

THE EFFECT OF THE IMPLEMENTATION OF SILENT VIEWING TECHNIQUE AS
A VISUAL AID TO FOSTER ORAL PRODUCTION IN THE ENGLISH CLASS
TO TENTH GRADERS IN A PUBLIC URBAN SCHOOL

DAVID SANTIAGO ARBOLEDA MARTÍNEZ

YULIETH CAMILA ÁLVAREZ SALAZAR

MARIA PAULA LONDOÑO TOBÓN

UNIVERSIDAD CATÓLICA DE ORIENTE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
RIONEGRO

2019

THE EFFECT OF THE IMPLEMENTATION OF SILENT VIEWING
TECHNIQUE AS A VISUAL AID TO FOSTER ORAL PRODUCTION IN THE
ENGLISH CLASS TO TENTH GRADERS IN A PUBLIC URBAN SCHOOL

DAVID SANTIAGO ARBOLEDA MARTÍNEZ

YULIETH CAMILA ÁLVAREZ SALAZAR

MARIA PAULA LONDOÑO TOBÓN

Trabajo de grado para optar por el título de:

Licenciado en lenguas extranjeras

Asesor:

Carlos Mario Gómez Benavides

Magister en Educación

UNIVERSIDAD CATÓLICA DE ORIENTE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
RIONEGRO

2019

Nota de aceptación:

Firma del jurado

Firma del asesor

CONTENT

ABSTRACT	1
LITERATURE REVIEW	2
STATEMENT OF THE PROBLEM	6
RESEARCH QUESTION	8
JUSTIFICATION.....	8
OBJECTIVES	9
General objective.....	9
Specific Objectives	9
CONCEPTUAL REFERENCES	10
Visual Aids	10
Silent viewing technique	11
Oral production.....	11
METHODOLOGY	12
Data collection methods	13
Video recording	13
Class observation rubric.....	13
Survey	14
Participants	14

Ethical considerations.....	15
Implementation of actions	16
ANALYSIS AND RESULTS	16
Grammatical structures.....	17
Content.....	17
Vocabulary.....	18
Pronunciation.....	19
Organization, coherence and cohesion	19
Students perceptions about silent viewing technique	20
DISCUSSIONS AND CONCLUSIONS	25
Discussions	25
Conclusions	27
Recommendations for further research.....	29
APPENDIXES	29
Class observation rubric	30
Survey	30
Consent form	34
Implementations	36
Implementation 1	36
Implementation 2	36

Implementation 3 37

Implementation 4 37

Implementation 5 38

REFERENCES..... 39

ABSTRACT

The implementation of different teaching techniques in EFL classrooms to develop oral production has been linked with the use of technological resources. To talk about the visual aids as a part of technological tools, is necessary to mention a more specific subgroup of them which has to do with the use of videos and the techniques that are derived from them to develop strategies that foster oral production. Silent viewing technique was designed so that prediction activities could be developed in order to have an effect on students when they speak in a foreign language. The objective of this study was to describe how the implementation of the silent viewing technique as a visual aid fosters oral production in the English class. In order to fulfill this objective of which the same research question was asked, a group of tenth graders in a public school was the chosen population to carry out this action research. Through five implementations made over a period of five weeks, the students were exposed to the silent viewing technique in which they saw short fragments of cartoons, series or movies in which they were asked to predict or retell what they observed. To gather this information, the students were recorded during each implementation to monitor their speaking performance. A rubric was designed to check some oral production aspects that were divided in five categories such as content, use of grammatical structures, organization, coherence and cohesion in the ideas, pronunciation and the use of the vocabulary. In addition, students were able to show their perceptions of this technique through a likert scale survey at the end of the implementations. According to the analysis of the gathered data, the silent viewing technique fostered the oral production and other components that have to do with

the speaking skills. Students shown a progress when retelling what they saw, answering the questions made by the researchers and predicting what they could imagine.

Key words: Silent viewing technique, oral production, visual aids.

LITERATURE REVIEW

The pedagogical tools in the teaching of any language have become more innovative thanks to technological development, and for students to develop language abilities in a more active way. It is necessary to discuss the implementation of videos as visual aids so that through different techniques some communicative skills can be strengthened. Keeping this in mind, and the fact that our purpose for this study is to determine the effect of the silent viewing technique as a visual aid to foster oral production, we started to explore previous studies in order to expand our insights regarding this matter as it will be described below.

At the moment of conceiving all the things implied in English teaching, it is possible to establish a correlation between the use of visual aids and the learning process. The previous statement is taken from a first study developed in the University Faisalabad in District Dera Ghazi Khan by Shabiralyani, G., Hasan, K. S., Hamad, N., Iqbal, N. in 2015 which focused its attention on exploring the impact of visual aids in enhancing the learning process of the students. To accomplish the aim of this research project, a closed-ended questionnaire was used as a sampling technique to gather the particular information of each participant regarding beliefs and perceptions about the use of visual aids such as pictures, models, charts, maps, videos, slides, real objects, etc. The population chosen for the development of this

study were the staff and students of the public and private educational institutions of District Dera Ghazi Khan.

All things considered in the data analysis, indicated that the majority of the teachers and students had positive perceptions on the use of visual aids and its benefits in the learning environment of a classroom. Also, the use of these resources showed an increase in students' understanding when the content was directly related to the course. There was an additional feature as part of the findings of this paper which was related to the lack of resources. This characteristic implied some limitations for teaching and learning through the use of visual aids.

Moreover, developing certain language skills such as reading and writing can be frustrating for young students due to the lack of more didactic strategies to develop those specific language skills. A study developed by Halwani (2017), had a focus on how visual aids improve English language acquisition in reading and writing for an English as a Second Language beginner (ESL), in which the basic intention was to observe if there was an improvement when teachers used the visual aids in writing and reading sessions.

This action research study was conducted in an ESL classroom in H. Frank Carey High School, in Central District of Nassau Country. The data which was analyzed was contained in log observation sheets, pull-out focus groups, checklists, and surveys of students. Students were given the first lesson without using any media, then the teacher taught the supplementary lesson using the same topic but with various types of multimedia like pictures, videos, etc. They used the computers in which every student completed a survey where they indicated how much they enjoyed the lesson and whether the use of visual aids to enhance their understanding of the lesson.

As study results, the time log observation sheet exposed some remarkable information about the way in which teachers and students interact. It was proved that the use of multi-media helped ESL students to speak, read, write, follow up the teacher's instruction and to participate more; because they indicated that they caught more in the lesson while the teacher was using visual aids and technology.

A third study suggests that there are many ways to make the language learning process easier thanks to visual aids. In this regard, Krčelić and Skledar (2015) focused their interest on using visual tools in teaching English as a foreign language at tertiary level, putting an emphasis on the role of visual tools that are used to facilitate the teaching and learning of language content that is considered difficult. According to these researchers, using visual aids has established to be a great motivational tool for students and teachers, tools such as pictures and videos in any available format can be used for a wide range of activities. The authors stated that learners can record images and words in their memories and recall them later in image and word. Instructors could use pictures to provide the students with the chance of being creative and using their imagination. Separating the class into two groups, one group had to write all the things from the video with which they agreed and the other had to list all the things with that they disagreed to finally make a debate in the group.

