

# UNIVERSIDAD TÉCNICA DE AMBATO



## CENTRO DE POSGRADOS

### MAESTRÍA ACADÉMICA (MA) CON TRAYECTORIA PROFESIONAL (TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

#### COHORTE 2021

---

**Tema:** “PICTURE-CUED TASKS AND THE SPEAKING SKILL”

---

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en  
Enseñanza de Inglés como Lengua Extranjera.

**Modalidad del Trabajo de Titulación:** Proyecto de Titulación con Componente de  
Investigación Aplicada y Desarrollo.

**Autora:** Licenciada Martha Cecilia Guato Cisneros.

**Director:** Licenciado Manuel Xavier Sulca Guale Magíster.

Ambato – Ecuador

2022

## **A la Unidad Académica de Titulación del Centro de Posgrados**

El Tribunal receptor del Trabajo de Titulación presidido por el Ingeniero Héctor Fernando Gómez Alvarado. PhD, e integrado por los señores: Licenciada Elizabeth Alexandra Tayo Haro Magíster y Licenciada Elisa Guadalupe Sánchez Hernández Magíster, designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: “*Picture-cued tasks and the speaking skill*”, elaborado y presentado por la señora Licenciada Martha Cecilia Guato Cisneros, para optar por el Grado Académico de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

.....  
*Ing. Héctor Fernando Gómez Alvarado. PhD.*  
**Presidente y Miembro del Tribunal**

.....  
*Lic. Elizabeth Alexandra Tayo Haro, Mg.*  
**Miembro del Tribunal**

.....  
*Lic. Elisa Guadalupe Sánchez Hernández. Mg.*  
**Miembro del Tribunal**

## **AUTORÍA DEL TRABAJO DE TITULACIÓN**

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema “**PICTURE-CUED TASKS AND THE SPEAKING SKILL**”, le corresponde exclusivamente a: Licenciada Martha Cecilia Guato Cisneros, Autora bajo la Dirección del Licenciado Manuel Xavier Sulca Guale Magíster Director del Trabajo de Titulación, y el patrimonio intelectual a la Universidad Técnica de Ambato.

-----  
*Licenciada Martha Cecilia Guato Cisneros*  
*c.c: 1803337730*  
**AUTORA**

-----  
*Licenciado Manuel Xavier Sulca Guale Magíster*  
*c.c. 1802447548*  
**DIRECTOR**

## **DERECHOS DE AUTOR**

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi Trabajo de Titulación, con fines de difusión pública, además apruebo reproducción de este, dentro de las regulaciones de la Universidad.

-----  
*Licenciada Martha Cecilia Guato Cisneros*  
*c.c 1803337730*

## GENERAL INDEX

PORTADA.....	i
APROBACIÓN DEL TRABAJO DE TITULACION .....	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN .....	iii
DERECHOS DE AUTOR .....	iv
GENERAL INDEX.....	v
TABLE INDEX .....	viii
FIGURES INDEX.....	ix
ACKNOWLEDGEMENT .....	x
DEDICATION .....	xi
RESÚMEN EJECUTIVO .....	xii
ABSTRACT .....	xiii
CHAPTER I .....	1
THE RESEARCH PROBLEM .....	1
1.1. Introduction .....	1
1.2. Justification .....	3
1.3. Objectives .....	4
1.3.1. General .....	4
1.3.2. Specific.....	4
CHAPTER II.....	5
RESEARCH BACKGROUND.....	5
2.1. Previous research .....	5
2.2. Independent variable: Picture-cued tasks.....	11
2.2.1. Language learning assessment .....	11
2.2.3. Types of assessment.....	12
2.2.4. Tasks for language assessment.....	13
2.2.5. Picture-cued tasks.....	14
2.2.6. Types of picture-cued tasks.....	15
Picture-cued storytelling .....	15
Picture-cued sentence production .....	16

Picture-cued elicitation of minimal pairs and comparatives .....	16
Picture-cued elicitation of giving directions .....	17
2.2.7. Benefits of picture-cued tasks .....	17
2.3. Dependent variable: Speaking skill.....	18
2.3.1. Communicative approach.....	18
2.3.2. Productive skills .....	19
2.3.3. Speaking skill .....	20
Speaking sub-skills .....	20
CHAPTER III .....	26
METHODOLOGY .....	26
3.2. Equipment and materials .....	26
3.3. Type of research .....	27
3.4. Hypothesis .....	27
3.5. Population.....	27
3.6. Data collection.....	28
3.7. Data processing .....	28
3.8. Variables.....	29
CHAPTER IV .....	30
RESULTS AND DISCUSSION .....	30
4.1. Pre-test .....	30
4.2. Post-test.....	32
4.3. Hypothesis verification .....	33
4.4. Discussion .....	36
CHAPTER V.....	38
CONCLUSIONS AND RECOMMENDATIONS .....	38
5.1. Conclusions .....	38
5.2. Recommendations .....	39
CHAPTER VI.....	40
PROPOSAL .....	40
6.1. Informative data .....	40
6.2. Background of the proposal .....	40

6.3. Justification .....	41
6.4. Objectives.....	42
6.4.1. General .....	42
6.4.2. Specific.....	42
6.5. Feasibility analysis .....	42
6.6. Theoretical foundation .....	43
Types of picture-cued tasks.....	43
Picture-cued storytelling .....	43
Picture-cued sentence production .....	43
Picture-cued elicitation of minimal pairs and comparatives .....	44
Picture-cued elicitation of giving directions .....	44
Benefits of picture-cued tasks .....	44
Speaking sub-skills .....	45
6.7. Methodology .....	47
6.8. Operational Model .....	49
References .....	50
Annexes.....	58

**TABLE INDEX**

Table 1. Population .....	27
Table 2. Pre-test results .....	31
Table 3. Post-test results .....	32
Table 4. Normal distribution test .....	33
Table 5. T-test .....	34
Table 6. Wilcoxon test .....	34



## FIGURES INDEX

Figure 1. General results .....	35
Figure 2. Picture-cued storytelling .....	63
Figure 3. Picture-cued sentences .....	63

## **ACKNOWLEDGEMENT**

Words cannot express my gratitude to the staff of Universidad Técnica de Ambato, especially to my professors who took part in my personal and professional enhancement process. I am deeply indebted to Mgs. Xavier Sulca, my advisor and tutor because this endeavor would not have been possible without his proactive advice.

## **DEDICATION**

I dedicate this work to GOD for blessing me and giving me the wisdom and strength to be perseverant every day. To my beloved family, my dear husband Klever for his constant support. To my children Anthony, Christopher and Alejandra who have been my motivation to achieve my goals, showing me their love and comprehension. To my mother Gladys who has been my guide and has encouraged me with her sweet words all the time.

With love

Martha

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE POSGRADOS**  
**MAESTRÍA ACADÉMICA (MA) CON TRAYECTORIA PROFESIONAL**  
**(TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**  
**COHORTE 2021**

**TEMA:**

*PICTURE-CUED TASKS AND THE SPEAKING SKILL*

**MODALIDAD DE TITULACIÓN:** *Proyecto de titulación con componente de investigación aplicada y desarrollo.*

**AUTORA:** *Licenciada Martha Cecilia Guato Cisneros*

**DIRECTOR:** *Licenciado Manuel Xavier Sulca Guale Magíster*

**FECHA:** *Catorce de noviembre de dos mil veinte y dos*

**RESÚMEN EJECUTIVO**

Esta investigación tuvo como objetivo determinar el impacto de las tareas guiadas por imágenes en el desarrollo de la habilidad de *speaking* de los estudiantes. Fue desarrollado debido a algunas debilidades encontradas en su desempeño, tales como expresiones deficientes, gramática y vocabulario bajos, dificultades para sostener un diálogo breve y falta de comunicación activa. Para dar cumplimiento al objetivo principal, se realizó un diseño de investigación experimental con enfoque cuantitativo con una población objetivo que estuvo conformada por 25 estudiantes de segundo año de bachillerato pertenecientes a un colegio público. El proceso comenzó con un análisis teórico que se desarrolló para reconocer los beneficios de las tareas guiadas por imágenes en el aula. La investigadora utilizó el Preliminary English Test (para colegios) de Cambridge Assessment como pre-test y el post-test como instrumento de recolección de datos. Este examen se centró en la parte de *speaking*. Se utilizó una rúbrica que contenía cuatro criterios principales como gramática y vocabulario, discurso lingüístico, pronunciación y comunicación interactiva para obtener datos numéricos. Los estudiantes tomaron la prueba previa que contenía tres partes: información personal, preferencias y una pregunta guiada por imágenes. Habiendo analizado los resultados del pre-test y descubriendo los problemas de los estudiantes, se diseñó un conjunto de planes de clase centrados en el estudiante que tenían como

objetivo enfatizar las tareas con utilización de imágenes para obtener comparaciones, dar instrucciones, descripciones y narración de historias. Luego de eso, se realizó una intervención que duró tres semanas mediante el uso del cuadernillo preparado para ayudar a los estudiantes a mejorar su habilidad para hablar. Luego, el post-test fue realizado por los estudiantes. El análisis de datos se realizó con el software estadístico SPSS para comparar tanto los resultados en el pre-test como los del post-test. Se concluyó que las tareas guiadas por imágenes tuvieron un impacto positivo en la habilidad de hablar porque los estudiantes mejoraron significativamente después del proceso de intervención en el aula.

