through dialogues, to allow students to respond quickly and accurately in spoken language" (p. 64). According to the author, this method helps students to develop good competence in the learning processes, and for this, the teacher will use exercises, repetitions, dialogues, dramatizations, games, and other techniques.

Therefore, the main problem is the proper use of the method audio lingual to improve their oral skills in the students of the intercultural community educational unit Jatari Unancha Bilingual. Given this situation, several causes have been detected that do not allow students to develop their oral skills properly. One of them is that if teachers do not use listening and speaking exercises as adequate resources during their class hours, students will not develop language comprehension. Another cause is that teachers must have various didactic resources that help create a good environment and improve communication skills, thus achieving learning objectives. In addition, teachers must correct their pronunciation as this can create confusion and misinterpretation by students when expressing their ideas. After evidencing some of the causes of the problem, several factors such as limited vocabulary, fear of making mistakes, low confidence, and little practice in class were also taken into account to develop a correct pronunciation of the

language. Therefore, students need to increase their oral ability to produce the language through experience. Due to this, this research tries to answer the following question: How useful is the Audio Lingual method to improve oral skills in first-year high school students of the Unidad Educativa Comunitaria Intercultural Bilingüe Jatary Unancha?

3. OBJECTIVES

General objective

- ✓ To determine the usefulness of the audio-lingual method to improve oral skills in first-year high school students of the Intercultural Bilingual Community Education Unit Jatary Unancha.

Specific objectives

- ✓ To define relevant information about the audio-lingual method in the speaking skill.
- ✓ To identify through a data collection instrument based on opinions about the effectiveness of the utility of the audio-lingual method.
- ✓ To present conclusions and recommendations on the experience about the useful of the audio-lingual method.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1

Activities of the objectives

Specific objective	Activities	Verification Means
To define relevant information about the audio-lingual method in the speaking skill.	Bibliographic review	Theoretical framework section
To construct a data collection instrument based on opinions about the usefulness of the audio-lingual method.	Design of instruments for data collection Apply information processing.	Survey Questionary Analysis and discussion of data
To present conclusions and recommendations on the experience about the useful of the audio-lingual method.	Interpreting the results obtained from the different participants.	Conclusions and recommendations.

5. JUSTIFICATION

The Audio Lingual method focuses on immediate oral communication, which encourages students to speak from the beginning. Through repetition and constant practice, students develop the ability to express themselves fluently and naturally. Therefore this method is based on correct hearing and pronunciation. Students hear authentic speech models and are encouraged to imitate them. By developing active listening skills, students learn to correctly recognize and pronounce the sounds and structures of the language.

Using the Audio Lingual method, systematic repetition techniques and intensive practice are used to consolidate learning. Students practice speech patterns and phrases in different contexts and through structured repetition. This helps strengthen long-term memory and facilitates a quick and accurate linguistic response. As they gain confidence in their ability to produce language, they become more comfortable communicating fluently and naturally. The ALM focuses on authentic and functional communication in real-life situations. Students learn to use the language in a practical and applicable way in different contexts. This provides them with the necessary skills to interact effectively in everyday situations and communicate confidently in various settings.

Finally, this method can be justified as an effective approach to improving speaking ability in high school students due to its hands-on approach, emphasis on listening and repetition, memory strengthening, fluency development, and preparation for communication in real situations.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

In the present research, it took into account some academic articles on the application of the Audio Lingual method for the improvement of speaking ability.

First, Jurmasari (2014) conducted a study to find out the effectiveness of using the audio-lingual method in teaching students from 26 secondary schools in Makassar (26 Makassar) to improve their speaking ability. In this investigation, collaborative action research in the Classroom was applied. In the present investigation, the second-grade students of the Basic Secondary School (Smp 26 Makassar) were chosen in the academic year 2013/2014, which were made up of twelve men and eleven women. To determine the students' performance, instruments such as the essay and the observation guide were used which consisted of two cycles each of three meetings and four steps. These steps include the plan, action, observation, and reflection. Through this, they determined the improvement in performance from the first to the second cycle with the following scores. In the pretest, the highest score is 4.1. In the posttest, the score is 4.7 in the first cycle and 5 in the second cycle. The researcher mentioned that performance has improved in this process. The Audio lingual method implementation helped to improve the speaking ability of first-grade students at Junior High School 26 Makassar. Thus, the author suggests that if they observe that their students have problems in the learning process, teachers should carry out action research in the classroom to determine an improvement in the teaching process, especially in oral skills.

Second, Erdila (2019) conducted a study to improve students' speaking ability by Audio Lingual Method as a method. This was developed in tenth grade at the 15 Taruna Indonesia Kota Bengkulu cadet school (SMKS 15 Taruna Indonesia Kota Bengkulu) in the academic year 2018/2019. The methodology used for this study was classroom action research. For the data collection, the researcher followed some steps. First, the researcher fulfilled some formal administrative procedures to get the principal's permission to conduct the research. After receiving authorization, the researcher met

with the English teacher to schedule an appointment for the observation and other action research aspects using the Audio-lingual Method. After putting the research to the test for a few weeks, the results show that using the audio-lingual approach improves students' speaking skills considerably in the first and second cycles. Based on the study findings and discussion, it was determined that the audiolingual method can help students enhance their speaking skills. So, the author recommends that the English teacher should use the audiolingual method to improve students' speaking skills at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu.

