



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

Título "The description of the usage of Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year".

**Trabajo de Titulación para optar al título de “Licenciado/a en
Pedagogía del Idioma Inglés”**

**Autor:
Coronel Núñez, Johana Elizabeth**

**Tutor:
Mgs. Mercedes Gallegos.**

Riobamba, Ecuador. 2021

AUTHORSHIP

I, Johana Elizabeth Coronel Núñez, with identity card 1722232285, author of the research work entitled: "The description of the usage of Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year", affirms that the production, ideas, opinions, criteria, contents and conclusions expressed are my sole responsibility. Likewise, I cede to the Universidad Nacional de Chimborazo, in a non-exclusive way, the rights for its use, public communication, distribution, dissemination and/or total or partial reproduction, by physical or digital means; in this cession it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties with respect to the copyright (a) of the referred work, will be of my entire responsibility; releasing the Universidad Nacional del Chimborazo of possible obligations.

Riobamba, 15 September 2021



Johana Elizabeth Coronel Núñez

C.I:1722232285

TUTOR CERTIFICATION

I, the undersigned, María Mercedes Gallegos Núñez profesor of Facultad de Ciencias de la Educación, Humanas y Tecnologías I certify that I have advised and reviewed the development of the research work entitled: "The description of the usage of Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year", under the authorship of Johana Elizabeth Coronel Núñez; therefore, it is authorized to carry out the legal procedures for its support.

This is all to the best of my knowledge and belief; in Riobamba, on the 15th day of September 2021.



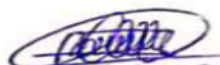
Mgs. Mercedes Gallegos

C.I 0601665839

COMMITTEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed as members of the Degree Examining Board for the evaluation of the research paper "The description of the usage of Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year", presented by Johana Elizabeth Coronel Núñez, with identity card number 1722232285, under the tutelage of Mgs. María Mercedes Gallegos Núñez; certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been heard; there is nothing more to observe. In accordance with the applicable regulations, we sign in Riobamba on the 1th day of December 2021.

Mgs. Mónica Cadena
Committee president



Mgs. Miguel Paredes
Committee member




Mgs. María Dolores Ávalos
Committee member



CERTIFICACIÓN

Que, **CORONEL NÚÑEZ JOHANA ELIZABETH** con CC: **1722232285**, estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **“The description of the usage of Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year”**, cumple con el **0 %**, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 26 de noviembre de 2021



Mgs. Mercedes Gallegos Núñez

TUTORA

DEDICATION

The presented research is dedicated first to God; to my family because with their support, love and understanding they gave me the strength to achieve one of my goals and never give up. Finally, to my dear thesis advisor who gave me their valuable time. All of them together inspired me to carry out this special job.

ACKNOWLEDGEMENTS

My gratefulness is extended to the UNACH for my academic formation; to my dear thesis advisor for sharing their knowledge which allows me to accomplish this research. I appreciate the greater help to the Unidad Educativa UK school in this process. To all of my teachers who encourage me throughout my university career. And all the people who allowed this research to be carried out. Finally, my special thanks and gratitude to my family for their unconditional support and love. Thank you very much.

General Index

CHAPTER I. INTRODUCTION	12
1.1. Problem research.....	12
1.2. Problem statement.....	12
1.3. Problem formulation	13
1.4. Justification	14
1.5. Objectives: General and specific	14
General objective	14
Specific objective.....	14
CHAPTER II. THEORETICAL FRAMEWORK.....	15
2.1. Theoretical background	15
2.2. Theoretical foundation basis	16
2.2.1. Audiovisual tools	16
2.2.2. Learning styles and the usage of audiovisual tools.....	16
2.2.3. Technology supports English Language learning.....	17
2.2.4. Listening skill	17
2.2.5. Audiovisual tool in education	17
2.2.6. Basic term definition.....	18
CHAPTER III. METHODOLOGY	18
3.1. Approach.....	19
3.2. Research modality.....	19
3.2.1. Descriptive research.....	19
3.3. Type of research.....	19
3.3.1. Qualitative research	19
3.4. Study population	19
3.5. Sample	20
3.6. Techniques and instruments for collecting data.....	20
3.6.1. Technique: Observation	20
3.6.2. Instrument: Observation guide.....	20
3.6.3. Instrument: Survey	20
3.7. Techniques for analyzing and interpreting data.....	20
CHAPTER IV. DISCUSSION AND RESULTS	21
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS.....	28
4.1 Conclusions.....	29
4.2 Recommendations.....	30

BIBLIOGRAPHY	31
ANNEXES	32

Table index

Table 1. Analysis and Description of Observation Guide	21
--	----

Figure index

Graphic 1	23
Graphic 2	23
Graphic 3	24
Graphic 4	24
Graphic 5	25
Graphic 6	25
Graphic 7	26
Graphic 8	26
Graphic 9	27
Graphic 10	28

RESUMEN

El tema de investigación es la descripción del uso del programa Nat-Geo como herramienta audiovisual para reforzar la adquisición del aprendizaje del idioma inglés con los estudiantes de sexto grado de la educación básica en la Unidad Educativa "UK school" de la ciudad de Ambato, provincia de Tungurahua, durante el Año Escolar Académico 2020-2021. El propósito de este estudio fue describir cómo el programa Nat-Geo como herramienta audiovisual refuerza el aprendizaje del idioma inglés con los estudiantes de sexto grado de educación básica en la Unidad Educativa "UK school" de la ciudad de Ambato, provincia de Tungurahua, durante el año lectivo 2020-2021. Esto se logró a través de los siguientes objetivos: explicar cómo las herramientas audiovisuales refuerzan el aprendizaje del idioma inglés; describir el uso del programa NAT GEO en el aula e identificar las actividades desarrolladas por el profesor con el programa NAT GEO. Los datos de este estudio fueron recogidos en un colegio privado de la ciudad de Ambato. Se realizó con la muestra del 6º grado de Educación Básica. Este estudio utilizó el método cualitativo. La información se obtuvo a través del uso de instrumentos de investigación como; guía de observación y encuesta que se aplicaron para conocer aspectos sobre su punto de vista de la herramienta audiovisual utilizada en la escuela. Finalmente, los resultados mostraron que el uso de una herramienta audiovisual como el programa Nat-Geo mejora el aprendizaje de la lengua inglesa proporcionando un entorno de aprendizaje interactivo con una comprensión significativa.