**DESCRIPTORES:** *APRENDIZAJE, COMPARACIÓN, DESCRIPCIÓN, EVALUACIÓN, HABILIDAD PARA HABLAR, INTERACCIÓN, NARRACIÓN, SUB, HABILIDADES, TAREAS GUIADAS POR IMÁGENES, VOCABULARIO.*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE POSGRADOS**  
**MAESTRÍA ACADÉMICA (MA) CON TRAYECTORIA PROFESIONAL**  
**(TP) EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**  
**COHORTE 2021**

**THEME:**

*PICTURE-CUED TASKS AND THE SPEAKING SKILL*

**DEGREE MODALITY:** *Graduation Project with Applied Research and Development Component*

**AUTHOR:** *Licensed Martha Cecilia Guato Cisneros*

**DIRECTED BY:** *Graduate Manuel Xavier Sulca Guale Master*

**DATE:** *November fourteen two thousand and twenty two*

**ABSTRACT**

This research aimed to determine the impact of picture-cued tasks on the development of students' speaking skill. It was developed due to some weaknesses encountered in their performance such as poor utterances, low grammar and vocabulary, difficulties to sustain a short dialog, and lack of active communication. In accomplishing the main objective, an experimental research design with quantitative approach was carried out with a target population that was comprised by 25 students from second year of baccalaureate belonging to a public school. The process started with a theoretical analysis that was developed to recognize the benefits of picture-cued tasks in the classroom. The researcher used the Preliminary English Test (for schools) from Cambridge Assessment as the pre-test and the post-test as the data collection instrument. This exam focused on the speaking part. A rubric was used which contained four main criteria like grammar and vocabulary, language discourse, pronunciation, and interactive communication to obtain numerical data. The students took the pre-test that contained three parts: personal information, preferences, and a picture-cued question. Having analyzed the results in the pre-test and finding out the students' problems, a set of student-centered class plans were designed which aimed to emphasize in picture-cued tasks for elicitation for comparison, giving directions, descriptions, and storytelling. After that, an intervention that lasted three weeks was accomplished through the use of the booklet prepared to help students to improve their

speaking skill. Then, the post-test was taken by the students. The data analysis was made with the SPSS statistical software to compare both the results in the pre-test and those of the post-test. It was concluded that picture-cued tasks positively impacted in the speaking skill because students significantly improved after the classroom intervention process.

**KEYWORDS:** *ASSESSMENT, COMPARISON, DESCRIPTION, INTERACTION, LEARNING, PICTURE, CUED TASKS, SPEAKING SKILL, STORYTELLING, SUB-SKILLS, VOCABULARY.*

## CHAPTER I

### THE RESEARCH PROBLEM

#### 1.1. Introduction

The English language is very important for communication worldwide. It is being employed more and more in practically all areas of human knowledge every day. The target language can almost be argued that it is the world's language nowadays (Northrup, 2013). Likewise, it is the international language of the globalization period, a "lingua franca" that has ramifications in all non-Anglo-Saxon countries, including Spain, and that affects numerous fields and professions (Cronquist & Fiszbein, 2017). English learning is no longer considered a luxury, but rather an unavoidable requirement (Common European Framework of Reference for Languages, 2001). Moreover, it is even said that whoever does not master that language would be at a clear disadvantage: it would be as if they were mute or half illiterate (Alamri, 2018).

English is the tool that allows communication with people from other countries, within the globalized world nowadays (Sekiziyivu & Mugimu, 2017). It is indisputable: English has become the global language of communication by excellence; and, one of the most widely used in the world. It is an official language or has a special status, in some 75 territories around the world (Crystal, 2003).

The teaching-learning process of this language in several Latin American countries is, without a doubt, a worrying issue. According to Education First (2021), South Korea, Japan, Vietnam, and China have a higher percentage of people who are proficient in English compared to Latin America. Only 3% of students in the Mexican public schools, English programs meet the minimum requirements. In "English as a global language", Crystal (2003) analysed this language worldwide. According to his data, English is the official language in 70 countries, almost 25% of the world's population speaks English fluently, and almost 1.5 (billion) speak English as a lingua franca.

In Ecuador, according to Education First (2021), the English level of students is low proficiency. In the ranking, it is in position 43 of 63 countries evaluated. It possibly happens due to English being considered a foreign language (Ministerio de Educación



del Ecuador, 2016). It is observed that cable television has an important list of channels in Spanish, programs translated into Spanish, movies subtitled in Spanish, and ESPN sports for Latin America (Cronquist & Fiszbein, 2017). Therefore, learning English does not seem to be a must.

This study began due to the deficiency in the teaching-learning process with traditional methods which stopped students to produce oral communication. Therefore, the level of English performance at Unidad Educativa “Mariano Benítez” is preoccupying. Students presented limitations in pronunciation, grammar, and vocabulary, asking and answering questions. Those are generated by different factors that concur in some factors such as student, teacher, methodology, materials, and evaluation systems, among others (Cronquist & Fiszbein, 2017). These factors, in some way, influenced the learning of the English language.

Furthermore, the students from the second year of baccalaureate did not actively participate in the class. It was observed that students showed a shortage of vocabulary. The teacher asked questions and they seemed to understand; however, they could not produce any response. They tend to answer in their mother tongue or say “yes” or “no”. It may happen on account of the teaching material. It is not motivating enough for students to encourage their participation. Even though students have studied English for almost eleven years, from primary school, they have not developed the competence that is required by the Ministry of Education (Ministerio de Educación del Ecuador, 2016).

Moreover, teachers apply traditional teaching methods. They focused their classes on grammar patterns and textbook use. They also have avoided the production of language either oral or written, as a result, the teaching practice has become stressing and boring for students. Thus, both the teacher nor the students were not motivated and the low level of English was evident.

It is important that teachers try other ways of teaching students to be motivated. In this regard, images have evolved from being a basic depiction of a text or dialog becoming a powerful tool that allows teaching a language in a variety of ways (Abdel Haliem, 2020). It is observed that in language learning guides, the texts are supplemented with photos or drawings that aid comprehension and provide context to frame some phrases

(Delliou & Zafiri, 2016). In recent years, a wide range of image-based activities have been established in the classroom, utilizing their high value for the development of expressive techniques because of their capacity to elicit reactions, sensations, or memories in the recipient of the images (Abbasi & Al-Sharqui, 2016).

Consequently, there are plenty of reasons to do so. It is necessary to show the value of picture-cued tasks in the classroom and make young people aware of the enormous importance of improving their language skills, especially speaking, for communication purposes. The most compelling arguments for the use of images, in general were analysed; and the criteria to use in selecting an image that is appropriate to students' needs which matches their communicative contribution to the classroom as well.

### **1.2.Justification**

The main reason to conduct this research is the commitment to help students enhance their English language speaking skills. Additionally, this research was based on the theories of images and pictures as didactic resources. In consequence, this study had great importance, impact, originality; and, helped beneficiaries.

According to Carpenter and Olson (2012), picture-cued tasks have great importance because they play an essential role in the teaching-learning process. It must be taken into consideration that learning a language is necessary to have contact with reality; thus, students can see pictures in textbooks, magazines, newspapers, ads, etc. These items enable them to interact by being creative using their imagination, acquiring vocabulary, and producing the language. They are good tools because pictures can catch students' attention the way they are presented; for example, colors, designs, fonts, etc. Furthermore, picture-cued tasks allow students to bring information easily to their minds by making reference to the vocabulary they previously have learned.

Picture-cued tasks have a great impact on students' performance. They somehow are demotivated to speak English. Therefore, motivation to learn through picture-cued tasks constitutes a good source in the class. The results from this research would generate a valuable tool for further research not only for the target population but for all levels in Ecuadorian schools. Data would help to solve some difficulties in the

teaching-learning process from the social point of view. Consequently, students would demonstrate higher motivation to continue growing.

In addition, this research is original because there was not any similar work at the Unidad Educativa “Mariano Benítez”. Even though there are some English teachers, they have not done research related to the topic. In consequence, this document would serve as a guide for teachers to change their minds and improve their ways of teaching for students’ sake.

Furthermore, students directly benefit from this research. They have experienced traditional ways of learning English; however, with the use of picture-cued tasks, they would be more motivated and be prepared for their next life stage which is the university. Additionally, the teachers would have a source of the query and a guide to apply to other classes. Finally, society in general, would benefit because this work compiles information related to how picture-cued tasks can be applied to improve students’ speaking performance. The results would be uploaded to a university repository where everyone could download them and apply.

### **1.3. Objectives**

#### 1.3.1. General

- To determine the impact of picture-cued tasks on the development of students’ speaking skill.

#### 1.3.2. Specific

- To identify students’ weakness in speaking skill.
- To analyze the benefits of picture cued tasks in the classroom.
- To evaluate students’ speaking skill performance when using picture-cued tasks.

## CHAPTER II

### RESEARCH BACKGROUND

#### 2.1. Previous research

A number of previous works which constituted the basis for the current work were revised. They were similar to the current one in some aspects.

Firstly, Lavallo and Briesmaster (2017) aimed to examine the use of picture descriptions as a strategy to develop and enhance communication skills among eighth-grade students attending a private English school in Chile. They developed an action research design with a mixed methodology. They stated a hypothesis which mainly focused in the improvement of students' English language oral skills through picture descriptions. After a period of intervention, the authors concluded that students developed communication skills as the result of the integration of picture descriptions in the classroom tasks. Furthermore, the population of students improved their performance and participation in class.

Similarly, Simamora et al. (2018) developed research to improve students' speaking skills by using picture-cued media. They also carried out action research in the classroom with a mixed approach. The project had two stages. First, the researchers gathered data through an observation sheet. This lets them obtain qualitative data to be described. The second stage consisted in a test that was taken before and after an intervention phase. The data collected was quantitatively analyzed. The authors concluded that students improved their speaking skills through the use of picture-cued materials hence the results from the pre-test were significantly different from those in the post-test.