Some results of the study showed that using visual tools in the English Language Teaching (ELT) classroom appears very effective because most of the students are either visual learners, or have been directed towards adopting a visual learning style due to their exposure to these tools in their everyday lives. Taking into account this experience from the University of Applied Sciences Baltazar Zaprrešić, it was indicated that visual tools are not just discussion starters, warmers, writing prompts and grammar teaching aids, sometimes even at the same time are received by the students because they seem less formal. Also, using

visual tools provides the teachers with the opportunity to express their creativity in preparing new teaching materials, or finding new uses for the existing ones.

Talking specifically about silent viewing technique as a visual aid, a study developed by Muslimah (2017) was carried out in order to describe the implementation of silent viewing technique in teaching speaking narrative to develop students' ideas in the speaking learning process. This qualitative study took place in Surabaya, Indonesia with 34 senior high school students. The procedure with this consisted on playing a video without sound, sometimes the researcher paused the video and asked the students to make predictions about what was going to happen. During the video playback students had to take notes about what they saw and at the end he asked the students to retell the story. The data collection was through observation checklist in which the researcher took the data in different moments of the lesson. As a second method of data collection they used semi-structured interviews to gather information about the students' perceptions about the use of silent viewing technique in class in which video recording was used. The third method were questionnaires in which students were asked to answer according to their opinions about the silent viewing technique and if the use of it could motivate them. The last method the researcher used was a speaking rubric in order to measure aspects regarding performance, content, fluency, accuracy, pronunciation, and vocabulary when implementing the technique.

The study showed positive and effective results in oral skills such as storytelling and the sharing of ideas and opinions according to what they could watch in the silent videos.

After analyzing the studies already described, we can conclude that the use of the silent viewing technique as a visual aid is a useful technique to foster oral production and that can improve noticeably the development of important skills such as listening and

speaking. The implementation of this technique through visual tools and their positive results also evidenced that the majority of students are visual learners and they feel more confident in their learning process while using them. Visual aids are challenging for the teachers because their use requires creativity when planning their classes. For students, can work as a motivational tool that increases their connection with the language; in that way both the teaching and learning processes are strengthened.

STATEMENT OF THE PROBLEM

Nowadays, some conventional practices and approaches still permeate the classrooms and teachers refuse to use different methodologies for diverse reasons. Based on our experience during the courses in the school and in the university we could notice that teachers have worked for many years using the same teaching methods and they are afraid to change them because their students could use the new resources as a distraction; this is one of the arguments some teachers have for not using them, and therefore, not taking advantage of these in their lessons. Also, not all Colombian schools have technological tools and just some teachers are trained to make use of them. Most of the time, the use of these devices is limited for some classes particularly the information technology and there is an evident lack of usage in other subjects. However, The *Ministerio de Tecnologías de la Información y Las Comunicaciones* (MINTIC) 2014, suggests that teachers are supposed to be trained to use this kind of sources and to take advantage of them in their classes in order to innovate their methodology and to create a more effective educational environment.

In addition, the role of the teacher is to be a provider of the resources that better fit with the students' needs and keeping this in mind, the different materials which will be used in the classroom are crucial in their learning processes. According to Varela (2005), taking into account the various tools and teaching strategies, it is necessary to talk about visual aids which can be defined as any content images, either through real physical material or multimedia through technological devices. And, according to Halwani (2017), it has been shown positive results in the implementation of visual aids and it is expected to have students who feel engaged in the learning of English as a Second Language.

Furthermore, there are some facts that have been happening to the English teaching as a Foreign Language that in some of the cases are demotivating. For instance, it is clear that there is no promotion of skills that go beyond the technical or grammatical structures and there is a lack of contributing factors that help in the development of communicative skills. Regarding the observations that were carried out to the context at the beginning of this research process, it was found that the use of visual aids had a main purpose which was to teach only the necessary vocabulary for the class, and, that seemed to be the focus of all the classes. After observing the students, it was evident that they were able to mention lists of vocabulary but there were no communicative purposes on what they have been learning. Visual aids could contribute positively to these types of classrooms since they improve the development of the skills that must be acquired in a new language in an integrated way, not only talking about grammar, vocabulary, pronunciation or general aspects of the language learning but also seen as an opportunity to strengthen some other linguistic functionalities such as the communicative ones; which include the expansion of the ideas related to amount

of content that students could be able to produce and to increase their confidence when participating in the classes.

RESEARCH QUESTION

How does the implementation of silent viewing technique as a visual aid foster oral production in the English class to tenth graders at a public urban school in Guarne?

JUSTIFICATION

This research study had as a main objective to describe how does the implementation of the silent viewing technique as a visual aid fosters oral production in the English class to tenth graders at a public urban school in Guarne where will be useful to the fields of teaching and learning foreign languages, to future English teachers and for the context where the study took place.

Starting from the teaching and learning of foreign languages field, it may be stated that this study presented a technique that can be useful in both aspects because it changes the way in which the information is given in the classroom, fostering new alternatives in relation to the strengthening of an essential communicative ability as it is the speaking one. In addition, the silent viewing technique means an increase of students' oral production in the foreign language in an autonomously way starting from this resource provided by the teacher.

Regarding the teaching practice in the field of EFL, it can be said that this research project encourages teachers to innovate and use different techniques like the silent viewing technique which contributes to the development of a language skill such as oral production.

As this study took place in a public urban institution where tenth graders were just learning new vocabulary in English without communicative purposes, what was intended with this research process was to give that communicative purpose through enhancing oral production, participation and encouraging them to learn English and not just giving them a learning process to learn isolated vocabulary as they were traditionally taught.

OBJECTIVES

General objective

To describe how does the implementation of the silent viewing technique as a visual aid fosters oral production in the English class to tenth graders at a public urban school in Guarne.

Specific Objectives

1. To observe through video recordings students' performance in oral production when implementing the silent viewing technique.
2. To analyze students' performance through a rubric after implementing the silent viewing technique.

3. To describe students' perceptions regarding the implementation of silent viewing technique.

CONCEPTUAL REFERENCES

The main construct of this research project which deals with how does the effect of silent viewing technique as a visual aid fosters the oral production to tenth graders in the English class at a public urban school, allow us to know that it is necessary to understand the conceptual references that comprehend the general term. For that reason, it is considered important to clarify the terms: Visual aids, silent viewing technique and oral production.

Visual Aids

As a part of the resources to teach English as a foreign language, it is necessary to talk about the implementation of visual aids in the classes. According to Pateşan, Balagiu and Alibec (2018), "Visual aids can be defined as various forms of communication into class like illustrations, diagrams, drama, charts, mime, models, overhead projectors or multimedia presentations". As stated by these authors, through these materials we enable students to understand and learn, also, the use of visuals in the classroom makes the students more interested, more attentive to the topic presented as they are provided with a more meaningful context. Thus, they become more participative and communicative.