Palabras claves: herramienta audiovisual, lengua inglesa, aprendizaje visual

Reviewed by:



Unach | FCEHyT
UNIVERSIDAD NACIONAL DE CAYUMBA
PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y
EXTRANJEROS
DIRECCIÓN

Mgs. Mónica Noemi Cadena Figueroa

English Professor

ABSTRACT

The research theme is the description of the usage of the Nat-Geo program as an audiovisual tool to reinforce the acquisition of English language learning with Sixth Grade students of the Basic Education at the Unidad Educativa "UK School" in the Ambato city, Tungurahua Province, during the 2020-2021 Academic School Year. The purpose of this study was to describe how the Nat-Geo program as an audiovisual tool reinforces English language learning with sixth-grade students of the basic education at the Unidad Educativa "UK school" in Ambato city, Tungurahua province, during the 2020-2021 academic school year. This was achieved through the following objectives: to explain how audiovisual tools reinforce English language learning; to describe the usage of the NAT GEO program in the classroom and to identify the activities developed by the teacher with the NAT GEO program. The data of this study was gathered from one private school in Ambato city. It was carried out with the sample of the 6th grade of Basic Education. This study used the qualitative method. The information was obtained through the use of researching tools such as; observation guide and survey which were applied to find out aspects about their point of view of the audiovisual tool used in the school. Finally, the results showed that the usage of an audiovisual tool such as Nat-Geo program enhances English language learning which provides an interactive learning environment with a meaningfully understanding.

Keywords: audiovisual tool, English language, visual learning

Reviewed by:



Unach FCEHyT
FEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y
EXTRANJEROS
DIRECCIÓN

Mgs. Mónica Noemi Cadena Figueroa

English Professor

C.C. 0602935926

CHAPTER I. INTRODUCTION

Introduction

Learning English is challenging for some students, particularly for students in the first levels of Basic Education who need an active interaction to promote their engagement. The usage of extra material such as audiovisuals support their learning skills.

English language acquisition requires more than printed materials, the importance of supplementary material in class has been a good option to improve their teaching process to get better results avoiding anxiety. In addition, it should be taken into account students' level to select contents which are available on the internet. The usage of adequate resources develops a better performance depending on the learning styles. Audiovisuals help to promote better learning environments to make students feel comfortable (Coombs & S, 2004).

This research describes how the usage of the NAT-GEO program enhances English language learning at the 6th level of Basic Education at Unidad Educativa UK School which is located in Ambato city, Tungurahua province is the data of the proposed research. It was found that English language learning should be improved. It could be with the usage of complementary tools.

This Project contains the following chapters:

Chapter I: The referential framework consists of the research problem, problem statement and formulation of the problem, general and specific objectives, and justification.

Chapter II: The theoretical framework shows the background research on the topic and the theoretical foundation searched.

Chapter III: Methodological framework is composed by the researching design, types of researches, levels and methods of research, information which will be obtained through observation sheets and surveys with the population and sample selected, and other points.

1.1.Problem research

Students in Sixth Grade of Basic General Education at “Unidad Educativa UK School” present difficulties to acquire the English language. So, complementary tools should be used to reinforce learning.

1.2.Problem statement

Nowadays, learning a new language is relevant because of the multiples benefits for learners. The acquisition of a new language requires permanent practice. Doing the same activities make students get bored, and the environment becomes uninteresting. Learning a new language doesn't have to represent a difficulty. It should be an interactive process where learners enjoy every step (Al-Mahrooqi, R, & S, 2014).

In addition, the usage of an audiovisual tool improves student's skills without anxiety. Every person learns in different ways, which is something characterized by others. However, this characteristic is not considered at the moment to select the appropriate teaching material. There are free resources with educational content available on the internet that provide positive results on learners (Wagner & E, 2008).

Complementary educational resources help students to reinforce their knowledge and learning skills. The usage of audiovisual tools to reinforce English language learning such as the NAT-GEO program helps to get better results by supporting learners with scientific content that increase English language acquisition (NATGEO, 2010-2011). In our Ecuadorian context, audiovisual tools have been gaining relevance during the last years where teachers can select the appropriate material according to the content and level of their learners promoting their attention and motivation to learn the English language. Taking into consideration the remote teaching produced by the pandemic, that affects many areas especially education that makes teachers consider the usage of educative tools to generate better learning outcomes with an innovative material (Clark, 2004).

Unidad Educativa "UK School" is a private school located in Ambato city in Tungurahua province. Students at the 6th level need to be reinforced at English Language learning. The usage of NAT-GEO program will help students to get better performance and an enjoyable environment to improve English language learning.

1.3.Problem formulation

How does the usage of Nat-Geo program reinforce the English language learning with sixth grade students of the basic education at the Unidad Educativa "UK School" in Ambato city, Tungurahua province, during the 2020-2021 academic school year?