Another research was carried out by Astuti and Suadiyatno (2021) whose objective was to find the effect of Picture-Cued Tasks on students' motivation. They worked with 120 students divided into the experimental group and the control one. The first group worked with picture-cued tasks while the control group carried out activities based on mind mapping. They used tests and questionnaires that were statistically analyzed to collect data. The data showed that students improved in the arrangement of short sentences and vocabulary usage while developing picture-cued tasks.

Furthermore, their motivation was also increased. Finally, they concluded that picture-cued tasks helped students to increase their speaking skills.

Furthermore, Susanti (2021) promoted research through a community engagement workshop to familiarize and support the students at SMKN 4 Pontianak Vocational School with the Picture-cued Technique procedure in order to help them overcome their writing difficulties. The participants in this community engagement study were 32, who were in the eleventh grade. The author noted that students had writing challenges such as a lack of knowledge about what should be written, what themes should be described, limited vocabulary, improper syntax, and coherency. Students were familiarized with the picture-cued practice combined with guided questions to lead descriptions. As a result of this community engagement, they were subsequently assisted in overcoming writing barriers and developing writing competency.

Yet another research emphasized that picture-cued tasks in the classroom can influence students' understanding. Therefore, Nisfaliliyah (2018) aimed to create a new and better technique to help students learn grammar, particularly when employing degree of comparison using pictures. The method utilized was a quasi-experimental study in which two groups of students were compared. The first class, experimental, was taught degree of comparison using picture-cued tasks, while the second class, control, was taught degree of comparison using traditional methods. The researcher administered the pre-test first, then the treatment, and finally the post-test. The t-test formula was used to collect and count the data. As a result, students' knowledge of degree of comparison can be considered to be influenced by picture-cued instruction.

Besides, Akdemir and Ilhan (2019) performed research whose goal was to look into the most commonly utilized speaking tasks in tertiary English classes in Turkey, as well as variances in language instructors' speaking activity choices for informal oral assessment based on their academic majors. In the academic year 2016-2017, an electronic questionnaire was taken by 82 language university instructors in Turkey as a data collection tool. The questionnaire included speaking tasks that might be used for evaluation, and participants were asked to describe how frequently they utilized them. The SPSS 22 software was used to analyze the data gathered through the internet questionnaire. The Kruskal-Wallis test found statistically significant differences

between participants' informal oral assessment activities. Picture-cued tasks, asking and giving for directions, role-play, discussions, games, picture-cued storytelling, and retelling news were found to differ in frequency according to academic majors. The authors compared mean rankings and medians, and the differences were categorized based on the level of originality necessary for the assignment. They concluded that the population rarely used extensive and interactive tasks during speaking tasks in classes.

Another interesting research was developed by Nurfia (2019) who combined the cooperative script learning model to increase intensive speaking skills. The first one is the implementation of picture-cued tasks in pairs or small groups and the second is focusing on pronunciation in oral production. This was a pre-experimental study where the author employed a cluster sampling technique. The population was formed by 23 students who took a pre-test; then a treatment, and a post-test. Furthermore, the researcher developed observation to collect data. The most important finding was the improvement after the treatment between students' means of the pre-test and the post-test related to intensive speaking skills.

Nasri and Namaziandost (2019) studied the effect of graphic cues EFL learners' speaking accuracy and fluency. The authors chose out of 80 students at a private English Language Institute, 54 pre-intermediate EFL students. The participants were randomly assigned to one of two groups: experimental and control who took a speaking pre-test. The experimental group was taught utilizing pre-speaking tactics while the researcher offered graphical inputs to students. The control group was taught by typical speaking exercises like repetition and over-learning. They developed a treatment that lasted 15 sessions of 50 minutes each. The researchers used visual input for 11 sessions, and after the treatment, the two groups took a speaking post-test in the final session. The results revealed that the experimental group performed better on the accuracy and fluency post-test than they did in the pre-test. The experimental group also outperformed the control group in accuracy and fluency.

Moradi and Hassan (2018) stated that picture-cued is valuable in the teaching-learning process with the assistance of other strategies. The goal of their study was to see if teaching pre-speaking strategic planning has any impact on Iranian EFL students' usage of pre-speaking strategies, fluency and lexical resources. A picture-cued

narrative task was given to both the control and experimental groups to think and speak about, followed by a pre-speaking strategies questionnaire as a pre-and post-test. The experimental group received ten minutes of planning time and pre-speaking tactics instruction in strategic planning.

As a result, the experimental group outperformed the control group, according to data analysis. Therefore, strategic planning should be combined with pre-speaking methods for effective speaking. They noted that simply giving students time to plan for their speaking performance was insufficient and that they needed to be taught how to make the most of the time they were given. Students' awareness of an usage of pre-speaking methods, as well as their speaking performance, improve as a result of this. Therefore, in guided strategic planning, the teacher provides essential assistance to students in order for them to become more fluent, lexically rich and suitable speakers (Moradi & Hassan, 2018).

Zaim et al. (2020) developed a needs analysis for teachers about alternative assessments of students' speaking skills. Their aim was to find out teachers' problems to evaluate students' oral production abilities. The methodology used was research and development design through the ADDIE model which comes from Analyze, Design, Develop, Implement, and Evaluation. To collect data, they provided questionnaires to teachers related to students' needs. They found out that there are some teachers' needs about authentic assessment in some aspects such as language functions (apologizing, asking apologies, describing familiar topics, telling the time, giving instructions), classroom tasks and scoring rubrics to improve speaking skills.

According to Riswanto (2018), speaking is one of the abilities for communicating goals, thoughts, or a desire to accomplish something; negotiating or solving a specific problem, or maintaining social interactions. Speaking difficulties include learning to talk fluently, accurately, and with appropriate pronunciation. The goal of his study was to see what influence students' speaking of narrative text had when they were given pictorial cues. It was a pre-test-post-test experiment with a group of pupils. The total number of students in the sample was 21. The pupils created an oral description of a person. Students' speaking skills increase when they use pictorial cues, according to the findings.

Gita (2020) aimed to determine the effectiveness of using Bamboo Dancing Cooperative Learning for students' English speaking skills. The target population was formed by 71. The author performed quantitative research. For data collection, she used a test with pictures to be orally recounted by students. To analyze data, she used oral proficiency scoring categories. This teaching method consisted in the formation of two columns of students who are facing to each other, each student simulates the parts of bamboo. Each student uses pictures and his or her partner describes them, then the roles change. The findings revealed that students have increased their speaking skills by the application of Bamboo Dancing Cooperative learning.

Bakhtiyorjon and Gayratovna (2021) described effective evaluation methods for speaking skills. They considered that speaking is crucial for communication purposes. They also argued that the way of speaking assessment was also crucial to evaluate students' performance. The researchers mentioned the speaking skills assessment criteria based on different types of speaking such as intensive, extensive, interactive, and imitative. Among other activities, the researchers applied picture-cued storytelling to assess students. They refer to these as common strategies which are helpful for encouraging students' oral production through pictures, photos, and charts.

Zaim et al. (2018) aimed to look for information about the most common speaking skills ways of assessment used by teachers as well as the challenges in doing that. Their methodology was descriptive. Furthermore, they collected data through interviews. They also analyzed some documents which belonged to the teachers' planning and described them. Their findings revealed that teachers developed authentic assessments by using picture-cued tasks. They also concluded that teachers struggled in designing a different rubric for the assessment because they used the same in the class.

Hidayah (2018) found out information about teachers' way of speaking and writing skills assessment. This was a descriptive study where the researcher developed 5 lectures and provided feedback to students after them. To collect data, three instruments were used such as document analysis, observation, and interview. It was concluded that some kinds of assessment were commonly used by teachers for speaking such as questioning, giving directions and instructions, paraphrasing, role



play, conversation, discussion, picture-cued storytelling, and retelling story. Furthermore, there were five ways to evaluate writing namely, paraphrasing, writing paragraphs, strategies for writing and speaking, editing, and long texts writing. He used an analytic rubric and the feedback was applied to assign grades and encourage students to continue learning.

Furthermore, Foster (2020) reviewed about how the English-speaking skills are defined and researched during the last twenty-five years. This bibliographic analysis had an important finding related to five major aspects of speaking skills namely perceived fluency, utterance fluency, task familiarity, vocabulary size and learner self-reflection in the L2 classroom. All of those studies were practical in different contexts. Therefore, the suggestions for the implementation of experiments were diverse.

Aisyah (2021) pointed out that research to find out how students evaluate their speaking performance. The author developed qualitative analysis and descriptive research methods. He applied a questionnaire to a population formed by forty students and interviewed twenty. For the data analysis, Miles and Huberman's theory was used. It consisted of data condensation, display and conclusion drawing and verification. The results showed that students mostly employed discussion, role-play, questioning, games, interview, picture-cued activities, and monologues to assess their oral skills production. Furthermore, students took care of four main criteria regarding their speaking such as accuracy and fluency, vocabulary, pronunciation and comprehension.

Evalinda et al. (2022) aimed to identify speaking skills tasks implemented during lectures focused on performance-based assessment. The authors considered that performance-based assessment is helpful to demonstrate students' abilities according to certain indicators and contexts. It was a descriptive research with a qualitative design. Data was collected through a questionnaire answered by the population. There were some interesting findings for extensive, responsive, and interactive speaking skills. The findings determined that picture-cued tasks, interaction, and storytelling were mostly used in extensive speaking skills. For interactive skills, role plays, dialogues and discussion were approached.