Third, Novillo (2017) carried out an exploratory and descriptive study focusing on observing how the audiolingual method helps to improve and perfect oral expression in the students of the Sixth Year of Basic General Education "A" of the "Princeton" Educational Unit, located in the Riobamba city. The methodology of this study was ethnographic and hermeneutic which helped to identify and analyze the problem as it appeared in that place. The researcher applied direct observation and performed a critical analysis of the information obtained in the diagnostic phase. Also, described, analyzed, and interpreted the results obtained based on the theoretical framework to explore how the use of the audio-lingual method helps in the development of oral skills in the English language. Throughout the study, the author states that dialogues and communication exercises are the best options for the audio-linguistic method because they are activities that, if properly implemented, will easily achieve the learning objectives. In addition, exercises based on the audio linguistic method such as dialogues and commands help students to significantly develop their oral skills. However, in this study, the objectives were not met since the teacher neglected some stages when carrying out these activities, so the procedure was applied incorrectly. As a result, the author proposes that the teacher deepen this method, make the student's oral practice more relevant, and a conversation be used in which the students can improvise.

6.2.Theoretical Framework

Teaching and Learning process of the English language

The teaching-learning process is conceived as the space in which the main protagonist is the student and the teacher fulfils the function of facilitator of the learning processes. It is the students who build knowledge from reading, contributes their experiences, and reflect on them, to exchange their points of view with their classmates and the teacher. In this space, it is intended that the student enjoy learning and commit to lifelong learning (Barona, 2018, p.22)

Teaching

According to Vang (2016), teaching refers to the transmission of knowledge, values, and ideas among people. Although this behaviour is usually only associated with certain academic areas, it is worth noting that it is not the only means of learning. Other institutions can be mentioned, such as religions or clubs, as well as institutions outside of them, be it family, cultural events, among friends, etc. In these latter cases, the lessons are no longer strictly planned, but more improvised in shape. However, that does not mean it can't produce a transcendental effect on those who receive the teachings (p. 23).

Learning

For Sing (2017), learning is conceived not only as an end in itself but as a tool. Learning must be in life, for life, and for life. In this sense much of the learning must be developed in real scenarios, attending real situations. On the other hand, the understanding and attention to complex problems call for interdisciplinary work, so that the student is encouraged to mix with students from other careers to take common subjects or to take subjects from other careers. The new scheme demands students to be information-seeking experts, critical readers who can determine the relevance, veracity, and relevance of the information. This goes far

beyond the traditional teaching scheme in which the student is a recipient of content that has not been appropriated and which he thinks are unquestionable truths (p. 3).

Components of the teaching and learning process

The teaching and learning process is a dialectical unity between teaching and education, the same feature exists between teaching and learning.

Whitton (2016) mentioned that the entire learning process has a systematic structure and function, that is, it consists of closely related elements or components. This approach makes it possible to analyse different types of relationships that are more or less involved in different components of the learning process. Its components are: goals that drive the process, content, and elements of knowledge to be covered, organization form, which is the way content is grouped, techniques, which are strategies and tools for content delivery, media, devices that can be used to provide information electronically, evaluation, which enables the evaluation of the results of the process (p. 4).

Characteristics of the teaching-learning process

Larsen (2013) suggests that this approach has unique characteristics and uses it to regulate the teaching and learning process. For instance: vocabulary and structure are learned in conversation and in small groups or pairs. It helps to understand the meaning, imitation and repetition allow students to learn dialogue, give positive recognition to students for positive achievements grammar is taught inductively (not explicitly), cultural information related to dialogue, interaction is mainly between students and students. The teacher initiates, directs, and controls it, vocabulary is kept to a minimum during student orientation, maintain the natural order of language: listening comprehension, oral expression, written comprehension, and written expression, mother tongue disrupts the learning process, L1 is never used, practicing conversations and repetitive actions helps

reduce distractions that may occur, assessment takes place through a formal test. these questions assess only one language point: adding the missing words to complete the sentence, assessment is through official exams (p. 3)

Types of methods for teaching the English language

Grammar translation method

For Velazco (2002), this method is known for the first time in the history of foreign language teaching and has been traditionally used for learning classical languages, so it is called the "traditional" method. Basically, its main purpose is to understand the words and grammar rules of the target language so that students can understand and form sentences. In this way, students can appreciate foreign language culture and literature while gaining deeper knowledge and developing their intellectual and reasoning skills (p. 7).

In theory, this approach involves teaching a second language in the native language, since all the information needed to construct a sentence or understand a text is facilitated through interpretation in the learner's native language.

Direct method

According to Ellis (2015),

Direct methods are traditionally called "natural" or "inductive" in response to traditional methods. It was not deliberately intended as a methodical procedure, since naturalistic strategies are known to have been used intuitively for learning certain languages in the distant past (for example, young Romans learned Greek with slaves from Greece). However, it was not until the first half of the sixteenth century that the French essayist Montaigne believed that this method was the best for language learning. He hired a tutor to teach him Latin in a "natural" and oral way at home, and thus he was one of the pioneers who proposed this "natural" method as a possible method of teaching the language (p. 6).

Thus, the "direct" method is a continuation of the traditional "natural" method, which arose from an attempt to break away from the methodology used in classical languages in order to develop a new procedure that corresponds to everyday "life".

Communicative approach

Reinoso (2000), pointed out that

The obvious shortcomings of all the above methods show that none of them alone can achieve the goal of making students communicate, so the solution must be a mixture of several elements. This is where the communication method comes into play. Using a range of activities, texts, dialogues, and exercises, this approach covers all areas where communication takes place. Characteristics: as a starting point, it provides a list of topics, functions, syntax, and vocabulary. It offers a wide range of activities: interactive, motivating, and content-based, its purpose is to develop the communicative function and sometimes it is even fun, it attempts to discover a form of natural language based on everyday communication, it places appropriate emphasis on the grammatical, lexical, and phonological aspects of the communicative process (p. 11).