Guiding question

- What is the student's reaction by the usage Of Nat-Geo program in the English teaching learning?
- How are audiovisual tools used to reinforce English Language learning?
- What is the teacher reaction by the usage of Nat-Geo program in the English teaching learning?

1.4. Justification

Globalization is a relevant fact which influences the usage of the English Language around the world because many people communicate through it. English is a useful language that is immersed in different contexts, for that reason the importance of English learning has been growing lately. English Language acquisition provides more opportunities because takes place in several areas such as education, networking and others where English is used as a second language (Robert E. Owens, 2016).

In Ecuador, the usage of supporting tools to improve English language learning is considered a useful way to increased students' performance to learn English. The learning process in children is concerned, it would be ideal to explore for methods and resources so that those young learners could enjoy at the same time what they learned, fostering their skills and their motivation as well (Rodríguez, 2006).

The relevance of this research is focused to describe the usage of Nat-Geo program as an audiovisual tool to reinforce the English Language learning in the sixth grade of Unidad Educativa "UK School" at Ambato city, Tungurahua province.

For the Pedagogical National and Foreign Language Career at Universidad Nacional de Chimborazo, this research will be used as a resource that allows getting information about the usage of audiovisual tools to improve English language acquisition. Besides, the appropriate usage of resources to support the English language learning process to work with basic education students.

1.5. Objectives: General and Specific

General Objective

- To describe how Nat-Geo program as an audiovisual tool reinforce the English language learning with sixth grade students of the basic education at the Unidad Educativa "UK school" in Ambato city, Tungurahua province, during the 2020-2021 academic school year.

Specific Objective

- To explain how audiovisual tools reinforce the English language learning
- To describe the usage of NAT GEO program in the classroom.

- To identify the activities developed by the teacher with the NAT GEO program.

Objective operationalization

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How does the usage of NAT-GEO program reinforce the English Language learning of English language learning with the sixth-grade students of the basic education at the Unidad Educativa "UK school" in the Ambato city, Tungurahua province, during the 2020-2021 academic school year?	What is the student's reaction by the usage Of Nat-Geo program in the English teaching learning?	To describe how NAT - GEO program as an audiovisual tool reinforce the English language learning with sixth grade students of the Basic Education at the Unidad Educativa "UK school" in the Ambato city, Tungurahua province, during the 2020-2021 academic school year.	To explain how audiovisual tools, reinforce the English Language learning
		How are audiovisual tools used to reinforce English Language learning?		To describe the usage of NAT GEO program in the classroom.
		What is the teacher reaction by the usage of Nat-Geo program in the English teaching learning?		To identify the activities developed by the teacher with the NAT GEO program.

CHAPTER II. THEORETICAL FRAMEWORK

2.1. Theoretical background

In the research “**Teaching resources influence in the students’ motivation for English language learning in 1ero de Bachillerato General Unificado at Unidad Educativa Riobamba in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016.**” done by Lizbeth Nataly Sánchez Luna Victoria, it is proposed that: It is necessary that teachers motivate students by using innovative tools that increment learners knowledge based on the curriculum content. Sanchez remakes the importance to stimulate learner’s attention through supplementary resources give the opportunity to acquire the knowledge in a better way allow students the English practice with an active communication enhancing learning skills. The use of notebooks provides a deficient level of language acquisition due to the lack of student’s interaction during the learning process.

On the other hand, in the research” **The use of supplementary materials for teaching children in Elf classes**”, done by Samaniego Andrade, Mariana Genoveva claims that supplementary materials have a connection with students’ motivation because they improve the student’s performance and competence in language learning. It focusses on the use of supplementary materials that provides positive stimulus to young learners, by the observation of additional materials for teaching English supporting students during the language acquisition.

2.2. Theoretical foundation basis

2.2.1. Audiovisual tools

Supplementary teaching tools help learners to improve English language learning providing an entertainment environment by the usage of audiovisual material. One of the advantages to use this kind of resources is students are able to understand and comprehend a new content increasing learning skills. Learners will have an active experience through the observation and involvement applying the English language in a different way (Radosavlevikj & Hagrullai, 2019).

Provide a different educational setting to the student is the most important thing to take in mind before to teach English, for that reason the use of audiovisual tool become students autonomous learners keeping them concentrate. (Shastri, 2009)

There are several resources that are able to be applied at class that provide a different environment setting. The usage of stimulated material improves the students and teacher relationship motivating the English language learning (Agama-Sarabia, et al., 2017).

2.2.2. Learning styles and the usage of audiovisual tools

A close relation exists between audiovisual resource and learning style due to the effectiveness of the use of it in an educational context during learning process. Take into account the visual style, students obtain positive benefits in the classroom setting (Bhat, 2014).

An audiovisual resource increase student's motivation based on their learning styles that has been taking relevance during the last years, resulting in a higher language acquisition. To learn a new language, require basic aspects that takes place in different settings where learners adopt to the learning style into their learning (Cassidy, 2004).

2.2.3. Technology supports English Language learning

The use of the technology to support learning has increased, due to the efficiency to get positive results in language learning. The majority of students enhance their language skill by using technology that provide several resources to put in practice English learning (Alhabdan, 2021)

Language learning is reinforced by technological resources taking into consideration the different learner's styles that students present to have an effective knowledge which technology plays an relevant role on the educational process (Aguayo & Ramírez, C. D., 2020).

2.2.4. Listening skill

Listening skill is considering an important part of human life which an individual is able to communicate in a context by the combination with other senses. The ability to have a better communication depends on the listening skills which takes relevance during learning process to develop integral language acquisition (Barclay, 2011).

An effective communication demands to develop listening skills in a second language acquisition which a learner is able to put in practice them. To promote listening is advisable the practice of it through the use of supplementary resources having in mind the variance between listening and hearing (Shastri, 2009).