Akdemir and Ilhan (2019) main aim was to find out the most frequently tasks used in informal assessment task choices by instructors in students' spoken productions. To

collect data, a questionnaire with speaking tasks with assessment purposes was taken by the population. On the other hand, to analyze data, Kruskal-Wallis test was performed through SPSS statistical software. The authors concluded that there were seven assessment speaking activities most used by teachers namely picture-cued, role play, instruction, discussion, games, picture-cued storytelling, and retelling news/stories.

Finally, based on the previous research, it can be concluded that picture-cued classroom activities are suitable both in the teaching-learning process and for assessment purposes. This information is crucial for the aims of the current one. In light of the previous information, it is necessary to make a brief theoretical review of the variables of the study.

## **2.2. Independent variable: Picture-cued tasks**

### **2.2.1. Language learning assessment**

Language learning assessment is described as a comprehensive group of interconnected elements used to gauge how well the language learners are performing (Aisyah, 2021). This system is a formalized approach to evaluation procedures that facilitate consensus-building among educators and administrators and fosters coherence by providing uniform evaluation standards and terminology (Alamri, 2018).

Language learning assessment has the following characteristics: a) generality, as it can be used by all language programs with similar methodology, objectives, content, student population, and teacher profile (Zaim et al., 2020); b) flexibility, as it is adaptable to the particularities of the teaching programs (Al-Abdullatif, 2020); c) rigor, as its principles, rules, and procedures must be followed consciously and methodically (Fox, 2017); d) continuity, as it encourages continuity in instruction (Brown & Harris, 2013).

Besides, language is a socially built system whose elements allow the user to convey and interpret meanings as well as build relationships with other people and the outside environment (Harmer, 2007). According to Yule (2010), linguistic ability is the user's capacity to utilize the language. This skill requires numerous and intricate relationships between the traits of language users (linguistic knowledge, affective schemes, thematic

knowledge, personal traits, and strategic competence), as well as between those of the situation and those of the language users (participants and their relationship, context, and intention). It also combines verbal awareness with tactical proficiency.

Furthermore, linguistic knowledge as communicative competence is activated by strategic competence and encompasses the domains of organizational knowledge (grammatical and textual) and pragmatic knowledge (functional and sociolinguistic) (Common European Framework of Reference for Languages, 2001). Strategic competence, more than a set of metacognitive components, is the ability to mobilize and activate the knowledge and skills necessary to meet the demands of communicative situations inside and outside the classroom (Celce-Murcia, 1991).

### **2.2.3. Types of assessment**

There are different kinds of assessment according to different criteria such as its function and goals, length, and moment of application.

According to its function and goals, the assessment is classified in diagnostic, formative and summative assessment.

**Diagnostic assessment:** it allows to know to what degree certain learning is mastered before starting work with it. It is carried out prior to the development of an educational process, whatever it may be, with the intention of exploring the knowledge that students already possess; It can be done at the beginning of the school year or of a didactic situation or sequence (Bailey, 1998).

**Formative assessment:** assessment is preferably used as an improvement strategy and to adjust educational processes on the progress in order to achieve the goals or objectives set. It is the most appropriate for the processes to demonstrate that its results are used to improve them. It is usually identified with a continuous assessment to provide feedback during the instructional process. It is helpful to register the students' growth over time (Brown, 2003).

**Summative assessment:** it is usually applied in the assessment of products, that is, finished processes, with precise and valuable achievements. It is not intended to modify, adjust or improve the object of the assessment, but simply to determine its

value, depending on the use that it is desired to make of it later. It is helpful for assessing the student's performance level (Al-Abdullatif, 2020).

**Formal and informal assessment:** formal assessment analyzes students' performance based on their standardized scores; while informal assessments are qualitative in nature and do not have standardized assessment techniques (Evalinda et al., 2020). For example, stopping between classes and observing students, to see their degree of participation, can be a sort of informal assessment, while tests, quizzes, essays, lab reports, etc. all remain significant tools of formal evaluation.

Informal assessment is subjective and lacks criteria; whereas, formal assessment is standardized and includes standards. Some students experience anxiety when they perform below their ability on formal tests, while other students experience anxiety when the teacher asks them to respond. As a result, while assessing the skills of their pupils, teachers should use a balanced combination of both sorts of assessments (Aisyah, 2021).

**Traditional assessment:** This type of evaluation is a punctual task at a particular moment, it is one that is carried out, without taking into account the potential of students and it is basically quantitative. Students always have the feeling of not knowing exactly why or how it was, whether they got a passing grade or not (Al-Abdullatif, 2020).

**Alternative assessment:** it is also known as assessment from practical rationality, it is a communicative action. Its main characteristics are: 1) it promotes formative assessment; 2) encourages self-assessment and co-assessment; 3) the tests that are carried out allow trials and applications; 4) the teacher is committed and involved with the student; 5) a real assessment of learning is carried out (Álvarez, 2000).

#### **2.2.4. Tasks for language assessment**

There are evaluative tasks with well-defined characteristics, areas of linguistic knowledge, and thematic knowledge to assess language skills. Those tasks, according to Bachman and Palmer (1996), can be from the domain of real life, outside the assessment situation, or from the domain of instruction, when the use of the language has teaching, learning, or assessment purposes such as diaries, checklists, self-

assessment, portfolio, projects, workshops, presentations, interviews, role plays and discussions.

These alternative procedures, unlike the traditional ones, require more complex cognitive skills and greater production on the part of students; they focus on processes and products; they are more flexible and dynamic; they approximate real-life situations; they do not interrupt the teaching and learning processes too much, being less threatening and formal, and include various competencies or skills (Bailey, 1998). Traditional assessment procedures, meanwhile, are paper-and-pencil tests such as exams, quizzes, and workshops. These procedures are distinguished by their objectivity, reliability, precision, the primacy of the product over the process, and because the results are generally given in quantitative terms (Bachman & Palmer, 1996).

#### **2.2.5. Picture-cued tasks**

According to Astuti and Suadiyatno (2021), a series of exercises called "pictures-cued tasks" intends to encourage students' speaking skills by allowing them the possibility to respond to various questions by using images and their ideas. Brown (2003) asserted that picture-cued tasks are regarded as practical and effective methods to elicit students' oral language.

There are enough reasons to affirm that images are an essential tool in the teaching-learning process.

- The images can be very well used for the practice, development and assessment of communication skills since they encourage creativity and participation, and favor class dynamics (Alamri, 2018).
- Their power of attraction guarantees motivation. They arouse curiosity and produce a spontaneous and natural reaction (Gardner, 1999).
- Authentic communication is developed in the classroom. Images are visual stimulus that provokes sensations or memories, informs, advises, warns, etc. People start a conversation because they see something. For example, seeing an advertisement, the photos in a magazine, a movie poster. In other words, pictures stimulate the imagination and expressive capacity since they provide opportunities to communicate

in a real context. In many cases, students do not like or are not motivated to talk about themselves. They find it more attractive to invent stories or talk about characters who live very differently from their own, that is why images are of special value when it comes to developing expressive skills, they offer them the opportunity to create something new, fun and interesting (Harmer, 2007).

– Images are a big support for students to better remember vocabulary, grammar rules or any content they must retain (Gardner, 1999). Information received visually is stored more effectively and lastingly than information read or heard. For example, cards with drawings of objects and cards with the names of words on the other hand help students formulate hypotheses, establish associations and learn in a playful and dynamic way (Richards & Rodgers, 2001).

– Cultural content is transmitted more directly. Images are especially useful when there is a teaching situation where two cultures are very different and most students have not had the opportunity to study or experience abroad. Therefore, they have not developed the ability to observe other cultures and contrast them with their own to deduce the differences between them (Gardner, 1999).

– It provides dynamism and enriches the methodology thanks to its wide variety of supports (photos, drawings, works of art, maps, etc.) because they provide a playful and entertaining character (Gardner, 1999). In addition, they can be used at any learning level, with any group of students (as long as aspects such as age, interests, etc. are taken into account) and at any stage of the process (introduction, presentation, practice, assessment) (Harmer, 2007).

#### **2.2.6. Types of picture-cued tasks**

##### **Picture-cued storytelling**

According to Brown (2003), one method for teaching storytelling is called "picture-cued storytelling," which is based on a sequence of pictures on cue cards that the students have previously seen and then described. This means that in the Picture-Cued Storytelling tasks, students are given a sequence of photos to view before narrating a story based on the pictures. Because the cue cards are made up of drawings and colors,

which makes them simple to understand, this strategy can increase students' motivation to speak English more actively.

Images are primary narrative elements. Regarding this, there are some characteristics of picture-cued storytelling tasks. First, the images are easily identifiable illustrations because students used their senses. In addition, the narrative is presented in a succession of illustrations. Furthermore, the protagonists are identified from the rest of the characters and the pace of reading is active. Finally, those kinds of tasks, follow the classic scheme: introduction, development, and outcome (Abbasi & Al-Sharqi, 2016).

### **Picture-cued sentence production**

Starting from a picture, students are asked to write or share a brief statement on what they have observed for this kind of task (Brown, 2003). Generally, the pictures show simple actions which are easily understood by students. These kinds of tasks are mainly based on perception skills and their relationships with thought, fundamental elements in recognizing the surrounding world. Students use their perception as a necessary practice in any learning process. It includes the activation of analytical-interpretative abilities. The development of these cognitive abilities can be approached from picture-cued tasks to create written language and involve students in language learning.