Silent viewing technique

“Viewing techniques are designed to build students’ interest through activities of predicting” (Harmer, 2002, p. 286), which is an important fact that could be directly linked to the students’ oral production since they could express their ideas in a free way, they can share what they think and how they feel in the moment of the activity and, in that way, the exercise becomes natural and interesting for them.

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing triggers student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video. (Çakir, 2006).

Oral production

According to Byrne (1991, p. 12), “Oral tasks involve the productive skill of speaking and the receptive skill of understanding”. In that sense, oral production could be related to listening capability in order to achieve an integration of skills for communication. Hymes (1972), states that oral production can be defined as the competence or the ability that human

beings use in order to express their ideas in an effective way to transmit a correct message that has a particular purpose in a context. On the other hand, according to Harmer (2007, p. 343), “Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension”. Which means that the speaking ability can also be integrated by other components that may be not directly connected to the skill of understanding.

METHODOLOGY

In this section there will be defined in a closer way how this research project was carried out, the purpose and the data collection methods that were implemented in order to achieve the aim of the study.

In that order of ideas, the purpose of this research project was to make a qualitative study through an action research methodology. Since according to Bradbury (2010, p. 93) “An action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners. Unlike conventional social science, its purpose is not primarily or solely to understand social arrangements, but also to effect desired change as a path to generating knowledge and empowering stakeholders”.

Taking into account the methodology which has been chosen, it was decided to use some instruments that best suit the development of this research project and that allowed us to collect the information that is needed from our specific objectives.

Data collection methods

Video recording

In order to analyze the students' oral production, it was decided to implement a video recording while each of the actions that were carried out. "Video recording allowed the study by the use of mechanical recording devices to have a greater flexibility than observations done by hand" (Smith, 1981). Also, according to Edwards and Westgate (1987) "categorization of the data could similarly be developed more fully after viewing the tapes and adopting an 'open-minded stance', because there are no prejudices which allows the data itself to influence the design of a category system derived from analyzing it rather than being imposed on it". It was considered better to make video recordings rather than non-participant observations because lots of people in the classroom could affect students' behavior when answering the questions during the implementations.

Class observation rubric

"Generally, rubric is described as a set of criteria/rules or guidelines that can be used to assess one's work or success of a task" (Berger, 2011, pp. 173-190). In that order of ideas, to have a data collection method that allowed the observers to evaluate the oral production of the students that are part of the study, a class observation rubric was carried out when implementing the silent viewing technique to take into account factors that are part of the oral production such as grammatical structures, content, use of vocabulary, pronunciation, organization, coherence and cohesion of ideas. This rubric was created by the researchers and it was revised by an expert in the field of assessment. Some of the items were adapted from definitions given by Muslimah (2018) and an unpublished rubric made by Carroll

(2019). (See appendix 1). In order to have evidence of the students' performance in each implementation, five rubrics were assessed and analyzed by two researchers and the cooperative teacher of the practicum center.

Survey

In order to get to know the students' perceptions about the technique, it was decided to apply a survey with a Likert-scale format. According to Allen and Seaman (2007) "Likert scales are a very common ratings format for surveys in which respondents rank quality from high to low or best to worst using five or seven levels" (párr. 2). Likert scales were developed in 1932 as the familiar five-point bipolar response that most people are familiar with today. These scales range from a group of categories—least to most—asking people to indicate how much they agree or disagree, approve or disapprove, or believe to be true or false. The most important consideration in the Likert- scale format is to include at least five response categories (See appendix 2). According to this, the categories implemented where: completely agree, agree, neither agree nor disagree, disagree, completely disagree. This survey was applied after the whole implementations so in that way the students have already had perceptions about the technique.

Participants

Regarding the data collection methods that were mentioned before, it was decided to apply them to a group of tenth graders of a public urban institution in Guarne. The samples were taken with a heterogeneous group, in which the participants' age were between 15 and 16 years old.

Ethical considerations

To carry out these data collection methods, a consent form was applied to students in order to obtain parents' permission to analyze the information that they provided. Also, to keep participants information partially and safely, their identities were reserved since their names were not revealed and the provided information was only used for academic purposes (See appendix 3).

Implementation of actions

To accomplish the objective proposed, five actions were implemented in this research study. These actions were implemented in approximately five weeks frame, each implementation consisted of showing a short video; when the first image appeared on the screen, the researcher paused the video and asked the students what they thought the video was about, and then the video was paused several times to ask other questions according to what was happening on it. During the actions, all the videos were played without sound and at the end of the implementation, they were replayed with sound.

As previously mentioned, all the implementations were recorded with the purpose that the other researchers of the study could see the videos later on in order to assess the aspects using the rubric proposed. Besides, while each implementation was occurring the cooperating teacher of the classroom was also using the rubric to assess students' oral production (See appendix 4).

ANALYSIS AND RESULTS

In this section, the analysis of the implemented rubrics during the implemented actions and the results of the survey that was taken by the students in order to get to know their perceptions will be described.

Because of some of the information, categories and structures that rubrics worked on the courses had, it was decided to consider some categories like the use of grammatical structures, content, use of vocabulary, pronunciation, organization, coherence and cohesion

of ideas to have a control of the parameters that have to do with oral production in the students. This rubric was used to evaluate five different actions where the oral production of the students during the implementation of the silent viewing technique was the main objective.

Grammatical structures

The first category chosen was the use of grammatical structures, in the video recordings it was evident that in the first two actions the students in general did not have the knowledge to manage them well in order to formulate complete correct sentences as it happened with student A when he/she said *“The airplane destroy”* In the third and fourth actions sometimes the students started to use the grammar structures showing more confidence as it was shown by student D when he/she said *“She is looking the album”*. And, in the fifth action there was an improvement due to the fact that most of the students used a lot of different grammatical structures during the whole implementation for example as it was shown by student B when he/she said *“Because she is waiting for her boyfriend”* and by the student F when he/she said *“They will watch a movie in the cinema”*.

Content

The second category was the content in which students showed a lack of this component at the very beginning of the implementation since they did not understand the content of the videos. Even though the first video was very familiar to the students, they did not mention things directly related to it or with a complexity regarding content as it could be proved with students G and B who said single words like: *“nuclear”*, *“plant”*, *“working”*, and *“computer”*. The same issue occurred in the second action where student C said *“eat brains”*.

However, in the third action there was an improvement in the content because they produced more complete ideas such as student A when he/she said “*I will travel around the world*”. In the fourth and the fifth action students showed a better grade of complexity on the sentences that they created, producing much more information related to the topic. For instance, student D said “*In the bar... they are going to drink the wine*”.