Unlike the previous approaches, the communicative approach achieves its goals by applying psychological and pedagogical principles in material development. Thus, harmony is achieved with orthographic, phonological, morphological, lexical, syntactic, semantic, pragmatic, and sociolinguistic types, which are essential components of the communicative process.

Audiolingual Method

For Castillo & Obando (2022), exposes that

The audio-lingual method is a method that lets the language is learned quickly because it enhances listening comprehension through repetition of everyday words and phrases as a group and also individually, becoming a natural process, it also gives rise to the grammar of the language as it begins by hearing the

English, this is repeated and thus move to the next skill to finally apply it. The application of this method dates back to the 1950s and 1960s (p.14).

According to Richards & Rodgers (2012) “the Audiolingual Method is a method that focuses on accuracy through drill and practice in the basic structures and sentence patterns of the target language” (p.14). The Audiolingual Method was developed in the United State during World War II. At that time, there was a need for people to learn foreign languages rapidly for military purposes.

Freeman (1986) stated that

The purpose of military programs is to provide students with knowledge of various foreign languages. Since this is not the goal of traditional foreign language programs in the United States, new approaches are needed. She also pointed out that when applied to language teaching, and often in a language laboratory context, this would mean that the teacher would present the correct sentence pattern and the student would have to repeat it (p. 7).

Then, the teacher will continue to offer new words so students can try the same structure. In audio bilingualism, there are no clear grammatical instructions and everything is just formal memory. The idea is to have students practice a certain structure until they can use it spontaneously. In this way, lessons are built around static exercises where students have little or no control over their results; teachers expect 15 specific answers, and students will receive negative feedback if they do not.

According to these definitions, the audio lingual method is an appropriate method to train students in language learning, focusing on knowledge acquisition, repetition, and using other techniques provided by the method to build habits that promote listening. This is highlighted in this research paper.

Use the Audio Lingual Method

The teacher uses the Audiolingual Method when the students are learning a new language in this case English language.

Richards & Rodgers (2012) mentioned that:

When teaching listening and speaking, teachers will work in real dialogue situations (dialogues). The teacher will emphasize speaking because all habits require a lot of practice to achieve a good level 6. Listening and speaking is one of the best teaching methods in large groups. According to this approach, foreign language teaching is considered mechanical; the teacher teaches the foreign language as if it were a learning structure and sound imitation. ALM uses a large number of substitution exercises designed to teach grammar patterns and give students an idea of how to construct sentences. In addition, the conversational memory method is used to learn sounds and provide a rich new vocabulary (p. 26).

This method is centred on developing the speaking skill. Here the teacher is the one who directs the class through modelling new structures and making students repeat and imitate them later. No space for mistakes was given, because with repetition and substitution exercises students needed just to follow what was written on the board.

Procedure of Audio-Lingual Method

The Audio-lingual methods provide a relatively complete technique and procedure. There are a number of types of Audio-Lingual Methods such as dialogue memorization, backward build-up, expansion drill repetition drills, chain drill, single-slot substitution drills, multiple slot substitution drills, transformation drills, question and answer drills, use minimal pairs, complete the dialogue, and grammar game. The teacher may choose some of them because it all depends on the needs of the repetition drill and transformation drill. The procedure is as follow:

- a. Repetition Drills: this is the simplest drill in the language learning. It is used for very beginning of language learners.

Example: Teacher: I study in the morning. Students: I study in the morning

The researcher chose the repetition drill because it is needed to strengthen the student's memorization. By drilling to repeat some phrases or sentences correctly lots of times, it will lead the students to master the language and know the pattern of the language grammar. It is in line with the assumption of the method that repetition by the teacher and followed by the students is one of the way in teaching the target language.

- b. Response exercises: language learners respond to someone's sentences. In this exercise, the answers will be structured according to the questions. The exercise can include "who" questions or "yes/no" questions. Example: T1: Alice is at school. T2: Where is Alice? T3: At school.

Although the concept of the audio-lingual method is speaking first and understanding later, by using this type of drill the students not only could remember the utterances but can respond to the same.

Activities based on Audio Lingual method

Drilling

At its simplest, practice involves listening to patterns provided by the teacher, a tape, or another student, and then repeating what you hear.

Council (2020) mention that:

This is a repetitive exercise, a technique that many teachers still use when introducing students to new language topics. The teacher says (mimics) a word or phrase and the student repeats it: Other types of drill include substitution drills, or question and answer drills.

Substitution drills can be used to practise different structures or vocabulary items (i.e. one or more words change during the drill).

Example:

Prompt: 'I go to work. He

Response: 'He goes to work.

In question and answer drills the prompt is a question and the response the answer. This is used for practising common adjacency pairs such as 'What's the matter?', 'I've got a (headache)' or 'Can I have a (pen) please?', 'Yes here you are.' The words in brackets here can be substituted during the drill (p. 3).

In all drills, learners have no or very little choice over what is said. So drills are a form of very controlled practice. There is one correct answer and the main focus is on 'getting it right' i.e. on accuracy. Drills are usually conducted chorally (i.e. the whole class repeats) and then individually. There is also the possibility of groups or pairs of students doing language drills together.

That teachers should drill with the students in the ALM

At all levels, we should practice vocabulary or chunks of language that cause pronunciation problems.