### **Picture-cued elicitation of minimal pairs and comparatives**

This kind of task is used to develop high-order thinking through the comparison of pictures. Degrees of comparison refer to adjectives that are mentioned in various ways to compare one or more objects that are describing people, places and things (Rasman, 2018).

According to Rasman (2018), this is an opportunity for students to practice their conversational skills during the activity. They alternately pose and respond to the questions as the pictures are shown. Students creatively engage in discourse about describing and contrasting various items based on the image. However, some pupils find it challenging to speak. The use of adjectives with more than two or three syllables is particularly demonstrated by these examples.

## **Picture-cued elicitation of giving directions**

Maps as visual cues for assessing linguistic forms are aimed to use. Giving directions and places are necessary for this task. Students can work alone with suggested questions or in pairs asking and responding. Their task is to look at the map and provide answers about how to go to specific areas. Additionally, when engaging in an activity, students must use vocabulary related to locations as well as prepositions of place and places of the city (Harmer, 2007).

### **2.2.7. Benefits of picture-cued tasks**

Currently, a good part of communication is carried out through images. It seems that students connect much more with the images than with the explanations with words. That is why the current research is focused on picture-cued tasks to improve speaking skill; hence, teachers must use this resource as valuable material in the classroom (Nisfaliliyah, 2018). There are a number of benefits of picture-cued tasks in the English language teaching-learning process.

According to Lavalley and Briesmaster (2017), teachers promote the active observation, that is, teaching to observe details in order to infer the context of the picture. Besides, images can arouse feelings, since they evoke experiences, emotions, and memories, and that helps to connect us with teaching contents. Teachers can also use images to introduce a topic. On the contrary, students look for images related to the topic and ask: What can we see in the image? Where could it have been taken? What message does it express? Who is the central character? What details does it have that help us appreciate what it wants to express? among others. In this way, teachers let the participants describe what they see, emphasize the difference in what they see in the image, pick out the ideas that are associated with the topic they are presenting and use that exercise to motivate and excite as an introduction.

With picture-cued tasks, students not only have to read the things that are recognizable in the picture but also those that can be interpreted from affectivity, imagination, and fantasy, propitiating a story that they can communicate. Language learners have the ability to talk about what they know through what they see. The image is not only a source of information to verbally describe what it represents, but it also enables



interpretations. Therefore, the image gives the possibility of reading the image itself and reading what the individual knows from his or her experience (Nisfaliliyah, 2018).

Susanti (2021) stated that pictures have to be a means of observation that favors the learners' ability to capture what has meaning for them. In the classroom, the presence of images must provoke, question and invite the gaze, but it must also generate verbal exchanges to enrich the possible meanings they provoke as much as possible. Therefore, teachers must use images that create curiosity and questions to favor perception, observation, and interpretation. Moreover, the teacher not only favors the processes of recognition and description but also oral expression in the classroom.

In an increasingly graphic world in which the predominant learning style in many students is visual, images and their educational use acquire maximum importance. In fact, visual-spatial intelligence includes sensitivity to colors, lines, shapes, spaces and their relationships in a graphic composition; in addition to the ability to represent ideas graphically (Gardner, 1999). Furthermore, the benefits of pictures to hook students and engage them in the development of class projects in which tasks are included must also be taken into consideration (Lavalle & Briesmaster, 2017).

However, despite all the benefits of using picture-cued tasks in the teaching-learning process, for teachers in many cases, it might not be clear how to implement class activities that include them. For this reason, the current research proposes a class intervention (Annex 3) that includes three stages: 1) presentation, 2) analysis and practice with images, 3) create products based on images to communicate ideas and understandings.

### **2.3. Dependent variable: Speaking skill**

#### **2.3.1. Communicative approach**

Communicative Language Teaching is an approach in which the emphasis is placed on helping students to use the language in a wide variety of contexts and gives importance to learning the functions of the language (Richards & Rodgers, 2001). Equally, in terms of Harmer (2001), the main goal is to help students create meaningful sentences (rather than to help them build perfectly correct grammatical structures or achieve perfect pronunciation). This means that the language learning is evaluated

taking into consideration how the student develops their communicative competence, which could be defined as the student's ability to use their knowledge and thus communicate appropriately.

Some features of the communicative approach are a) emphasize communication through interaction; b) use the language in real situations; c) give importance to the experiences of the students as elements that contribute to learning in the classroom; d) relate the language learned in the classroom with activities carried out in real social contexts (Harmer, 2007). The activities developed in the classes based on the communicative method usually include activities in pairs and in groups in which the student's negotiation and cooperation are required. Those activities include increasing confidence, simulation, and developing the functions of the language. Furthermore, there are activities focused on acquiring good use of grammar and pronunciation. Its main goal is to help students create meaningful sentences rather than help them build grammatical structures (Nunan, 1989).

There are four skills in the English language teaching and learning processes (Harmer, 2007). These skills are: listening, speaking, writing, and reading. Likewise, these skills are divided into receptive skills and productive skills in learning the English language (Harmer, 2001). As Receptive skills, listening and reading, are what help the language users to have input. On the contrary, productive skills speaking and writing, are the output of the processes of language acquisition or learning the language (Richards & Rodgers, 2001).

### **2.3.2. Productive skills**

According to the Oxford Dictionary (2022), the word “production” means associating various material and immaterial inputs (plans, knowledge) in order to have a result (output) in a well-structured process. Human beings are able to create an output, a good or service that has value and helps to the utility of individuals. The skills that require the student to produce their thoughts are called productive or active (Harmer, 2001), and are considered more difficult since they require more control and knowledge (Bachman & Palmer, 1996). These skills are speaking and writing. For the purposes of this study, speaking skill has been deeply addressed.

### **2.3.3. Speaking skill**

Speaking is a linguistic skill related to the production of oral discourse. It is a communicative ability that encompasses not only a domain of pronunciation, lexicon and grammar of the target language but also sociocultural and pragmatic knowledge. It consists of a series of micro-skills, such as knowing how to provide information and opinions, show agreement or disagreement, resolve conversational errors or know in which circumstances it is pertinent to speak and in which ones it is not (Common European Framework of Reference for Languages, 2001).

The communicative methodology allows the full development of oral English language abilities. Harmer (2001) argued that speaking competence can develop fully in this model through contact and a variety of circumstances. This method emphasizes communicative competence, which is the capacity to create language in a situational and socially acceptable manner; in other words, it is the capacity to understand what to say, how to say it, or to whom, when, how and about what (Husain, 2015).

The learner must gain confidence in order to be motivated to actively engage in the ongoing spoken engagement necessary to acquire communicative competence. The necessity to create a welcoming learning atmosphere in the English classroom is highlighted by (Husain, 2015). Additionally, Harmer (2001) argued that a strong curriculum that incorporates oral education into its design should place more emphasis on enhancing oral production skills. In order to use the language in authentic contexts and situations, this will make it easier to develop students' English communication skills. According to Sekiziyivu and Mugimu (2017), developing oral expression skills needs a variety of communicative learning exercises, including presentations, picture-cued tasks, performances, games, debates, riddles and questioning exercises.

#### **Speaking sub-skills**

According to Lackman (2010), these are the main micro skills or sub-skills involved in speaking. Therefore, the speakers must:

- Pronounce different sounds of a language clear enough for people to understand the meaning. This includes making tonal distinctions (Remache, 2018).

- Use the stress and rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is being said (Remache, 2018).
- Use the correct forms of words (grammar); this means, changes in time, case, or gender (Harmer, 2007) in order to make clear to the listener the main constituents of the sentence, such as subject, verb, object, in terms of the language in use.
- Use the appropriate vocabulary to make the main ideas stand out from supporting ideas or information (Halliday, 1975).
- Use a variety of registers or language that is appropriate to the situation and the relationship with the interlocutor (Alamri, 2018).

All of the mentioned above make part of several speaking subskills that are detailed below:

### **Pronunciation**

It refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language (Crystal, 2008). A word can be spoken in different ways by different people or groups, depending on many factors, such as the area of living and origin (Remache, 2018). Pronunciation is probably one of the most difficult skills in learning English for some reasons (Brooks & Wilson, 2014). First, there are some sounds in English that probably do not exist in Spanish for example, English has 20 vowels (O'connor, 1998) and diphthongs (Spanish only has five). Besides, there is no simple relationship between letters and sounds in English. Furthermore, English is a "stress-timed" language because words and phrases have strong and weak parts (Brooks & Wilson, 2014).

### **Grammar, vocabulary, and functions**

Speaking requires that students not only know how to produce specific items of language such as grammar and vocabulary (linguistic competence), but also, understand when, why and in what ways to produce language (sociolinguistic competence). A good speaker synthesizes this set of skills and knowledge necessary to be successful in a given speech act (Common European Framework of Reference for Languages, 2001).

According to Crystal (2008), the set of rules that underlie a language is called grammar. It includes rules governing word structure (suffixes and prefixes) and word structure to form clauses and sentences that are acceptable to educated native speakers. Hence the importance of reading in English and listening to oral texts, as well as discovery activities, since by asking students to discover the ways in which a language is used (Foster, 2020). That is to say, grammar instruction should never serve as a goal in and of itself, but rather as a tool for improving language proficiency (Alamri, 2018).

Vocabulary is the set of words that are part of a specific language, known by a person or other entity (Oxford Dictionary, 2021). Regarding this, a good number of words is crucial for understanding and communication (Bachman & Palmer, 1996). Therefore, the main goal of English teaching programs is to help students gain a large vocabulary of useful words because students need to learn what words mean and how they are used (Astuti & Suadiyatno, 2021). This means that it is not only enough to provide them with the names of things but also to show them how words are stretched and combined.