Vocabulary

A third category was about the use of vocabulary that meant the range of vocabulary that the students had. At the beginning and due to the first video that was very familiar to them, it was noticeable that they could express their ideas with a wide range of vocabulary, but when the researcher presented more complex videos where they did not know the vocabulary of the context in which they were developed, it was very difficult for them to find the words to express themselves. It is remarkable that the students felt motivated to make a bigger effort in order to complete their sentences with the vocabulary needed. In the first implementation they showed their knowledge of vocabulary such as “*airplane*”, “*nuclear plant*”, “*Lamborghini car*”, “*cheese*”, and “*beer*”. And in the last implementations they looked for new vocabulary depending on the video they watched. For instance, they used vocabulary like “*robber*”, “*money*”, “*travel around the world*”, “*mixing liquids*”, “*prom*”, which was unknown for them before the implementations.

Pronunciation

A fourth category had to do with pronunciation which aimed to find out if the pronunciation that students had was intelligible. It is generally thought that students do not have enough background knowledge about how to pronounce the vocabulary that they use to express their ideas. However, according to the rubrics the researchers realized that it was not a weak point for them, on the contrary, the students had a good development on it. There were just some common confusions because of the minimal pairs that exist in English, for instance when they were pronouncing words like “*beer*” or “*bear*” the researcher made the clarification in the pronunciation.

Organization, coherence and cohesion.

The last category was about the organization, coherence and cohesion of the ideas that the students were proposing during the implementations. It was very noticeable in the first three actions that the students just limited themselves to express isolated words but they were not saying complete ideas that would have been taken into account in order to check how was their organization, coherence or cohesion, but in the fourth and fifth implementations the students shown their skills to produce complex sentences in which there was an evident organization of ideas which were coherent and had a cohesion between them, it can be evidenced when in one of the implementations the student H said “*Because she is waiting for her boyfriend to watch a movie*”. So, in that sentence there was a coherent and cohesive idea that was really well organized according to their knowledge.

Students perceptions about silent viewing technique

In the following section, the percentages of the survey in Likert Scale format will be presented. Considering the statements that have been proposed both in the literature review and the theoretical framework, nine questions were designed in order to get to know the participants' perceptions about the implementation of the silent viewing technique, having a scale in which they could choose the options strongly agree, agree, neither agree or disagree, disagree and strongly disagree according to their perceptions in relation with those statements. In order to have a general perception regarding the answers, it was decided to classify some of them into categories as follows.

1. La técnica de visualización silenciosa me ayudó a incrementar mis habilidades para hablar en inglés.

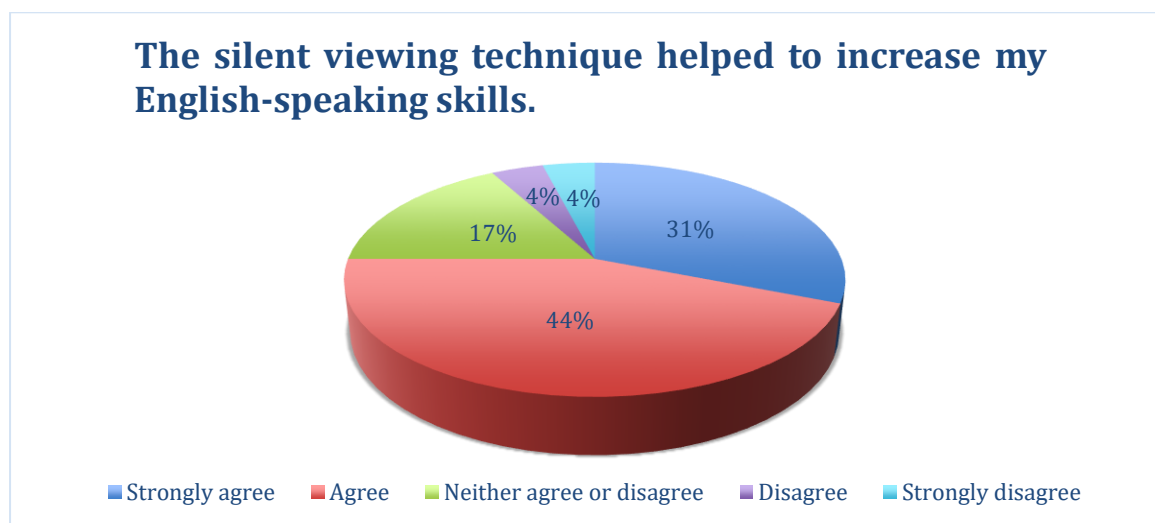


Figure 1. Survey: The silent viewing technique helped to increase my English-speaking skills.

2. Considero que la técnica de visualización silenciosa me ayudó para aprender nuevo vocabulario.

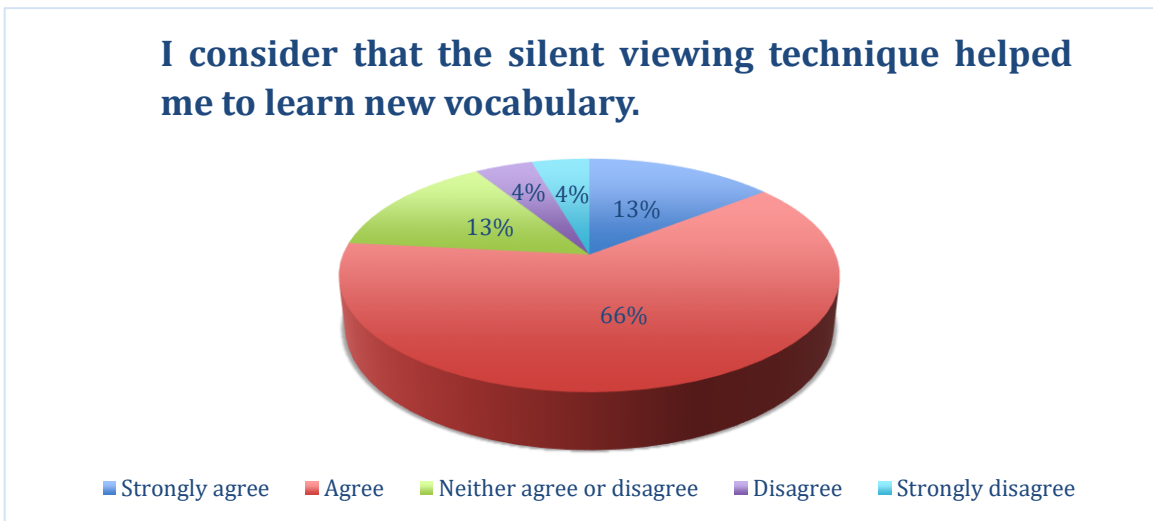


Figure 2. I consider that the silent viewing technique helped me to learn new vocabulary.

3. Creo que la técnica de visualización silenciosa fue útil para mejorar mi pronunciación en el vocabulario que ya sabía.