- At low levels, students are still getting used to the sounds of English and need plenty of opportunity to get their tongues around them, so it is likely that drilling will be used more.
- Sounds that either do not exist in their L1 or occur differently.
- Consonant clusters and weak forms may also cause difficulty - for example in words like vegetable, comfortable.
- At the phrase level intonation, stress, and weak forms often cause learner difficulties, and at higher levels there may still be problems with these aspects of pronunciation.

Phrases such as, 'If I'd known you were coming I'd have stayed at home' are difficult to say.

- Intonation patterns that are crucial to meaning may also be usefully practiced through drilling, for example, tag questions (which ask for confirmation or which

genuine questions are) or expressions like you could have told me it was his birthday! (as a rebuke)

If we believe that drilling helps our learners memorize language, we should also drill useful and common language chunks to help them internalize them. This would include many common phrases such as:

- Hello, how are you?
- Can I have a ..?'
- Have you got a ...'
- If I were you I'd.. '

Drilling of structures seems much less likely to be useful because of the mental processing that is required to apply grammar rules accurately, particularly if it is a new piece for language learners.

Steps for using drills in an English Classroom

Understand the purpose of drills. There are a lot of good reason for using English language drills, including: to practice, to fix a new structure in the mind of the students, to improve students' skills, how we can fix something in the mind of students. Learn the types of drills that can be used when teaching English there are several types of drills (each is explained in the following steps):

Substitution Drill.- Replace or change a new word, for example, Bob teaches English. In this replacement, type one or other words like Learns, Studies, etc. In this way, they will understand the example easily.

Transformational Drill.- This is a kind of drill which transfers one idea to another. For example: He teaches, he taught, he will teach, he has taught, he is teaching.

Reputation Drill.- This is a kind of drill in which you practice pronunciation.

Chain Drill.- In this drill, we practice a series of dialogues. For example:

S.A: how are you?

S.B: I am fine.

Mechanical Drill. - For students who can not understand the meaning due to the lesson being complicated, make the lesson easier by expanding it.

Communication Drill. - This is a kind of drill that while you are teaching, you communicate with student and students by using ideas. Motivate the students to share their ideas and to discuss the topic.

Introduce the new vocabulary or phrases students will need, set the instruction, perform the drill, and provide a feedback (Council, 2005, p. 4).

Dialogue

Richard (2012) defines dialogue as a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed toward a particular subject. The use of dialogues can be seen back in classical literature, especially in Plato's Republic. Several philosophers also used this technique for rhetorical and argumentative purposes. Generally, it makes a literary work enjoyable and lively.

Types of Dialogue

There are two types of dialogues in literature:

- Inner Dialogue – In inner dialogue, the characters speak to themselves and reveal their personalities. To use inner dialogue, writers employ literary techniques like stream of consciousness or dramatic monologue.
- Outer Dialogue – It is a simple conversation between two characters used in almost all types of fictional works.

Steps for applying dialogues in an English Classroom

Step 1: Explain to the students using pictures, gestures, their native language, or whatever means necessary the context and purpose of the dialogue.

Step 2: Enact the first line of the dialogue as you say it and have students listen. (Repeat several times).

Step 3: Have students repeat in chorus after teacher until their pronunciation is fairly accurate.

Step 4: Have students repeat individually personalizing the line.

Step 5: Repeat Steps 2 and 3 with the next line of the dialog.

Step 6: Teacher says line one and students respond with line two, first in chorus and then alone.

Step 7: Have students pair off and take turns introducing themselves while the teacher circulates, listens and helps.

Step 8: Repeat Steps 2 and 7 with the next two lines of the dialogue.

Step 9: Have students enact the first four lines of the dialogue.

Step 10: Repeat Step 9 with all of the lines of the dialogue.

Requests and commands

Listening and response activities emphasize bottom-up processing as the listener uses listening to identify the structures of specific words and grammatical commands. Action is that children's early language skills consist primarily of listening to adults tell them what to do: "Pick up the ball," "Sit down," "Open your mouth," and "Look at me." The child will seek guidance from the parent and then perform the desired action. Children do not need to know how to speak, just listen and understand. Comprehension is the first step in language learning, not word formation.

It has proven to be effective in teaching foreign language beginners. For example, you can teach "¡Siéntense!" (Sitting) In Spanish lessons, you have to sit and say "Siéntense" repeatedly. You can ask the whole class to sit with you or even create a game or comment on how some students are sitting. Movement is good for memory. By watching you sit, or experiencing the activity themselves, your students will easily associate sitting with peace. The combination of movement and language is so innate that children can easily learn the language without the help of textbooks.

Steps for using Command in an English Classroom

Step 1: Give first command and use gestures to help the student understand.

Step 2: Give inverse command using gestures.

Step 3: Repeat Steps 1 and 2 a couple of times without gestures.

Step 4: Repeat Steps 1 and 2 with other members of the class.

Step 5: Introduce another pair of commands by repeating Steps 1 thru 4.

Step 6: Repeat Step 5 with another pair of commands.

Step 7: Continue adding pairs of commands until you have introduced all the commands you.

Step 8: Have students give command.

If students are ready and wish to begin giving commands, have them do so by starting with Step 1, first before the whole class and later with the whole class divided into pairs.

Role of the teacher in the Audio Lingual method

Rodgers (1988) mentions a very important aspect of the teacher's role in this approach:

Teachers are the main characters in the classroom, so teachers lead the classroom and allow students to participate. In effect, the teacher models the target language, controls the direction and pace of learning, and checks and corrects student performance. Because the teacher must maintain the student's attention by changing the exercises and tasks, as well as choosing the most suitable situation for practicing the structure (p. 61).