2.2.5. Audiovisual tool in education

Audiovisual tool reinforces teaching process because of the attractive content that shows to learners, it provides better results than the use of the typical resources that doesn't provide an interactive activity. To improve knowledge, audiovisual material provides a

different environment with an effective communication without stressful situation. A colorful material promotes students' attention with an effective learning, mainly young learners enjoy the class when the teacher presents audio visual resources. It contributes to construct a powerful connection between learners and tutors. (Shastri, 2009)

2.2.6. Basic term definition

Audiovisual Tool: An audiovisual represents a supplementary material to learners in the educational context which includes images, audios and videos with educative content that increases learner's attention due to the interesting provided content that contributes to have an effective learning with a motivational environment (Shastri, 2009).

Nat-Geo program: it is considering a language assessment tool that provide useful information for both teachers and students because of the educational provided content which complements the learning process meaningfully due to the variety presented topics that includes useful material to contrast to other subjects. (NATGEO, 2010-2011).

Motivation: It refers to the efficacy of getting a better interaction through the usage of supplementary material or the provided teacher assessment which reflects a better performance that increase learning achievement promoting an active learning and students interesting. (Cheng-Hsun HUANG, 2021).

Learning audio style: It refers to one type of learning acquisition that use audio material which improves learning acquisition because some students have a better learning by using listening material. Some people developed audio learning style which is based on the listening skill that promotes a positive effect in learning (Mojtaba Tadayonifar, 2020).

Learning visual style: It denotes visual learners' which have the ability to learn by observing that requires the usage of pictures like a resource to complement learning achievement. In other words, the visual learners find easy to learn trough the usage of visual resources that involve images during learning achievement (Abby R, 2007).

Language Acquisition: It refers to the language improvement which involves learners ability to acquire knowledge about something based on experiences that takes place in a natural context based on communicative skills which complements this process meaningfully to get positive results during language acquisition. (Shastri, 2009).

CHAPTER III. METHODOLOGY

3.1. Approach

This research takes relevance to the description of the usage of the audiovisual tools and their influence in the teaching-learning process of English in kids who feel interested and amazing when these kinds of tools are developed in the classroom. Therefore, this research is elaborated to know the learning outcomes about the usage of the Nat-Geo program which is used as an audiovisual tool to reinforce the acquisition of English language learning with sixth-grade students of the basic education at the Unidad Educativa "UK school" in Ambato city, Tungurahua Province, during the 2020-2021 academic school year.

3.2. Research modality

3.2.1. Descriptive research

The goal of descriptive research is to define a phenomenon and its features. This study is more concerned with what rather than how or why something has occurred (Gall, 2007). The presented research is descriptive because it shows a description about how the usage of Nat-geo program could reinforce the English Language Learning of students at 6th grade level of basic Education at Unidad Educativa "UK School".

3.3. Type of research

3.3.1. Qualitative research

The research is a qualitative approach, focused on the description of the usage of NAT-GEO program as an audiovisual tool to reinforce the acquisition of English language learning of students at 6th grade level of basic Education at Unidad Educativa "UK School".

3.4. Study population

The research will take place at Unidad Educativa "UK School". It is a bilingual high school that is located at Ambato city, Tungurahua province. It has 336 students at basic education with 3 parallels of each grade.

3.5. Sample

The population of the sixth grade is 16 students. The student's group are between 9 and 10 years old. They receive 6 subjects in English and 7 subjects in Spanish.

3.6. Techniques and instruments for collecting data

3.6.1. Technique: Observation

Observation is utilized in the researches as a technique for gathering information about individuals, cycles, and societies (Barbara & Kawulich, 2012). This technique will be used to determine how the usage of Nat-Geo program reinforces the English Language Learning acquisition.

3.6.2. Instrument: Observation guide

Observation guide is applied consistently to gather information by educator scientists in their studies, by people in different settings that records human conduct (Barbara & Kawulich, 2012). An observation guide will be used as an instrument to get the information. It contains items based on the specific objectives and the criteria presented in the theoretical framework established in this research. It was applied in English class at 6th level of Basic Education. The objective is to get information about the usage of Nat-Geo program as an audiovisual tool to reinforce the English Language acquisition.

3.6.3. Instrument: Survey

It provides information from people that belongs to a group in a specific environment by the use of tools that need to be filled to know about (Snijkers, 2013). A survey will be used as a research instrument for data collection. It contains items based on the specific objectives and the criteria presented in the theoretical framework established in this research. It was applied in English class at sixth level of Basic Education. The objective is to get information about the usage of Nat-Geo program as an audiovisual tool to reinforce English language acquisition.

3.7. Techniques for analyzing and interpreting data

The interpretation and analyze information require to organize the data to know more about the selected sample and interpreted the results applying the adequate techniques based on the qualitative approach.

The processing and interpretation of the collected data was a development by which information is based on the applied researching instruments such as the observation guide and the survey. To have a better understanding, the information of the observation guide was organized in tables and the survey results was presented in graphics.

The data reduction was applied to interpret and analyze the collected data in this research which implies to minimize the information, organizing the obtained results to provide a better understanding based on the most important information. The data reduction improves the data organization where the usage of tables and graphics describe the researching process based on the researching instruments. (Valles Martínez, 2000)

CHAPTER IV. DISCUSSION AND RESULTS

4.1 Analysis of Observation Guide Results

The observation guide and survey were the applied instruments to collect information. The observation guide allows to visualize about the usage of Nat-Geo program based on the researching objectives and the class activities developed by teachers and students. Otherwise, the survey provides detailed information regarding to the student's perception about the usage of the audiovisual tool such as Nat-Geo program. To have a better understanding the collected data from the observation guide is processing in a table and the information from the survey is managed in graphics based on the student's responses.