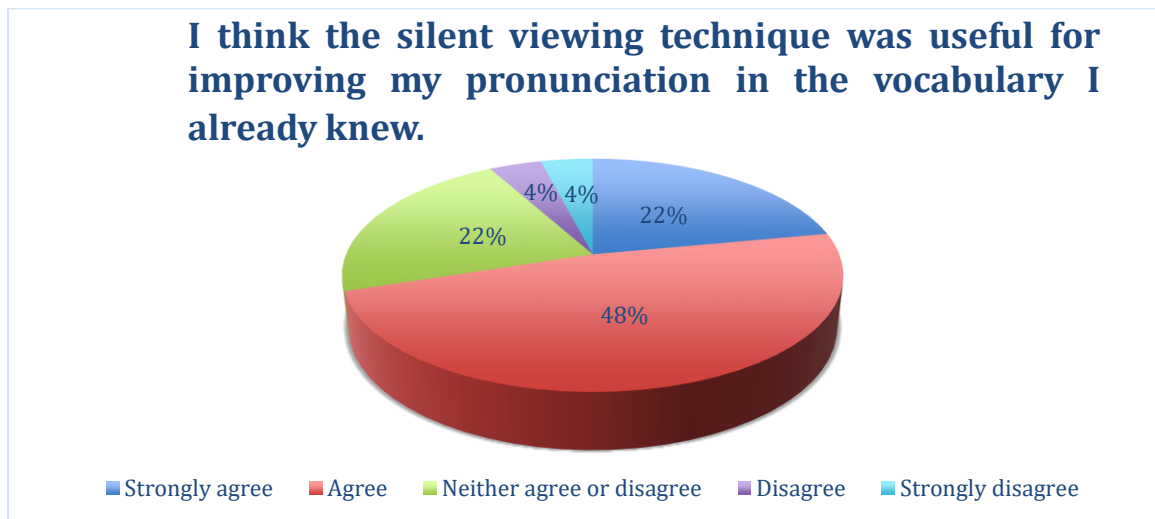


Figure 3. I think the silent viewing technique was useful for improving my pronunciation in the vocabulary already knew.

The questions 1, 3 and 4 (Figure 1, 2 and 3) from the survey form, aimed to mention the strengthening of three oral skills from the implementation of the technique: speaking, vocabulary and pronunciation which needs to be analyzed one by one. It can be evidenced that the 4% of the population chose disagree and strongly disagree in each one of the statements, being 17%, 13% and 22% percentages that represents the part of the students that were in a neutral position with neither agree and disagree answer. For the 44%, 66% and 48%, it has to that the respondents agree with it and the 31%, 13% and the 22% considered that they have an improvement regarding the English speaking skills, the pronunciation and also they learned new vocabulary.

4. La implementación de la técnica de visualización silenciosa estimuló mis capacidades para predecir situaciones en inglés.

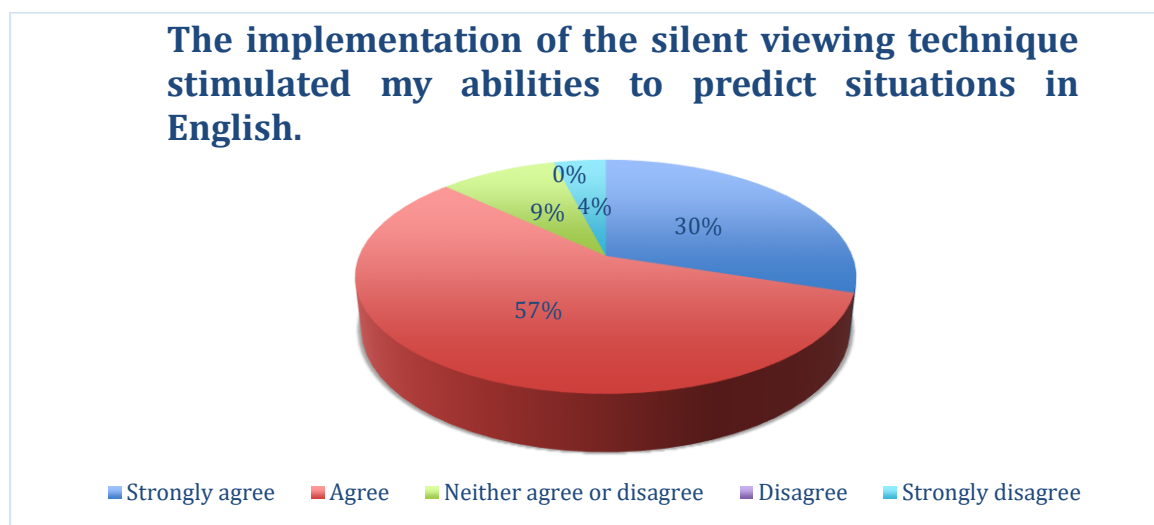


Figure 4. The implementation of the silent viewing technique stimulated my abilities to predict situations in English.

5. Con las actividades durante la implementación de la técnica de visualización silenciosa

fui capaz de deducir lo que iba a pasar en los videos más fácilmente.

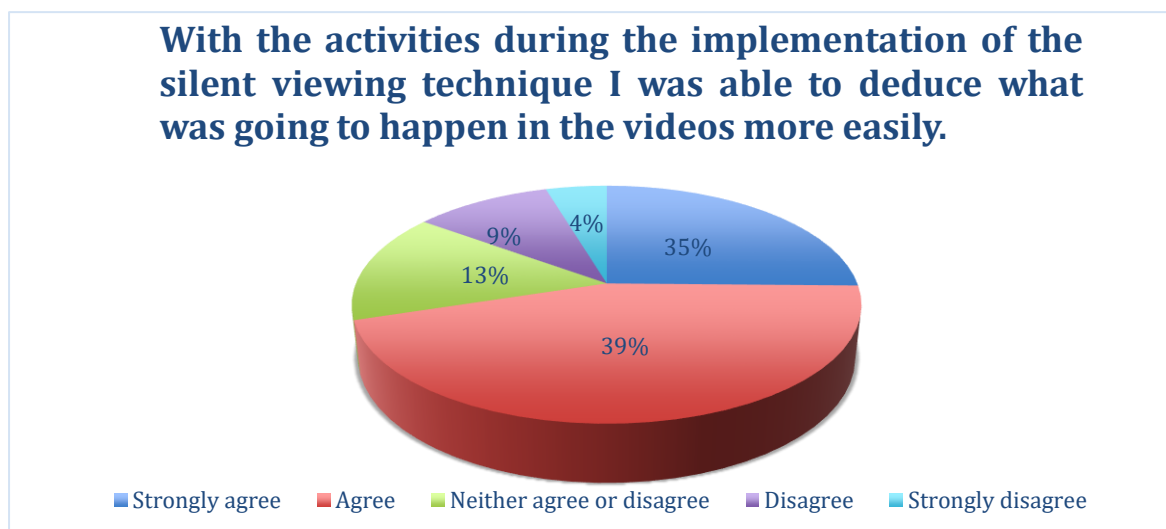


Figure 5. With the activities during the implementation of the silent viewing technique I was able to deduce what was going to happen in the videos more easily.