Both of them, grammar and vocabulary, help language learners to talk according to different functions like asking, questioning, debating, giving directions, etc. (Harmer, 2001).

### **Register**

Register defines the way people use a language according to the socio-cultural context, the customs and the channel of communication (Crystal, 2008). The expression is always done in the same way, but a "way of speaking" is selected according to the context. It means, the more educated a speaker is, the more registers he or she masters, and thus he or she can easily vary from a familiar register while talking with friends, to a formal and solemn one when directing a few words at a party, to a formal and cordial one while attending a job interview (Yule, 2010).

According to Zwicky and Zwicky (1982), there are two main different ways of register. Firstly, the formal register is almost always used in written communication, especially in professional settings. Sentences should not be started with words like "like", "but", or "also", but with formal connectors like "likewise", "nevertheless" or "furthermore".

Finally, sentences should be complete, with as few omissions as possible, and they must have more length and complexity. Secondly, the informal register, also called colloquial, is the most common in oral expression (Duranti, 1997). It is used with friends, family, casual situations at work and other casual contexts. If there is any doubt about which register to use, it is preferable to avoid starting with the informal register, unless the interlocutor does so. Finally, the neutral register is the most common in broadcast media. It is less elaborated than the formal one, but with impersonality and lack of emotionality.

### **Connected speech**

When language users speak, they do not do it in isolation, but rather in a continuous sequence (Yule, 2010). There is a noticeable difference between the pronunciation of isolated words and the pronunciation of entire sentences in which the discourse is connected (O'connor, 1998). This sequence, in linguistics, is called connected speech. In connected speech, different processes take place by which sounds are linked, intermingled, disappear or even change.

Phonetic elision or loss is a change that consists of the elimination or loss of one or more sounds in a word or group of words (Crystal, 2008). Additionally, there are different types of "linking": consonant-vowel, same consonant sounds, and vowel-vowel. For example, take-control, class schedule, pay-all, and the-end (Remache, 2018). On the other hand, phonetic assimilation is a change by which the pronunciation of one sound accommodates that of another, resulting in a change in its sound (Crystal, 2008). Strong/weak forms: functional words (those that help build the sentence: prepositions, conjunctions and pronouns) can be accented or not depending on where they appear and the emphasis the language used wants to give them (O'connor, 1998).

### **Body language**

Body language is communication without words. In other words, it is the movement of facial features or body parts that, voluntarily or involuntarily, express ideas and attitudes (Crystal, 2008). There are three main types of body language:

Facial expressions: a smile, a slight frown, or an impassive face are all expressions that add another layer to the meaning of what people are saying. Additionally, eye

contact is an important part of nonverbal communication that language users need to pay attention to while English is spoken or listened (Alamri, 2018).

**Hand gestures:** Crossed arms, hands on hips, or hands in pockets can create different messages even if speakers are saying the same thing (Duranti, 1997).

**Body Position:** Body position also means a lot; for example, leaning forward while someone is speaking or being far apart from the audience. In other words, the students need to learn to read the body language to keep a conversation in English (Duranti, 1997).

### **Different text types production**

This competence is defined as the use of oral language to construct meaning in the text and communicate it to others. It is a reflexive process because it supposes the adequacy and organization of the utterances considering the contexts and the communicative purpose (Harmer, 2007). Students put into action knowledge of different types and resources from their experience with written language and the world around them. Furthermore, they use different strategies to expand ideas, and emphasize or qualify meanings to speak (Alamri, 2018). With this, they become aware of the possibilities and limitations offered by language, communication and meaning.

Some common text types produced while speaking are interviews, dialogues, stories, roleplays and telephone conversations. Additionally, oral texts include monologues such as individual presentations and welcoming speech. Furthermore, the interaction involves utterances that are aimed to make questions, responses, suggestions, comments and so forth (Harmer, 2007).

### **Oral fluency**

Fluency is the capacity to speak a language naturally and smoothly. As pupils advance and gain greater familiarity with the language, their overall fluency rises. Additionally, it is one of the most challenging communication skills for students at various educational levels to develop; it is known that language learning occurs in direct proportion to the amount of high-quality stimulation a learner receives, provided their sensory pathways are not overstimulated (Crystal, 2008).

## **Using interactive strategies**

To achieve a good level of understanding and a smooth conversation, it is important not only to be able to use words and understand them but also to be able to interact with others. The conversation is a very important skill when learning any language; therefore, students must develop some interactive strategies to keep the audience interested and involved in what is said (Mena, 2019).

First, the speaker should start with a simple conversation when he or she meets a new person. Another strategy is to listen attentively to what others say and respond with relevant information. It is important to avoid short answers. In addition, empathy is valuable to show others that others' preferences are also valid. Yet another strategy is making open questions to find out what others think because the conversation is not a monologue. Besides, using the right register is crucial. Last but not least, think before talking (Delliou & Zafiri, 2016).



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Location**

This research was carried out at Unidad Educativa “Mariano Benítez” Public School, located in Tungurahua Province, Pelileo – Ecuador. This institution teaches EGB Superior (eighth, ninth, tenth year) and Baccalaureate (first, second, third) students. The modality is face-to-face classes, in the morning. This school is located in the urban zone of the city of Pelileo and has forty teachers who work with around nine hundred students (Unidad Educativa Mariano Benítez, 2018).

Most of the students come from urban area; nevertheless, there are a few of them who come from rural zone. As they live in the canton, their access to school is easy. Moreover, they do not have major socio-economic problems because their parents are mostly entrepreneurs and manage their own businesses. However, in some cases they have some kind of difficulty with time together because their parents constantly travel because of their business issues (Unidad Educativa Mariano Benítez, 2018).

#### **3.2. Equipment and materials**

The equipment needed to achieve the study goals was related to technology. A computer with a Wi-Fi connection and a projector were necessary. The equipment was available at the school computing laboratory.

On the other hand, some materials were needed. First, some pictures were printed to develop the pre and post-test. This was the PET for schools in the speaking section. This exam was downloaded from the Cambridge Assessment web page. It contained three parts: first, three questions about students’ personal information like name, age, and place of birth. The second part consisted of two questions about the student’s hobbies and preferences. The last part was picture-cued focused with two different pictures which helped to promote students’ interaction. Furthermore, for the development of the intervention phase, some printed pictures were used.

### 3.3.Type of research

This research was based on a quantitative approach. In this approach, part of the theories accepted by the scientific communities to state a hypothesis in general and determine some deductive or input variables to investigate the problem in question, to continue with the collection of data and produce results, all this process is called hypothetical deductive (Hernández et al, 2010).

Additionally, an experimental design was implemented. A characteristic of experimental research is that the study subject is located or established beforehand rather than being chosen at random. The approach of this kind of research is characterized by being descriptive, and it entails tracking qualitative and quantitative data while monitoring how people behave and how various social variables change over time. Besides, a group of study was addressed who took the pre-test before the implementation phase and the post-test after it (Creswell, 2015).

### 3.4. Hypothesis

Hypothesis 1: The use of picture-cued tasks positively impacts on the development of students' speaking skills.

Hypothesis 0: The use of picture-cued tasks does not impact on the development of students' speaking skills.

### 3.5.Population

Table 1 shows the distribution of the target population which comes from the Unidad Educativa "Mariano Benítez". They belonged to the second year of baccalaureate.

**Table 1**

*Population*

<b>POPULATION</b>				
<b>MALE</b>	<b>%</b>	<b>FEMALE</b>	<b>%</b>	<b>TOTAL</b>
14	56%	11	44%	25

Note: These data were taken from students of Second year of baccalaureate "Unidad Educativa Mariano Benítez"

### **3.6.Data collection**

Data collection refers to the systematic approach of gathering and measuring information from various sources in order to obtain a complete and accurate picture of an area of interest. Data collection enables to answer relevant questions, evaluate results, and better anticipate future probabilities and trends. Accuracy in data collection is essential to ensure study integrity, and decision-making (Creswell, 2015).

The researcher gave the preliminary English test for schools (speaking section) to the target group as the pre-test to collect data (Annex 2). The pre-test test had three parts. The first was composed by questions to inquire about personal information like name, age, and place of origin. The second part was also composed by a set of questions that the teacher had to choose to ask. These questions were related to students likes. The final question was composed by two pictures that students had to describe. These three parts took around six or seven minutes for each student; in total twelve minutes per pair. Then, an intervention phase was developed through the use of picture-cued tasks in order to improve students' speaking skills. A set of class plans was designed to develop the intervention phase. It lasted three weeks. Afterward, the students took the post-test which was similar to the pre-test. Besides, this exam was validated by a university professor with extensive experience in English teaching.

To obtain numerical data, the researcher used a rubric for speaking skill assessment from the Cambridge web page as well (Annex 3). To do this, the target population was met and they attended to the exam in pairs to avoid stress. However, they took turns speaking while the teacher used the rubric to take notes of individual performance. The rubric had four criteria namely grammar and vocabulary, discourse management, pronunciation, and interactive communication. The bands started with 0 as the lowest score to 5 as the highest one.

### **3.7.Data processing**

Data can be any number or character that can represent measurement values or observable phenomena. A single datum is a measurement of an observable phenomenon. The measured information is logically deduced and/or statistically calculated from multiple data (Hernández et al., 2010).

In this case, data coming from the pre and post-test were condensed into an Excel file and statistically analyzed through SPSS (Statistical Package for the Social Sciences) software. The non-parametric Wilcoxon test was applied to compare means. This was done to check whether the main goal of the current research was achieved or not.