Table 1. Analysis and Description of Observation Guide

OBJECTIVES	CLASS ACTIVITIES
1. To explain how to apply audiovisual tools to reinforce English Language acquisition	<ul style="list-style-type: none"> • Teacher provides a feedback about the video content before to project it • Vocabulary is presented before the video projection • Teacher asks students if the audio is correct

<p>2. To describe the usage of NAT GEO program in the classroom.</p> <p>3. To identify the developed activities by the teacher with the NAT GEO program</p>	<ul style="list-style-type: none"> • Teacher plays the video program after classes • Teacher explains the reason to play videos program at class • Teacher pauses the program to ask students if they are understanding it • Teacher asks students about the video • Teacher provides a feedback after playing the program • Class activity contains information about the played program
---	---

By Johana Coronel

According to the teacher's activities developed to reinforce the English language acquisition through the use of audiovisual of Nat-Geo, it is observed a good environment in the class which is provided before to apply the audiovisual tool where the teacher takes into consideration the vocabulary content and the audio before to project the video. Therefore, students have a comfortable educational environment which implies their motivation and better class performance. According to (Coombs & S, 2004) the audiovisual tool reinforces the students English Language acquisition avoiding anxiety on them creating a better learning environment during learning process.

Additionally, related to the usage of Nat-Geo program in classroom students get an adequate assessment from the teacher before, during and after the video's presentation that is important because the teacher pauses the video if something is not clear providing the necessary explanation. The usage of audiovisual tools such as Nat-Geo increase students learning due to the appropriate educational content that is selected to the teacher which students are engaged promoting their knowledge with scientific information that keeps students attention that is useful to other subjects. (NATGEO, 2010-2011)

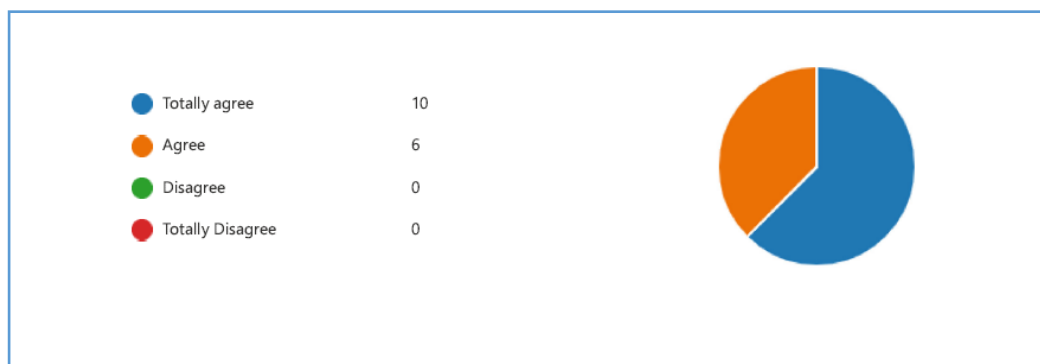
Students are engaged with the content of Nat -Geo program and the developed activities by the teacher in class. The feedback provided after playing the video is useful for students which reinforces the English language acquisition. Aguayo & Ramírez (2020) stated that feedback is considering an important part during learning process because it allows students and teacher interaction depending on the students learning styles to reinforce with activities related to the presented video.

4.2 Analysis of Survey Results

According to the objective to describe the usage of NAT GEO program in the classroom, it was applied a survey to the students which allows to obtain information based on the applied activities at classroom. The survey application was another collection data tool which provide useful information to make the analysis based on the provided information from the students of the sixth grade, the results are listed below.

1. Learning English is better with Nat-Geo program

Graphic 1



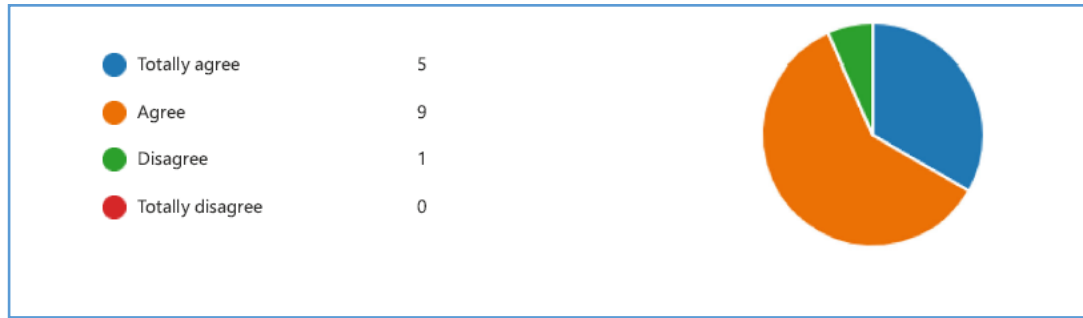
By Johana Coronel

Analysis:

Reflected in the provided data, ten students are totally agreed that Learning English is better with Nat-Geo Program and six of them are agree with it.

2. I learn English better when I watch Nat-Geo program

Graphic 2



By

Johana Coronel

Analysis:

Reflected in the provided data, it can be observed that five students are totally agree that is better learn English watching Nat-Geo program, nine of them agree with it and one student disagree.

3. I learn English better when I listen Nat-Geo program

Graphic 3



By Johana Coronel

Analysis:

Reflected in the provided data, it is noted that eight students over ten are totally agree with learning English is better by listening Nat-Geo program, seven agree with it and one disagree.