The abilities of prediction and deduction were also taken into account during the implementations. According to the figure 4, the 30% and 35% of the students answered that they definitely were able to predict in English in general and to deduce easier from certain situations through silent videos. In the figure 5 more than half of them agree with the first statement regarding prediction and 39% with the deduction strengthening. The 13% and 9% answered neither agree nor disagree and a minority of 4% and 9% did not feel any change in these aspects.

6. Creo que la técnica de visualización silenciosa es una herramienta visual innovadora.

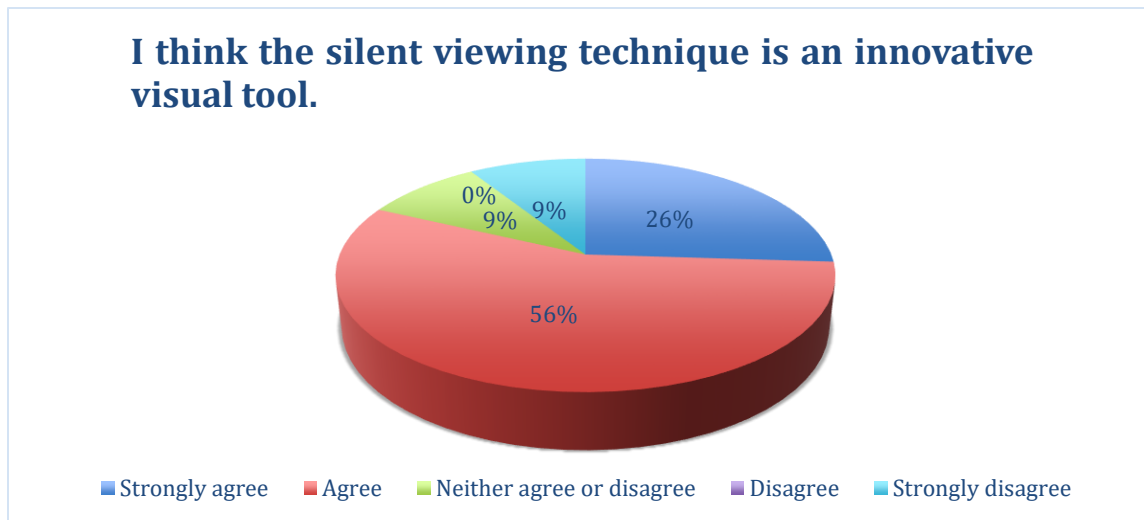


Figure 6. I think the silent viewing technique is an innovative visual tool.

7. Creo que la técnica de visualización silenciosa mejora el ambiente de aprendizaje en el aula de clase.

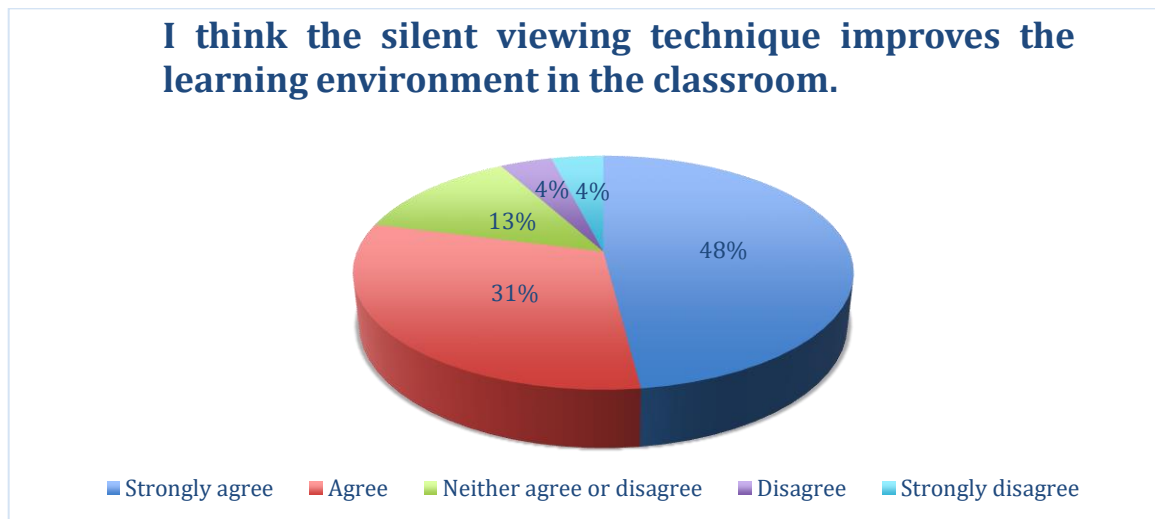


Figure 7. I think the silent viewing technique improves the learning environment in the classroom.

Questions number 2 and 9 (Figure 6 and 7) for the survey had as objective to present the silent viewing technique as an innovative tool for teaching which also affects the classroom environment. The 26% and 48% of the answers belong to the group of people who was strongly agree with the statements. Another group of 56% and 31% agree with it and the 9% and 13% did not agree or disagree. The other 4% and 9% said that they definitely did not consider the silent viewing technique as innovative or as a tool which benefits the classroom environment.

According to the student's perceptions, the predominant percentages are found in agree and strongly agree answers with 29.1% and 48.1% respectively. Following this pattern and calculating an average, the percentage that would be in third place would be the answer neither agree nor disagree with the 3.6%, and finally a minority of 4.5% of the population that disagree with the statements. In relation with the students' feelings and perceptions regarding the use of the silent viewing technique as a visual aid, general positive results can be shown when using it as a classroom technique that affects directly in their oral performance.

DISCUSSIONS AND CONCLUSIONS

Discussions

According to the results obtained from the implementations that were carried out, it was found that in general the silent viewing technique had a positive impact on students' oral production because it fostered their participation in class and it was innovative and

encouraging for them. In this section we will discuss and compare some of the results with the literature found.

Following the study carried out in the University Faisalabad in District Dera Ghazi Khan by Shabiralyan et al. in 2015, the results indicated that the majority of teachers and students had positive perceptions of the use of visual aids and recognized its benefits in the learning environment of a classroom. A relationship with this study can be established with the survey implemented in the present study where the majority of participants answered that they had a positive perception about the use of visual aids. In addition, more than half of them agreed that the use of visual aids brought a direct benefit when learning new vocabulary and that it improved the classroom environment because they felt comfortable while sharing their ideas since the presented content was attractive for them.

The fact that visual aids implemented through any kind of methodology or technique seems to be effective, can be compared to the results of the study made by Halwani (2017) in an ESL classroom in H. Frank Carey High School, in Central District of Nassau Country, where the study proved that the use of multi-media helped ESL students to speak, read, write, follow up the teacher's instruction and participate more to have a better control in aspects like the pronunciation of known and unknown words. Also, while the actions were implemented, they learned that there was a pattern to develop the activities and to follow the instructions given by the teacher-researcher in each action because they needed to pay attention to the instructions in order to know what was going to happen in the videos and what they had to do with that information.