### **3.8.Variables**

Independent variable: Picture-cued tasks

Those classroom activities that are helpful for teachers in the teaching-learning process that approach the use of images, photos, and maps, to promote oral interaction among students. They obey the students' real life favoring the learning of the English language.

Dependent variable: Speaking skill.

One of the language skills which promotes the production of the language and the interaction. This is focused on the development of four subskills such as pronunciation, grammar, vocabulary, and fluency.

## CHAPTER IV

### RESULTS AND DISCUSSION

After finishing the whole process of diagnosis of students' speaking skill, an intervention phase was developed (Annex 4). The intervention was developed during three weeks with a target population formed by 25 students from the second year of baccalaureate. The main pedagogical focus for this intervention was the Presentation, Practice, and Production methodology. In doing this, the teacher presented the topic; then, the students actively practiced, and finally, they did a presentation according to the picture-cued task proposed. This intervention also emphasized the use of language for communication in real life; for that reason, the topics were chosen according to the students' year of education. Likewise, they were picked up from module number three provided by the Ministry of Education of Ecuador web page. Finally, the post-test was taken by the students which aimed to compare means and establish whether the educational treatment had good results or not.

As it was detailed in a previous section, the data collection was developed through the pre and post-tests. It was made by using the PET for schools (Cambridge assessment) in the speaking part (Annex 2). The target population had to develop a conversation with the researcher about their personal information and their preferences. Besides, they had to establish conversation in pairs while looking at pictures provided by the teacher. After that, the researcher used the rubric to assess their speaking performance in order to obtain numerical data (Annex 3). Those data were condensed into an Excel file and they were statistically analyzed in SPSS statistical software.

#### **4.1. Pre-test**

The pre-test was taken by the students to check their level of speaking skills. The criteria taken into consideration for this diagnosis were grammar and vocabulary, discourse management, pronunciation, and interactive communication.

**Table 2***Pre-test results*

<b>Assessment criteria</b>	<b>Pre-test group results</b>	<b>Expected result</b>
<b>Grammar and vocabulary</b>	0.56	5
<b>Discourse management</b>	0.60	5
<b>Pronunciation</b>	0.64	5
<b>Interactive communication</b>	0.4	5
<b>Total</b>	2.20	20

Note: Data obtained after students took the pre-test

## Analysis and interpretation

Taking into consideration the assessment rubric criteria, the student's performance is deficient. The population obtained an average of 0.56 out of 5 in grammar and vocabulary. It means that they were located in the lowest score band which states that students do not show enough control of simple grammar structures and their use of vocabulary to talk is very limited. Regarding the discourse management criterion, the students acquired 0.60. This result is also in the lowest position of the rubric which means the group does not produce short phrases and there is a lot of hesitation; they repeat information and divagate from the topic. In addition, in the pronunciation criterion, students obtained 0.65. The students show a limited level of pronunciation and most of them read the same as they write. In other words, there is no control of phonological features. Similarly, with the other criteria, the students do not manage interactive communication because they demonstrate overly difficulty to do simple exchanges.

According to the results of the pre-test, this study was justified and the necessity of doing an intervention was also evidenced. The students have difficulties in grammar and vocabulary at the moment of speaking. This result was similar to those in other studies (Cronquist & Fiszbein, 2017; Aisyah, 2021; Akdemir & Ilhan, 2019). Just like Aleksandrak (2011) stated the students show a low level of discourse management, in this case, students do not correct themselves and prefer using their first language.

Regarding to pronunciation, the population does not produce utterances with phonological accuracy; they pronounce the way the words are written. These results are similar to the reported by Remache (2018); therefore, students need a lot of support regarding to this. Finally, data collected evidence that lack of resources to develop interactive communication. In fact, it was observed that there is no active exchange of ideas; rather, the students stay silently and do not pronounce even a short idea.

#### 4.2. Post-test

After analyzing the pre-test results, an intervention phase was carried out. That intervention took place during three weeks. The students worked using different worksheets which focused on the use of English for communication purposes through the main application of picture-cued tasks namely elicitation for comparison, elicitation for making future plans, elicitation for descriptions, and giving directions. This helped them to motivate their creativity, social interaction, and motivation. Then, the post-test was taken by the students and the results are displayed in the table below.

**Table 3**

*Post-test results*

<b>Criteria</b>	<b>Post-test</b>	<b>Expected result</b>
Grammar and vocabulary	2.12	5
Discourse management	2.04	5
Pronunciation	2.24	5
Interactive communication	1.6	5
Total	8	20

Note: Data obtained after students took the post-test

#### Analysis and interpretation

The results in the post-test differ among criteria. Table 3 shows that students obtained 2.12 in grammar and vocabulary. According to the information in the assessment rubric, the target population manages simple grammar structures as well as a range of appropriate vocabulary to express ideas about familiar topics. Additionally, they obtained 2.04 in the discourse management criterion. That is to say, they answer with short phrases but hesitate; they also repeat information that somehow has coherence.

Furthermore, the population is 2.24 in pronunciation. It means that even though they have phonological errors, their spoken production is understandable. Finally, the population obtained 1.60 in interactive communication. Interactive communication refers to the student's ability to produce simple exchanges. In this case, the students need some motivation and encouragement to keep a conversation.

The students are in the second and third lowest places on the assessment rubric. This means that, even though they have improved, they need more support and encouragement to continue growing.

### 4.3. Hypothesis verification

A process through SPSS statistical software was done to develop the hypothesis verification. First, a normality test of data was carried out.

**Table 4**

*Normal distribution test*

**One-Sample Kolmogorov-Smirnov Test**

		Pre-test	Post-test
N		25	25
Normal Parameters <sup>a,b</sup>	Mean	2.20	8.00
	Std. Deviation	0.707	1.708
Most Extreme Differences	Absolute	0.251	0.201
	Positive	0.251	0.201
	Negative	-0.231	-0.119
Test Statistic		0.251	0.201
Asymp. Sig. (2-tailed)		0.000 <sup>c</sup>	0.011 <sup>c</sup>

As it is detailed in table 4, the two-tailed significance for the pre-test was 0.000; and for the post test was 0.011. Both, data from the pre-test and the post-test were  $< 0.05$ ; therefore, data did not have a normal distribution. However, two tests were applied, the parametric T-test and the non-parametric Wilcoxon test.

For the comparison of means, the T-test was applied to check if there was a significant difference between the pre-test and the post-test.



**Table 5***T-test***Paired Samples Test**

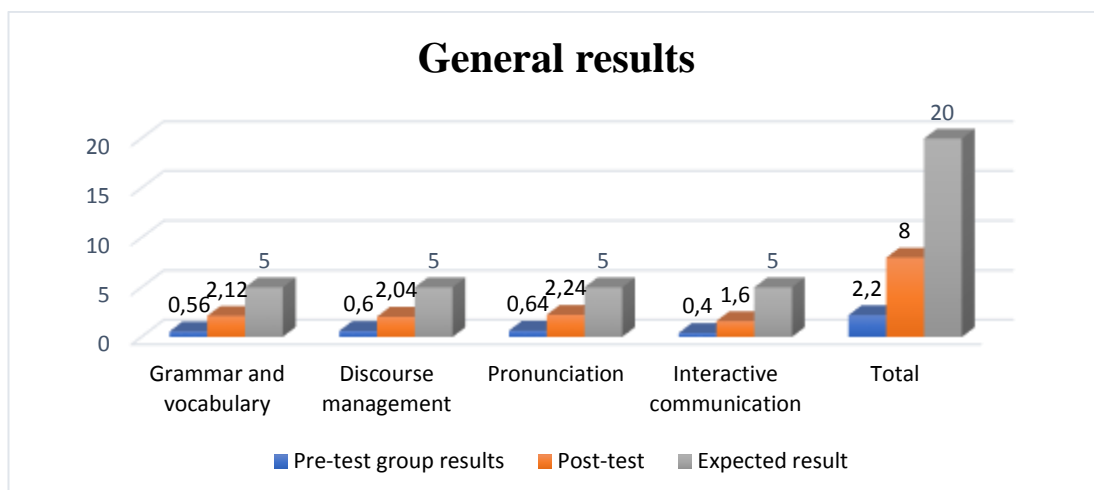
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Samples 1: Pre-test - Post-test	-5.800	1.958	0.392	-6.608	-4.992	-14.812	24	0.000

**Table 6***Wilcoxon test*

Hypothesis Test Summary			
	Null Hypothesis	Test	Sig. Decision
<b>1</b>	The median of differences between Pre-test and Post-test equals 0.	Related-samples Wilcoxon Signed Rank test	0.000 Reject the null hypothesis

Tables 5 and 6 showed that there was a two-tailed significance of 0.000 which is < 0.05. Consequently, there was a significant difference between the results from both the pre-test and the post-test. Finally, with 95% of confidence and 5% of error, it was concluded that the Null hypothesis was rejected and the alternative hypothesis was accepted.

And these results can be observed in the following figure.



**Figure 1.** General results

The figure above corroborated the hypothesis verification because it is clearly visible that the results in the post-test are significantly higher than those of the pre-test. Therefore, the intervention using picture-cued tasks gave positive results. In consequence, it can be said that the use of picture-cued tasks positively impacted on the development of students' speaking skills.

It should be noted that the implemented learning processes focused on students so that they learn to develop picture-cued tasks to improve their speaking skills in the English language.

The results showed that with these tasks the students improved grammar and vocabulary, discourse management, pronunciation and interactive communication with exercises of representative images for each topic. The classroom activities had to do with reading, listening, working in pairs, creating drawings, watching videos and using pictures to support their oral presentations. The students worked in pairs or in small groups and responded correctly to their teacher's questions. Furthermore, they supported each one to create oral productions. It can be said that students learned to use pictures in a meaningful way.