4. The use of Nat-Geo program motivates my English learning

Graphic 4



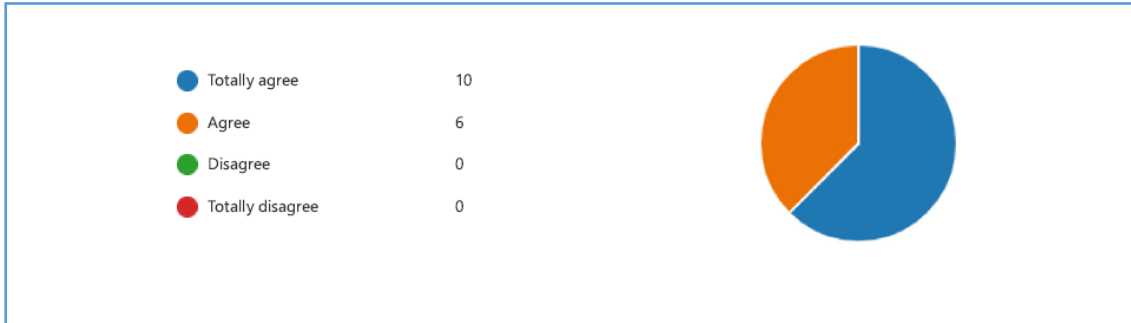
By Johana Coronel

Analysis:

Reflected in the provided data, it is observed that four students totally agree that the usage of Nat-Geo program motivate their English learning, ten agree with it and one disagree.

5. Nat-Geo program has educational content

Graphic 5



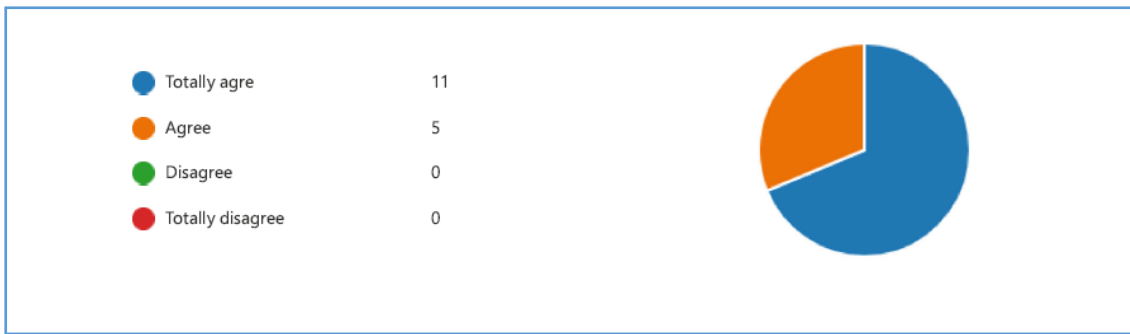
By Johana Coronel

Analysis:

Reflected in the provided data, is observed that ten students totally agree that Nat-Geo program has educational content and 6 agree with it.

6. The pictures of Nat-Geo program are clearly

Graphic 6



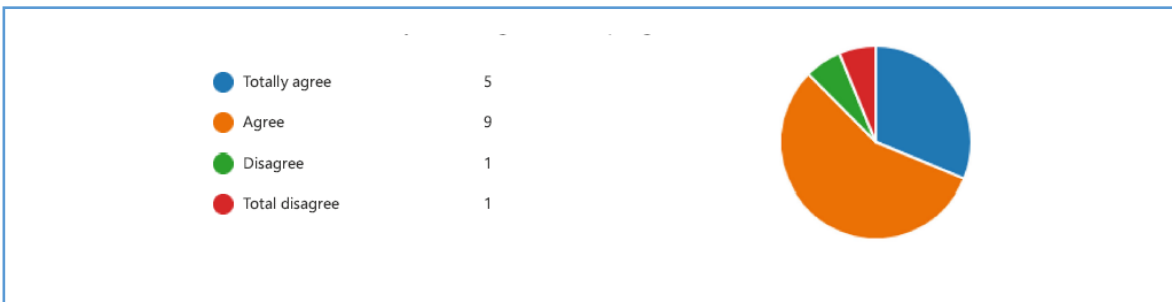
By Johana Coronel

Analysis:

Reflected in the provided data, it is observed that eleven students totally agree that pictures of the Nat-Geo program are clearly and five agree with it.

7. I feel comfortable by watching Nat-Geo program

Graphic 7



By Johana Coronel

Analysis:

Reflected in the provided data, it is conducted that five students totally agree that watching Nat-Geo program make them feel comfortable, nine agree, one disagree and one totally disagree of it.

8. I learn interesting things by watching Nat-Geo program.

Graphic 8



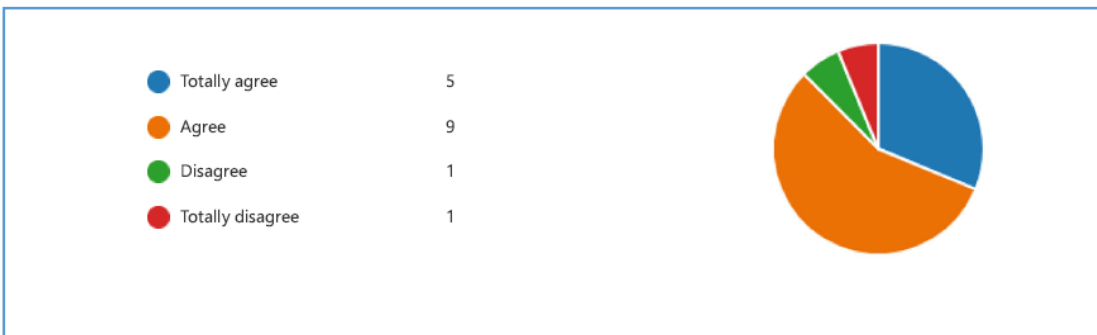
By Johana Coronel

Analysis:

Reflected in the provided data, it is observed that four students over ten are totally agree that they learn interesting things by watching Nat-Geo program, 7 agree and 4 disagree with it.