The teacher's role is played actively. The teacher is responsible for dictating instructions, choosing, and adapting teaching styles so that the content is presented clearly and does not confuse the students while listening. The participation of the teacher in the classroom is essential, he or she is the main character in the classroom because he or she is the one who fully transmits the knowledge.

Role of the student in the Audio Lingual method

Richards and Rodgers (1988) refer to the role of the student in this approach as:

Students should actively participate in the learning process. In this way, students should be able to communicate, mainly orally, in everyday situations. A high level of listening comprehension and intelligibility of spoken pronunciation is expected, in addition to a sufficient knowledge of the most common vocabulary in an English-speaking environment (p. 62).

According Castillo (2022) says that “the student is the one who attentively receives the instructions given by the teacher and must follow them diligently, at the moment of responding to the teacher he/she must not do so using the native language” (p. 20). On the other hand, students are committed to train their listening and speaking skills, memorizing the grammatical structure through listening exercises. In that way, learners will adapt to habits of repeating the meaningful of the language vocabulary. In this research work, the importance of the correct performance of roles during the teaching-learning process is considered, where the audio-lingual method challenges those involved to comply with the corresponding role of both parties, otherwise the purpose of the method would be drastically affected. The roles' actions positively benefit their host. Therefore, both mentor and trainee should strive to perform them.

Advantages and disadvantages of Audio Lingual method

Lake (2013) tells us that the application of the Lingual Audio Method has many advantages such as: Students are able to speak the target language communicatively. Students have no difficulties in understanding the lesson as it is carried out in the mother tongue and students are able to provide a correct response directly. In the disadvantages are: Speaking or any kind of spontaneous creative output was missing from the curriculum, students play a passive role in the classroom, very little attention is paid to communication, little attention is paid to content and process of learning emphasises on speaking (p.13).

The dialogue in the Audio Lingual method

Aicart (2018) argues that the “ALM activities are anchored in the dialogues shown at the beginning of each teaching unit” (p. 2). These dialogues, together with controlled vocabulary and controlled grammar, present a familiar sociocultural context and certain grammatical patterns that will be the unit centre. Students are often asked to memorise the dialogues and repeat them in front of the class.

Classroom practice of Audio Lingual method

For Aircart (2018) stated that dialogue and repetition exercises are the foundation of the classroom, and dialogue uses the context of language for repetition and memory. After reading the dialogue, the teacher will select some grammar points and choose different types of exercises according to those grammar points. A typical class consists of: students listen to a dialogue and repeat the sentences, the dialogue can be adapted to the interests of the students by changing some sentences, you can select some dialogue structures to perform repetition exercises of different types, and students open the textbook and do vocabulary or writing experiments. As language proficiency increases, students can write essays on specific topics (p.23).

Principles of Audio Lingual method

This method has a structuralist character is widely accepted for the following reasons:

1. Language is spoken, not written on paper.
2. Language is what natural speakers say, not what someone thinks they should say.
3. All languages are different.
4. Language is a set of habits.
5. Teachers should teach the language, not the language.

Velazco (2002) stated that as the number of European immigrants to the United States continued to increase, the need to find a common language increased. On the other hand, industrialization in the second half of the 19th century created a

new layer of the population that was not academically educated and could not try to learn languages by traditional methods, because they had not learned the classical languages, they had other things to do. So that they correspond to the methodological foundations for learning new European languages from a more comfortable position. Therefore, language teaching began to undergo reforms, including listening and speaking (p. 27).

Positive aspects of Audio Lingual method

This method has been used for a long time. By using the phonics method in teaching, teachers can find some advantages such as: the delivered content is based on the communication context, easier to manage students as teachers can monitor their activities, the target language is mainly used in the classroom, which helps improve students' abilities, the teacher does not speak because the method focuses on models and exercises so that students can focus on speaking skills and good pronunciation, activities are repeated in pairs or groups, pupils form habits through structured dialogue, due to the students' repetition, it is easier to control their pronunciation, the teacher can be a model for pronunciation, giving the given intonation and feeling to practice, teachers are able to notice students' pronunciation mistakes, students recall short dialogues and oral repetitions of controlled structured exercises, which are activities in which students learn phonological and syntactic behaviors (Utomo, 2016, p. 8).

Techniques of ALM

This method can use different techniques such as dialogue memorization where students have to remember the dialogue through repetition. To practice, students have to repeat, train backward and repeat the chorus from beginning to end. Chain exercises, where the teacher starts with the first word and the student repeats it, adding the next word, etc. Substitution exercises are designed for students to change and adapt specific words in a text.

Goal of the audio-lingual method

The main purpose of listening and speaking is communication, which refers to the actions and results of an interaction. When people interact with each other, they have common problems that make their situation common to those with whom they interact. Therefore, communication is absolutely a human activity and a part of human relations in any sphere of life

Speaking

Children automatically develop this language ability by listening to relatives. They naturally began to associate with a special set of sounds. A good foundation for academic success is considerable exposure to the language. This can be seen when children come to school with whom their parents talk more because they are more willing to absorb knowledge.

For Hoang (2015) “Speaking is an activity when people use their voice to present their opinion, suggestion, information, and even critical. Speaking skill is the productive skill in the oral communication” (p. 2). It is different from the other skill, speaking is more intricate because in learning speaking, is not only pronouncing the words but also must be true in pronunciation.

There are five components of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. “When we speak to express opinions, it is not easy because the words we use do not necessarily make others understand, so in speaking we must also attend pronunciation, grammar, vocabulary, fluency and comprehension to make others understand what we say” (Harends, 2012, p. 3).