Although just one technique was used within the wide range of activities that a teacher using visual aids could provide, one of the most striking features regarding its benefits is that the silent viewing technique allowed students to develop skills of predicting and deducting

while answering the questions in the actions proposed by the researcher. It also increased their imagination and creativity, motivating them to say inspiring ideas, as stated and found by Krčelić and Skledar (2015), when they argued that using visual aids has established to be a great motivational tool for students and teachers, tools such as pictures and videos in any available format can be used for a wide range of activities. The authors stated that learners can record images and words in their memories and recall them later on image and words; instructors could use pictures to provide the students with the chance of being creative and using their imagination, which led us to understand that the employment of the silent viewing technique in our context allowed the students to accomplish those skills and characteristics. As well as visual aids in any format strength students' creativity, delving into the implementation of silent viewing technique, it can be said that as a part of the development of oral production, the process of predicting requires students' creativity.

Also, as presented by Muslimah (2017) in his study, there were positive and effective results in oral skills such as storytelling and sharing of ideas and opinions according to what they could watch in the silent videos. While analyzing the rubrics of this study it was evident that in the last two actions students had an improvement in the way they shared their ideas because they started to have a better control of those making them more organized, coherent and cohesive, also, they were more content related to what was proposed in the videos.

Conclusions

As evidence shows, it can be concluded that indeed the silent viewing technique fosters oral production. In first instance, based on what was discovered from the implementations and the analysis of the rubrics, it could be said that students' performance

regarding oral production had a positive progress in terms of the categories that were proposed. At the beginning of the actions it was noticeable that they needed to improve in those characteristics, and we could evidence that with the guidelines shown by the teacher-researcher, the students learned how to use grammatical structures properly to make sense to what they produced orally; it has to do with that they also started to organize the ideas making them coherent and cohesive which allowed the intelligibility in their messages. The students showed an improvement in the pronunciation because the researcher was correcting their performance during the implementations, so in this way it was evident that they became more conscious about the pronunciation of the words that they were saying.

After analyzing the video recordings together with the rubrics, and taking into account the comments that were made by the cooperative teacher of the institution, all the researchers reached an agreement which was that in fact, the silent viewing technique fostered the oral production and other components that have to do with the speaking skills: students shown a progress when retelling what they saw in the videos and also when they shared their ideas through prediction or what they could imagine. From these facts, it can be concluded that this action research and its implementation accomplished the aim of the study.

Regarding students' perceptions that were gathered from the survey, it can be also evidenced that students enjoyed the implementations due to they learned in a positive way because they considered that the technique improves the classroom environment and for that reason, they felt engaged with this exercise becoming more conscious of their learning process in the English classes.

Recommendations for further research

Starting from this experience it is suggested to have a longer period to adapt the students to the device which would be used to record during the actions in order to have the evidence that is going to be analyzed by other researchers. Students need to feel comfortable while the implementation is being recorded since if the students behave naturally, the performance during the actions and the results obtained will be better. Another factor that has to do with the technological tools is the quality of the devices, given that it is necessary to have clear evidences that allow the researchers having a good understanding while students are participating in the video recordings.

Moreover, it is important to consider the technological environment that covers the specific context which the actions are going to be carried out, bearing in mind that not all the time these resources are enough to do these kinds of activities due to the lack of them or even the internet access. This is an issue that needs to be considered by the researchers in order to have second options or a Plan B when these tools are not available or not working.

Finally, it is recommended for the researchers to bring up meaningful and engaging content within the videos, so as the students could participate more and see this type of actions as attractive and enjoyable; otherwise if the content does not have these characteristics, this can create a negative effect when participating and hence their oral production itself.

APPENDIXES

1. Class observation rubric

CLASS OBSERVATION RUBRIC

Observer: _____ Date: _____

	3	2	1
CONTENT	The information is fairly accurate and related to the topic.	The information is accurate and complete.	The information is either wrong or very incomplete. It is no related to the topic.
USE OF GRAMMATICAL STRUCTURES	Verbal tenses in affirmative, negative and interrogative forms are used properly.	Needs improvement regarding the use of verbal tenses in affirmative, negative and interrogative forms.	There is confusion when using verbal tenses in affirmative, negative and interrogative forms.
ORGANIZATION, COHERENCE AND COHESION IN THE IDEAS	The ideas are well organized; the events are related and keep a logical order, demonstrating comprehension of the situations and analytical skills.	The ideas are fairly organized; the events are somewhat related and keep an order, demonstrating some comprehension of the situations and analytical skills.	There is not a logical coherence, order or cohesion in the ideas mentioned, there is not a relationship between the events, demonstrating a lack of comprehension of the situations and analytical skills.
PRONUNCIATION	The students have a clear pronunciation of words that allows intelligibility.	The students have some control of the pronunciation words that allows intelligibility.	The students have difficulties using the correct pronunciation words and this does not allow intelligibility.
USE OF VOCABULARY	Good range of vocabulary: Words closely related with the description of the situations shown in the video and even with what they can predict.	The range of vocabulary is not enough sometimes: There are some words related with the description of the situations shown in the video and even with what they can predict.	Very little range of vocabulary: There is a lack of words closely related with the description of the situations shown in the video and even with what they can predict.

2. Survey

The Effect of the Implementation of Silent Viewing Technique to Foster Oral Production.

Esta encuesta tiene como objetivo principal recolectar datos que le permitan a los investigadores conocer las percepciones que usted tiene como estudiante del grado décimo de la Institución Educativa xxx acerca del efecto de la implementación de la técnica de visualización silenciosa como ayuda visual para fomentar la producción oral en el proceso de aprendizaje del inglés.

Su participación no representa riesgo alguno a su integridad personal ni a su buen nombre; además la información suministrada permanecerá en el anonimato y será utilizada únicamente para fines académicos.

Al completar esta encuesta usted acepta participar en la misma.

1- La técnica de visualización silenciosa me ayudó a incrementar mis habilidades para hablar en inglés.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

2- Creo que la técnica de visualización silenciosa es una herramienta visual innovadora.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

3- Considero que la técnica de visualización silenciosa me ayudó para aprender nuevo vocabulario.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

4- Creo que la técnica de visualización silenciosa fue útil para mejorar mi pronunciación en el vocabulario que ya sabía.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

5- La implementación de la técnica de visualización silenciosa estimuló mis capacidades para predecir situaciones en inglés.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

6- Con las actividades durante la implementación de la técnica de visualización silenciosa fui capaz de deducir lo que iba a pasar en los videos más fácilmente.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

7- Me sentí cómodo/a con los aportes que hice durante la implementación de la técnica de visualización silenciosa.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

8- En general, tengo percepciones positivas acerca del uso de la técnica de visualización silenciosa como ayuda visual.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

9- Creo que la técnica de visualización silenciosa mejora el ambiente de aprendizaje en el aula de clase.