9. Nat-Geo program is useful to learn other subjects.

Graphic 9



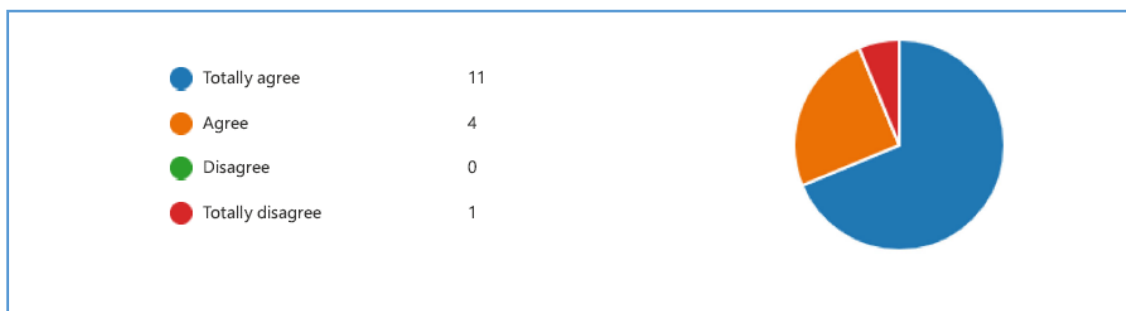
By Johana Coronel

Analysis:

Reflected in the provided data, it is conducted that five students totally agree that Nat-Geo program is useful to other subjects, nine agree of it, one disagree and one totally disagree.

10. The access to Nat-Geo program is easy.

Graphic 10



By Johana Coronel

Analysis:

Reflected in the provided data, eleven students totally agree that the access to Nat-Geo program is easy, four agree and one disagree of it.

According to the survey results, the usage of the Nat-Geo program reinforces the English language acquisition due to the useful content that the video provides to students because they feel motivated to learn due to the usage of this audiovisual tool (Shastri, 2009).

Also, this audiovisual tool offers better English learning because the majority of students agreed that watching and listen it increase their motivation. According to Newswire (2019), the Nat-Geo program promotes English Language acquisition due to the innovative information that involves student’s interaction before to watching and listen to it.

In addition, the majority of the students agreed that the Nat-Geo program enhances their learning because of the educational content and the clearly presented pictures that make them feel comfortable. Students perform increase in a significant way getting their attention due to the interesting things watched on it that they associate with their previous knowledge. (Barclay, 2011)

Moreover, the Nat-geo program is useful to learn other subjects due to the provided academic content which is easy to access. As a result, students have positive results by the use of this audiovisual tool that increments their English learning motivation due to the variety of developed activities that the teacher provides in class.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The students feel motivated through the usage of the Nat-Geo program as an audiovisual tool because it reinforces English language learning due to the provided educational content which is associated with other subjects. Learners associate their knowledge with the newly presented material that contains interesting information with colorful images relate to the English subject and others. Also, the teacher provides an adequate guide during the audiovisual tool presentation that creates an engaged learning environment that gets student's attention because they visualize the content which makes them feel interested to learn. This is important to take into consideration during the audiovisual presentation which demonstrates the adequate use of this tool and the students get positive results due to the usage of it enhancing their English Language learning.
- The developed activities provided by the teacher based on the Nat-Geo program are valuable to motivate students promoting their learning because it helps them to associate their previous knowledge with the new one presented by the audiovisual tool in class. In this regard, the selected content is appropriate which reflects a positive assessment provided by the teacher in class that reinforces student's English language learning. The usage of this tool is considered enjoyable for the students because of the interesting content, they don't require any effort to understand the provided content. Also, the content is adequate due to the appropriate content based on learner's level that shows the adequate teacher assessment before, during, and after the presentation of this audiovisual.
- The identified process by the usage of an audiovisual tool such as the Nat-Geo program provides positive results on students which makes them feel engaged and motivated to learn English due to the interesting educational content that the program has. The Nat-Geo program helps students to increase their performance in class because it develops their learning skills due to the useful content provided by this audiovisual tool which considers student's levels. Also, the process applied before presenting this tool is affordable where the students feel confident and motivated to learn with an innovative tool that provided useful academic content where students have the opportunity to connect with other subjects through the provided activities in class.

4.2 Recommendations

- The teacher should give students the opportunity to select some of the provided content based on their likes or dislikes because sometimes the revised content is not interesting enough for some students because it is important to remember that each student is a world and doesn't think the same as others. Based on this, it is important to consider students' suggestions because it will promote teachers and students' communication within a respectful environment. Also, it will give learners the opportunity to share their opinions about the revised content in class. So, the teacher will consider these suggestions depending on students' level to take the best decisions. Regarding this, teachers will create a communicative environment where the students' performance increased positively.
- The teacher should be careful to avoid repeated videos presentation because it probably affects students' attention due to the repetitive content, this will make students lose interest during the video presentation or the provided activities based on the presented audiovisual. Teachers should be careful in this aspect because students don't like to get the same activities or information, they get bored quickly especially young learners. They need a variety of topics taking into consideration their levels and interests because it makes students feel more interested to know more about the presented audiovisual that helps teachers to catch students' attention easily. Additionally, to avoid repetitive videos a teacher should make a list of the presented content and ask students to communicate with the teacher if the presented audiovisual is repeated.
- The content of the audiovisual tool should be available in virtual students' classrooms which allow students to access the video content and revise it more than one time because sometimes, some of the students got interested in one topic or didn't understand a part of the presented video and they could access and watch it again. Also, it provides a guide to students to practice their English learning by watching the video more than once time and they will have the opportunity to make some interactive activities to reinforce their learning because it is important that students feel motivated to learn and is better to do it interactively. Consequently, students will practice more and get familiarized with the video content getting positive results on their learning because if the presented video was not understood they could watch it again after class.