Teaching Speaking

According to Thornburry (2005), “Teaching has aspects that cannot be codified or guided by scientific knowledge alone but instead depend on a complex set of individual

judgments based on personal experience” (p. 1). Students will be interested and active in learning if a teacher can attract students' attention to pay attention to what is conveyed by the teacher. In speaking learning, teachers can drill their students to continue to practice speaking, supported by media such as videos and funny games.

Teaching English can use a variety of strategies, approaches, methods and techniques. As a teacher, you must be good at choosing effective strategies for teaching English (Nunan, 1996, p. 2). A good strategy can make students feel excited and interested in what the teacher is doing.

Speaking, including pronunciation, has always been a major focus of language teaching, however both the nature of speaking skills and approaches to teaching them have undergone a major shift in thinking in recent years. There are several approaches to teaching speaking, the approach used depends on the material to be taught by the teacher usually the teacher chooses an easy approach to practice, for example a game strategy. (Richards, 2012, p.4).

Learning Speaking

According to Hayatun (2018), learning to speak means that students should be able to: communicates in a direct dialogue, understands the partner's verbal statements, and reacts to them in areas, topics, and situations assigned to each school by the program; speaks logically about himself and the world around him, about what he has read, seen, heard, while at the same time expressing his attitude towards the information or topic obtained. The task of foreign language teachers is to activate the activities of each student in the learning process and create conditions for his creative activity (p. 1).

Fanuza (2016) says “English learning in schools, students are required to be more creative than teachers. Therefore, all learning activities are student-centered (p. 3). Students are more often to practice conversations in front of the class so that they are trained and familiar in the pronunciation. The teacher is only a facilitator who directs students. Like that, the atmosphere of teaching and learning in the classroom will look active and enjoyable.

Listening

There is a big difference between hearing and listening: hearing is the sound vibrations perception; hearing is the perception of sound vibrations; hearing is sound perception vibrations. Listening involves understanding and comprehending what is heard.

Listening Comprehension Skill

Peris (2005) says that listening is one of the language skills that deal with the interpretation of spoken words. In addition, it includes linguistic, cognitive, perceptual, attitudinal, and sociological factors. It is a communicative competence that covers the entire process of discourse interpretation, starting from the decoding of simple phonetic chains (phonemes, syllables, words, etc.) and understanding the language to interpretation and personal assessment. Despite its perceptive nature, it requires the active listener participation. The mental image a speaker has when conveying information and the mental image a listener forms when processing it may seem like a lot, but they are rarely completely consistent. Listening comprehension is related to reading comprehension. However, they are two different skills because spoken and written language differ (p. 5).

Processes of listening comprehension

Traditionally, the process of listening comprehension has been conceived from an integrative processing perspective (bottom-up); a simple example is Koster's (1991) theory: when noise and non-verbal sounds that we constantly perceive are rejected, only speech (phonological level) is selected, we classify them into phonemes (phonological level); we make words from phonemes (lexical level); we create morph syntactic relations from them and form sentences (morph syntactic level); we assign these words and abbreviate a certain meaning of the language (semantic level), form a coherent text through these sentences and interpret it according to the situation (pragmatic level).

7. METHODOLOGY

7.1. Research approach

This research is a mixed approach because it allowed the collection and analysis of information on the experiences of the students in the utility of the Audio Lingual method to improve their speaking ability. On the other hand, the method of the project is descriptive research because it allows describing aspects related to the object of study since this implies the collection of detailed information and the systematic presentation of data in order to obtain a more comprehensive vision of the study phenomenon.

This research was carried out in a public educational institution in the rural sector of the Zumbahua parish, Centro Casa Quemada community, belonging to the Pujli canton, in the Cotopaxi province. Therefore, the researcher selected a purposive sampling approach because she chooses the appropriate participants based on the research objective. The participants were four students who answered the survey consisting of ten questions, based on their experiences and their opinions about English classes based on speaking activities taught by their teacher. They are first-year high school freshmen who are between the ages of fifteen and sixteen, including three men and one woman.

With the previous considerations, a survey was applied that served to collect relevant information. Then, all the information was prepared for data analysis in order to have a general idea and answer the question posed about the problem. Regarding the analysis of the survey data, it was carried out through Google Forms since it generated numerical percentage results.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Survey

The results of each question are presented below along with the respective percentages.

Table 2

Results with the respective percentages

N.	Statement	Scales	Frequency	Percentage (%)
1	Do you think that repetition activities such as conversations, listening to the audio, questions, etc., in class help you improve your pronunciation of the English language?	Totally satisfied	4	100
		Very satisfied	0	0
		Neutral	0	0
		Total	4	100%
2	Do you feel comfortable practicing dialogue exercises in class?	Excellent	4	100
		Very good	0	0
		Good	0	0
		Regular	0	0
		Total	4	100 %
3	Is the time in English classes enough to do and practice listening and speaking activities?	Yes	2	50
		No	2	50
		Total	4	50
4	Do you agree that your teacher applies audio activities to improve oral communication in the English language?	Strongly agree	2	50
		Somewhat agree	2	50
		Strongly disagree	0	0
		Total	4	100%
5	As a student, do you think that visual elements such as videos, movies, etc. in English help you improve your listening skills?	Yes	2	50
		No	2	50
		Total	4	100%
6	Do you think that drill repetition exercises help you practice vocabulary to improve the pronunciation of words in English?	Excellent	4	100
		Very good	0	0
		Good	0	0
		Regular	0	0
		Total	4	100%
7	Do you learn vocabulary by listening and practicing the English language through dialogue activities?	Very easy	1	25
		Easy	3	75
		Difficult	0	0
		Total	4	100%
8	Do you think that with the use of dialogues and repetitions, you will improve your oral communication in the English language?	Very important	1	25
		Important	3	75
		Without importance	0	0
		Total	4	100%
9	How often does your teacher apply audio activities, conversations, questions, answers, etc., to improve your speaking and listening skills in the English class?	Frequently	3	75
		Hardly ever	1	25
		Never	0	0
		Total	4	100%
10	How important is listening comprehension for you to improve speaking in the English language?	Very important	4	100
		Important	0	0
		Something important	0	0
		Nothing important	0	0
		Total	4	100%