Completamente en desacuerdo

En desacuerdo

Ni de acuerdo, ni en desacuerdo

De acuerdo

Completamente de acuerdo

3. Consent form

CONSENTIMIENTO INFORMADO

The effect of the implementation of the silent viewing technique as a visual aid to foster oral production in the English class with tenth graders in a public urban school.

Su hijo ha sido escogido como participante en un proceso de investigación para describir el efecto de la implementación de la técnica de visualización silenciosa como ayuda visual para fomentar la producción oral en el proceso de aprendizaje del inglés.

Para esta selección se ha tenido en cuenta únicamente estudiantes del grado décimo.

La participación de su hijo en este estudio es necesaria y consistirá en dar información académica que permita ver los resultados de dicha investigación a través de la observación progresiva durante la implementación de estas herramientas. Para ello también se realizarán una serie de grabaciones de video las cuales serán utilizadas únicamente para fines del estudio y serán analizados únicamente por los investigadores involucrados.

RIESGOS Y BENEFICIOS

La participación de su hijo no representa riesgo alguno a su integridad personal ni a su buen nombre. No obstante, será necesario destinar un tiempo prudencial para la realización de las acciones anteriormente mencionadas.

ANONIMATO

La información siempre permanecerá en el anonimato y solo será suministrada en caso de ser requerida para validar la información. Al momento de describir el estudio, tanto escrito como verbalmente, se usará un seudónimo que le será asignado a fin de proteger el nombre de su hijo y sus datos personales.

Entiendo que la participación de mi hijo es completamente voluntaria y sin ningún tipo de consecuencias.

Nombre del padre de familia que acuerda:

Nombre del participante:

Firma del padre de familia:

Fecha del acuerdo:

Nombre del investigador que recibe el acuerdo:

4. Implementations

Implementation 1

Video: <https://youtu.be/mbeM3XmDbVg>

Second 10: What do they think that Mr. Burns is going to say to Homer?

Second 40: Where are they going?

Second 50: What will happen when Homer pull off the cables?

Minute 1:20: What are Bart and Lisa talking about?

Minute 1:40: What are they doing on that fabric?

Minute 2:16: Why do you think that Homer and Bart were fighting?

Minute 2:40: What are they saying about the glass?

Minute 3:15: When Bart is pointing out to the front, what is about to happen?

Minute 3:40: What are they going to do with the car?

Minute 4:00: What is Homer asking to the old woman?

Implementation 2

Video: <https://youtu.be/yui4zkZQwCA>

Second 0:01: Why did that explosion happen? what do you think that is going to happen now?

At the end of the video the researcher asked the following three questions:

What would have happened if Billy hadn't taken the people to the monster?

What would have happened if Mandy had arrived earlier?

What would have happened if Billy had ignored the explosion?

The students had 4 minutes to discuss those questions in pairs and then they shared their answers with the researcher.

Implementation 3

Video: <https://youtu.be/6XMuUVw7TOM>

When the actors got out of the car: What do they think that is in the trunk of the car?

At the end students had 3 minutes to think about what would happened if the actors got caught by the police...

After that they will have 3 minutes more to think about what will happen next (when the actors get into the green car) and to share it to me.

To finish the implementation the researcher asked Them what would they do with that amount of money?

Implementation 4

Video: https://youtu.be/Yd_-IYtsz4c

Second 0:1 What do they think that is the book about?

Second 22: Do you think that this cow has something special apart from the eight legs?

Second 35: What happened to the goat?

Minute 1: What is going to happen to the cow?

Min 1:45: What are they going to do with the cow?

At the end the researcher asked to the students what did they think about the end? If they were expecting that from the cow?

Implementation 5

Video: <https://youtu.be/LbUUNYNZsXg>

Second 0:05 Why does she (Sabrina) wants to be alone?

Second 0:53 What are they going to cook?

Minute 1:36 What kind of liquids are they mixing?

Minute 1:50 What is Sabrina saying?

Minute 2:30 Where you expecting that? What would be Sabrina's reaction?

Minute 2:49 Where are they going?

At the end the researcher asked them some questions related to what were they going to do like: if they were going to dance or to drink something in the place where they were going.

REFERENCES

- Allen, I. & Seaman, C (2007). *Statistics Roundtable: Likert Scales and Data Analyses*. párr 2.
- Berger, J. (2011). ‘Evaluating the Effectiveness of Instruction Using Principles of Adult Learning’, in Wang V. C. (ed) *Assessing and Evaluating Adult Learning in Career and Technical Education*. Hershey: Idea Group Inc (IGI), pp. 173-190.
- Bradbury-Huang, H. (2010). *What is good action research? Why the resurgent interest?* *Action Research*, 8 (1), p.93–109. Retrieved from <https://doi.org/10.1177/1476750310362435>
- Byrne, D. (1991). *Teaching oral English*. London: Mc Gill University. p.12
- Çakir, İ. (2006). The use of video as an audio-visual material in Foreign Language teaching classroom. *The Turkish Online Journal of Educational Technology*. Volume (5) Issue 4 Article 9. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1102619.pdf>
- Edwards, A D and Westgate, D P G (1987) *Investigating Classroom Talk*. Lewes: Falmer Press
- Halwani, N. (2017). Visual Aids and Multimedia in Second Language Acquisition. *Canadian Center of Science and Education*. *Volumen (10)*, p.53-59.
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited. p.286-343
- Hymes, D. (1972). *On communicative competence*. In *Duranti, A. Linguistic anthropology: A reader*. Massachusetts: Blackwell Publishers. p. 53-73.
- Krčelić, P. & Skledar, A. (2015). A picture and a thousand words: Visual Tools in ELT. S.N. *The International Language Conference on The Importance of Learning*

Professional Foreign Languages for Communication between Cultures 2015, Croatia.

Muslimah, A. (2018). *TEACHING SPOKEN NARRATIVE BY USING SILENT VIEWING VIDEO TECHNIQUE TO SENIOR HIGH SCHOOL STUDENTS*. Retrieved september 21st 2019, from <https://media.neliti.com/media/publications/238437-teaching-spoken-narrative-by-using-silen-ddc2f0dc.pdf>

Pateşan, M., Balagiu, A., & Alibec, C. (2018). Visual Aids in Language Education. *International Conference KNOWLEDGE-BASED ORGANIZATION*, 24(2), 356-361. doi: 10.1515/kbo-2018-0115. Retrieved from: https://www.researchgate.net/publication/326652939_Visual_Aids_in_Language_Education.

TIC y educación - MINTIC - Vive Digital. (2014). Retrieved from <https://www.mintic.gov.co/portal/vivedigital/612/w3-article-19513.html>

Varela, R. (2005). «*Estrategias de Enseñanza y Aprendizaje de Idiomas Modernos*», en Sevillano, M. L. *Estrategias de Enseñanza y Aprendizaje*, Madrid: UNED, 345-412.

Smith, H W (1981, 2nd ed) *Strategies of Social Research*. Englewood Cliffs: Prentice Hall.