BIBLIOGRAPHY

- Agama-Sarabia, A., Gabriela Trejo-Niño, Belinda De-la-Peña-León, Mariana Islas-Ortega, Silvia Crespo-Knopfler, Lizette Martínez-Felipe, & María Susana González-Velázquez. (2017). *Audiovisual Aids in nursing education: literature review*. Mexico: Enfermería Global.
- Aguayo, N., & Ramírez, C. D. (2020). A proposal of evaluation criteria for the quality of ESL/EFL Websites for Autonomous Learning. *International Approaches to Bridging the Language Gap*, 639. doi:10.4018/978-1-7998-1219-7.ch007
- Alhabdan, A. (2021). Evaluating English Learning Websites and Digital Resources From the Perspective of Saudi English Language Learners: Technical Assessment. *Theory and Practice in Language Studies*, 639.
- Al-Mahrooqi, R., & S, T. (2014). *Using technology in a foreign language teaching*. Proquest Ebook central. Obtenido de <https://ebookcentral.proquest.com>
- Barbara, & Kawulich. (2012). Collecting data through observation. *Research Gate*.
- Barclay, L. A. (2011). *Earning to Listen / Listening to Learn : Teaching Listening Skills to Students with Visual Impairments*,. New York: Proquest ebook central.
- Bhat, M. (2014). Understanding the learning styles and its influence on teaching/learning. *International Journal of Education and Psychological Research*.
- Cassidy, S. (2004). Learning styles: An overview of theories, models, and measures. *Educational*, 546. doi:10.1080/0144341042000228834
- Clark. (2004). How language acquisition builds on cognitive development. *The journal of international advanced Otolology*.
- Coombs, & S. (2004). *The benefits of introducing a learning technology*. Obtenido de <http://>
- Gall, M. G. (2007). Educational research: An introduction. *Pearson*.
- NATGEO. (2010-2011). *A study of the effectiveness of*. Charlottesville: Magnolia Consulting. Obtenido de National Geographic: https://ngl.cengage.com/assets/downloads/ngreach_pro0000000005/exsum_rch_effectiveness.pdf
- Radosavlevikj, N., & Hagrullai, H. (2019). Using Video Presentations in ESP Classes (A Study Conducted at the Language Centre-Skopje, SEEU). 180. doi: <https://doi.org/10.2478/seeur-2019-0010>
- Robert E. Owens, J. (2016). *Language development*. England: Pearson Education Limited.
- Rodríguez, D. C. (2006). Analysing English Online Resources For Children: A. *Ebsco*.
- Shastri, P. D. (2009). *Communicative approach to the teaching of english as a second language*. Mumbai: Himalaya publishing house. Obtenido de ProQuest Ebook Central <https://ebookcentral.proquest.com>

- Snijkers, G. H. (2013). *Designing and conducting business surveys*. Canada: ProQuest Ebook Central. Retrieved from <https://ebookcentral.proquest.com>
- Valles Martínez, M. S. (2000). Técnicas cualitativas de investigación social. *Reflexión metodológica y práctica profesional*.
- Wagner, & E. (2008). Video listening tests: what are they measuring? *Language Assessment*, 218-243. Obtenido de <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=8d5aff5a-9dbb-4d9f-ac47-ef7783f928e3%40sessionmgr4008>

ANNEXES



UNIVERSIDAD NACIONAL DEL CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

OBSERVATION GUIDE

Description: This observation sheet was elaborated to know about the effectiveness of the Nat-Geo program usage to the English Language acquisition from the students to the sixth grade of Unidad Educativa “UK School”.

Objective 1:			
To explain how to apply audiovisual tools to reinforce English Language acquisition			
Indicators	Always	Sometimes	Seldom
Teacher provides a feedback about the video content before to project it	X		
Vocabulary is presented before the video projection	X		
Teacher asks students if the audio is correct	X		
Objective 2:			
To describe the usage of NAT GEO program in the classroom.			
Indicators	Always	Sometimes	Seldom
Teacher plays the video program after classes		X	
Teacher explains the reason to play videos program at class		X	
Teacher pauses the program to ask students if they are understanding it	X		
Objective 3:			
To identify the developed activities by the teacher with the NAT GEO program.			
Indicators:	Always	Sometimes	Seldom

Teacher asks students about the video	X		
Teacher provides a feedback after playing the program		X	
Class activity contains information about the played program		X	

Survey



UNIVERSIDAD NACIONAL DEL CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

SURVEY

Description: This survey was elaborated to know about the usage of Nat-Geo program to improve the English Language acquisition from the students at sixth grade of Unidad Educativa “UK School”.

	Totally agree	Agree	Disagree	Totally disagree
Learning English is better with Nat-Geo program.	X			
I learn English better when I watch Nat-Geo program.		X		
I learn English better when I listen Nat-Geo program.	X			

The use of Nat-Geo program motivates my English learning.	X			
Nat-Geo program has educational content.	X			
The pictures of the Nat-Geo program are clearly	X			
I feel comfortable by watching Nat-Geo program.		X		
I learn interesting things by watching Nat-Geo program.		X		
Nat-Geo program is useful to learn other subjects.		X		
The access to Nat-Geo program is easy.	X			