Source: U.E.C.I.B.Jatari Unancha

Elaborated by: Miryam Bermeo

In questions, one, two, six, and ten, a result of 100% can be seen because the students are totally satisfied with the repetition activities. They feel comfortable practicing dialogue exercises as this helps them practice and improve their pronunciation. They also mention that listening comprehension is very important to improve speaking.

Next, in questions seven, eight, and nine with a result of 75%, the students affirm that their teacher frequently applies audio activities, so it is easy to learn vocabulary when they listen and practice the activities of conversations, questions, and answers, etc.

Moreover, 25% show a little less interest because it is not very easy to learn vocabulary through dialogue activities.

Finally, the results of questions three, four, and five are 50% because the two students strongly agree that the teacher applies audio activities and visual elements. So it helps them improve listening comprehension and as well as the time of class is enough to practice listening and speaking activities. However, the other two students show some disagreement since they mention that the visual elements do not help because they do not understand the language and the class time is not enough.

8.2. Analysis and Discussion

Based on what was obtained from the analysis of results, it can be said that in question 1 all the students are totally satisfied because the repetition activities help them improve their pronunciation. However, in question 7, some students find it difficult to learn vocabulary only with dialogue. Therefore the following authors Nurul & Iman (2020) mention that "the practice of repetition is an excellent way to help students learn English because people can say the word when they hear the word. Punishment repetition makes students feel comfortable using words in sentences, it can help students learn new vocabulary and is useful in pronunciation lessons" (p. 27). In short, the relationship between what was found and the mention of the author the most useful form of repetition activities is listening and practicing the model that the teacher gives in the classroom. The repetition of exercises is when the teacher can repeat a sentence, phrase, or word over and over again with a clear voice. Here the students can listen to the pronunciation well and

in this way, they can repeat it, in itself, it also helps them in the practice of vocabulary in English.

Next, about questions 2 and 6 students affirm that they feel comfortable practicing dialogue and repetition exercises in class. Because this helps them practice vocabulary and improve their English pronunciation. But according to the contribution of Washington (2007), he says that "It includes several examples of exercises, dialogues, and suggested activities. The discussions of the dialogues in the classroom highlight the importance of defining the roles of teachers and students" (p. 5). Therefore, it must be taken into account that the use of dialogue exercises is important. This helps students interact with their teacher and classmate in a conversation in the English language, taking into account the usefulness of the techniques of this method. Is important to mention that that method helps the student in the practice of speaking and pronunciation in English class. Therefore, the teacher should always look for different dialogue activities for the students' practice.

In question 4, the students fully agree that their teacher applies audio activities as this helps them improve their speaking and listening skills. In the same way in question 9, they mention that their teacher frequently applies these activities like audio, dialogues, questions and answers, etc. According to the contribution of Dang (2021), "One of the most frequent traditional techniques preferred by teachers is audio feedback, which involves tape or video recordings of native speakers. These materials are authentic and have unlimited access" (p. 3). As mentioned, it should be taken into account that it is good to use audio materials in class because students can hear the correct way in which the sound of the different activities is produced. Then, they can then imitate or repeat as a follow-up technique to improve oral communication in English. This activity can be repeated a few times when the students are sure of what they understood, and then they can put it into practice in pairs or individually. Also, they can practice through a device in which they can record themselves, reproduce their voice, and listen to their pronunciation, but you must take into account that some students will take time to have correct pronunciation. Therefore, as a teacher, you must suggest or put homework to practice outside the classroom.

Now, I found an items list in question 3 where there is equality in the opinions of each student. Two students mention that the time is enough to do and practice speaking activities, but for the other two students, the time is not enough. Therefore, they need to practice the activities more. In question 5 there are also differences of opinion since two of them mention that visual elements do help to improve their listening skills. And the other two mention that it does not help them because they are not used to listening in English. According to his contribution to the criteria

“Language learning requires listening to the language carefully. If one watches a movie, one's speaking, writing, and listening skills are cultivated. It can also enhance the imagination of students and that can lead to skills such as criticism, debates, and group discussions” (Macwan, 2015, p. 91).

According to the criteria obtained, the teacher must take into account the importance of time and the usefulness of visual elements to help improve speaking and listening skills. But some of the students are not interested in learning through visual elements because it is complicated by not understanding the language very well. However, if the teacher takes into account that technique as important pedagogical material it would help the students a lot.

Finally, in question 8, the use of dialogues and repetitions is very important, since in relation to question 10 they mention that through these activities, listening comprehension is important to improve speaking. Compared to the opinion of Sabouri (2016) says “Developing listening comprehension helps students to learn the language successfully and therefore improves comprehensible input. As students become more confident in their listening comprehension, they will be motivated to engage with spoken English, much like having a conversation with a native speaker” (p. 1). Hence the importance of listening comprehension in language teaching. It has been repeatedly emphasized, but many teachers are not sufficiently aware of its importance in the classroom, so it should be taken into account that it is necessary to use several important activities on this method that help in practicing and improving speaking the English language.

Based on the results, the following arguments respond to the research question:

How useful is the Audio Lingual method to improve oral skills in first-year high school students of the Unidad Educativa Comunitaria Intercultural Bilingüe Jatary Unancha?

The study shows that first-year high school students, on the usefulness of this method through the experiences in practicing different oral activities and dialogue audios, etc., are satisfied in English class, since according to their opinions, there is no negativity. Therefore, the usefulness of the activities provided by this method such as dialogue audios, repetition exercises, and intensive practice intervene positively in the improvement of oral skills. It is important to keep in mind that any teaching method should be taught with varied activities that promote verbal interaction, reading comprehension, and writing. In addition, it is essential to adapt the methodology to the needs and learning styles of the students, as each student may respond differently to teaching methods.

9. RESEARCH IMPACTS

This research will have an impact on the educational field because it provides relevant information on the usefulness of the audio-lingual method to improve oral expression in language teaching, specifically in the English language. Students can practice through different repetition activities that are of help to improve their pronunciation.

In addition, this method encourages the teacher to change the method of teaching speech, leaving aside the traditional methods for the use of different strategies that allow a better practice of pronunciation. In addition, this research could serve as a background for other researchers to carry out future research on the Audio Lingual method. In order to improve listening comprehension of the English language or other languages spontaneously with activities that encourage speaking practice.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

- In conclusion, the audio-lingual method is useful for students since they feel comfortable with the activities proposed by this method. For this reason, the teacher must take into account how to put it into practice during their class in order to help students to be able to improve their different words pronunciation and vocabulary memorization. Therefore, the Audio Lingual method not only benefits spoken production. In addition, during the practice process, it helps to improve listening skills, which is why the most appropriate activities that can be used as pedagogical support are dialogues and repetition exercises.
- The audio-lingual method turns out to be one of the most preferred methods by the students surveyed because the usefulness of the activities offered by this method helps a lot in improving speech. Normally they feel satisfied and comfortable with the drill repetition activities that the teacher puts into practice in the classroom, thus leading to improve production of speech, pronunciation, and listening.
- The use of this methodology generates interest in the development of the utility of recreational activities for students. Through the Audio Lingual method, students can develop a more precise and natural pronunciation since through systematic repetition, students can learn new vocabulary and internalize it more effectively. This allows them to get used to different accents, rhythms, and intonations of the language they are learning.

10.2. Recommendations

- It is recommended to properly use the activities proposed by the audio-lingual method since this is of useful importance for students to develop the oral ability of the English language. Remember that each student is unique and there may be differences in the effectiveness of the method depending on the learning style, attention should be paid to the needs of the students according to their progress in speech improvement and accordingly adapt the activities to provide meaningful and enjoyable learning.
- It is advisable to provide a variety of materials with activities that this method offers and to create a positive and safe classroom environment where students feel comfortable making mistakes and practicing their oral skills without fear of being judged, this will give them the opportunity to practice the language English in a real context and will help them gain confidence to speak in front of their peers.
- It is advisable to practice the repetition of dialogues and communicative situations in this way students gain confidence and fluency in oral conversation. Also working with authentic audio and native speaking models, helps them to expand their lexicon and to use words correctly in communicative contexts since this method emphasizes oral practice in realistic contexts, which allows them to acquire greater fluency in speech oral expression.

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12. ANNEX

Annex 1: SURVEY

Nombre de la Institución:.....





Objetivo: Analizar la utilidad del método audiolingüal para mejorar la habilidad oral de los estudiantes de primero de bachillerato.

Instrucciones:- Lea y conteste con toda sinceridad las siguientes preguntas.

1.-¿Crees que las actividades de repetición como las conversaciones, escuchar audios, preguntas, etc, en clase te ayudan a mejorar la pronunciación del idioma inglés?

Totalmente satisfecho ☐
 Muy satisfecho ☐
 Neutral ☐

2.- ¿Te sientes cómodo practicando ejercicios de diálogo en clase?

Excelente ☐  Muy Bueno ☐  Bueno ☐  Regular ☐ 

3.- ¿El tiempo en clases de inglés es suficiente para hacer y practicar actividades de escuchar y hablar?

SI ☐

NO ☐

Porque?.....

4.- ¿Estás de acuerdo que tu profesor aplique actividades de audio para mejorar la comunicación oral en el idioma inglés?



Muy de acuerdo ☐



Algo de acuerdo ☐



Muy en desacuerdo ☐

5.- ¿Como estudiante crees que los elementos visuales como videos, películas, etc en inglés te ayudan a mejorar tus habilidades auditivas?

SI ☐

NO ☐

Porque?.....

6.- ¿Crees que los ejercicios de repeticion drill te ayuden en la práctica del vocabulario para mejorar la pronunciación de las palabras en inglés?

Excelente ☐



Muy Bueno ☐



Bueno ☐



Regular ☐



7.-Aprendes vocabulario al escuchar y practicar el idioma inglés mediante actividades de diálogo?

Muy facil ☐



Facil ☐



Difícil ☐



8.- ¿Crees que con la aplicación de diálogos y repetición mejorarás tu comunicación oral en el idioma ingles?

Muy imptante ☐

Importante ☐

Sin importancia ☐

9.- Con que frecuencia tu profesor aplica actividades de audio, conversaciones, preguntas y respuestas etc, para mejorar tus habilidades de hablar y escuchar en la clase de inglés?

Frecuentemente ☐

Casi nunca ☐

Nunca ☐

10.- ¿Cuan importante es para usted la habilidad de comprension auditiva para majorar el habla en el idioma ingles?

Muy importante ☐

Importante ☐

Algo importante ☐

Nada importante ☐



GRACIAS POR SU COLABORACION