In the first stage of this study, a pre-test (diagnostic evaluation) was implemented that consisted of questions about students' personal information and preferences, then there were the pictures, which the students had to describe. This is in order to know the

students' level of English performance. This pre-test revealed the main problem, that is, their low level of speaking skills.

When analyzing the assessment rubric, the lack of development in speaking and the deficiencies in specific aspects were known such as grammar and vocabulary, discourse management, pronunciation and interactive communication. In the grammar and vocabulary aspect, students hardly use words and simple sentence patterns. In the discourse management aspect, they did not produce a short cohesive phrase. In the phonological aspect, students did not utter words appropriately. Likewise, students did not develop interactive communication. In this way, the exercises developed by the students during the class sessions were evaluated based on these four aspects.

At the end of stage 2, having applied the class planning, a post-test was implemented that had the same content as the first test. This post-test sought to find out if the target population had improved their speaking skills. In effect, the progress in speaking skills and the use of picture-cued tasks were observed, since the students had better results.

#### **4.4. Discussion**

When evaluating the influence of the use of picture-cued tasks on speaking skills improvement, it was found that students significantly enhanced their knowledge regarding grammar and vocabulary, interactive communication, discourse management and pronunciation in English as a foreign language.

These results compared by Lavallo and Briesmaster (2017); Simamora et al. (2018) were similar to the current research because it was reported that students enhanced their speaking skills after their teacher used teaching strategies through images as a learning strategy in the English language. The results indicate that most students significantly improved through the use of picture-cued tasks. In the same context, Astuti and Suadiyatno (2021) revealed that students were influenced by the use of pictures as a didactic strategy in their classes and achieved better academic performance in the area of speaking skills.

Besides, Susanti (2021) argued that images are powerfully didactic tools that affect school success. Therefore, there are students with better performance in learning the English language. For that reason, this research implemented picture-cued tasks for

better student performance. Additionally, it is understood that if a student participates in a comfortable environment like the use of pictures as a didactic strategy, he or she will respond better than another who is not influenced by any learning strategy (Akdemir & Ilhan, 2019).

For Nisfaliliyah (2018), English language teaching requires a lot of strategic preparation such as the use of pictures. With this, students develop their cognitive skills, which they can apply in the classroom during learning activities. This idea is congruent with Nurfia (2019) who states that the curriculum should apply visual strategies in their most basic form in order to provide students with factual information presented in a stimulating and creative way.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

- The impact of picture-cued tasks on the development of students speaking skills was determined. When applying the use of picture-cued tasks as a didactic strategy, a significant improvement was determined in the students' oral production. These kinds of classroom tasks in the classroom have already been theoretically analyzed. It should be noted that pictures can be used in many different ways, which makes them teaching resources with great potential. Likewise, the use of pictures allows a greater approach to the group, and, consequently, a greater connection with the teacher and among students as well. In the beginning, the students showed skepticism, however during the classroom intervention, they showed a change in their attitude. It was observed that students were motivated during the whole process. They developed the planned picture-cued tasks in the class with a certain level of dynamism.

- Students' weaknesses in speaking skills were identified. It was done through a diagnostic test (pre-test) where the students showed their lack of motivation to speak and their weaknesses like poor pronunciation, lack of correct grammar and vocabulary, and low level of discourse management. The students obtained the lowest score in the assessment rubric. It was observed that during the pre-test students were nervous and stressed. Their score was 2.20 out of 20. This information was valuable to take decisions in the implementation of classroom intervention.

- The benefits of picture-cued tasks in the classroom were analyzed. First, the picture-cued tasks namely elicitation for comparison, elicitation for making future plans, elicitation for descriptions, and giving directions were theoretically analyzed because of their high sources of motivation for students. They also provide the students the opportunity to interact, work in groups, and be motivated to learn. Furthermore, picture-cued tasks let students interpret, using imagination, background, and fantasy which helps them to create stories, retell them, and create meaningful communication.

- Student-centered class plans focused on the use of picture-cued tasks for students' speaking skill development were designed. Class plans that encourage the target

population to practice and present oral productions were proposed and applied in the classroom intervention. The teacher presented different topics to help students build their cultural awareness. Therefore, the topics were centered on Ecuadorian traditions to provide them with a valuable learning tool. During the process, students showed motivation, encouragement, and commitment; this facilitated the teacher's work.

- Students' speaking skill performance before and after the classroom intervention based on picture-cued tasks was evaluated. The pre and post-tests enlightened the route to develop this study. In the beginning, some difficulties were encountered; however, after the classroom intervention, the students showed a significant improvement which was statistically evidenced. It was evidenced that students obtained 2.20 out of 20 at the beginning of the study; however, in the end, they obtained 8. This result evidenced a significant difference between means from the pre-test and the post-test.

## **5.2. Recommendations**

- Implementing picture-cued tasks in the daily classroom activities because they are valuable tools for the student's improvement. Learning through pictures is motivating for both teachers and students for they encourage creativity.
- Applying standardized tests to make a real diagnostic at the beginning of the academic period. This would provide real information about their initial level of language performance.
- Using picture-cued tasks at different school levels to prove whether they are suitable in other classes. Perhaps, the benefits that were found in this study could be applicable to students of different ages.
- It is highly recommended to design class plans based on picture-cued tasks for speaking development since it was proved that students enhanced their oral production. It must be said that the time of intervention would be larger to achieve the expected average.
- Developing formative assessment through rubrics in order to motivate students to learn and improve. Pre and post-tests would be beneficial to compare results at the beginning and at the end of any process.

## CHAPTER VI

### PROPOSAL

#### 6.1. Informative data

**Topic:** Booklet of activities applying picture-cued tasks.

**Name of the Institution:** Unidad Educativa “Mariano Benítez”

**Beneficiaries:** Students from Second year of baccalaureate

**Location:** Pelileo – Tungurahua - Ecuador

**Estimated time for the execution:** 3 weeks

**Person in charge:** Lic. Martha Guato

**Cost:** 50 dollars

#### 6.2. Background of the proposal

Being a research topic of such transcendence and importance, its study could not go unnoticed in the educational context. Those proposals are innovative solutions for teaching-learning English. Therefore, a number of proposals have preceded the current one; all of them were focused on the use of picture-cued tasks or teaching-learning through images in order to enhance students' English language skills.

There are some authors that emphasize the use of picture descriptions as a strategy to improve English in terms of communication purposes such as Lavallo and Briesmaster (2017); Simamora et al. (2018); Susanti (2021), among others. These authors promoted the improvement of communication skills through students' engagement in activities like description, pair and group work (Nurfia, 2019). As a consequence, students enhanced their vocabulary, syntax, and coherence in their language productions during performance and participation.

On the other hand, Astuti and Suadiyatno (2021), Nisfaliliyah (2018) and Nasri and Namaziandost (2019) aimed to determine the effectiveness of using pictures in English language speaking skills. These proposals were developed by means of graphic cues to promote student interaction. A period of classroom intervention after gathering data through a pre-test was developed by them. Later on, the students took a post-test. The

authors compared means between the pre-test and the post-test; consequently, the students showed a considerable improvement in their speaking skills.

In this context, students' motivation was also an important topic in some proposals (Astuti & Suadiyatno, 2021; Moradi and Hassan, 2018; Riswanto, 2018). Picture-cued tasks were used to enhance students' engagement in the classroom and low their affective filter. During the implementation of proposals, students showed better attitudes in spite of their language difficulties such as fluency, accuracy, pronunciation and grammar. These difficulties were faced through the use of pictures and images as speaking tasks. Consequently, students showed more confidence while negotiating and solving problems during interactions.

Moreover, picture-cued tasks were proposed as a means of alternative assessment (Bakhtiyorjon & Gayratovna, 2021; Evalinda et al., 2022; Hidayah, 2018; Zaim et al., 2020). The researchers found the use of this strategy as a way of solving teachers' problems to evaluate students. The authors emphasized that teachers need a better understanding of the use of authentic assessment to evaluate students' language functions. To deal with this issue, teachers should use classroom tasks with appropriate scoring rubrics focused on speaking skills.

All of the works cited above were considered as the background for this proposal. They were considered as the basis to propose new and engaging material to teach and support students in their speaking skill enhancement.

### **6.3. Justification**

This proposal is widely justified for some reasons. First, this proposal is of great importance due to the need to have classroom activities that contribute to the learners' improvement of oral skills in the English language. The tasks through images go back to the past; however, their efficient use strengthens motivation towards a specific goal, which in this case is the improvement of speaking skills.

Furthermore, this proposal is newfangled. There is no previous research nor proposal at Unidad Educativa "Mariano Benítez"; for that reason, it is a great contribution for the students to face their speaking skills difficulties. On the other hand, the teachers would have a valuable tool to apply or redesign according to their needs.



## **6.4. Objectives**

### **6.4.1. General**

To propose a booklet that contains class plans focused on picture-cued tasks to improve the speaking skill.

### **6.4.2. Specific**

- To identify picture-cued tasks according to students' needs.
- To design picture-cued tasks to enhance speaking skills.
- To provide teachers and students innovative material based on the requirements for the second year of baccalaureate.

## **6.5. Feasibility analysis**

The current proposal has socio-cultural, organizational, technical, technological, and financial feasibility.

Firstly, learning English is essential for students to be updated and competent for globalization (Crystal, 2008). It means that students must be prepared to face social changes and challenges in or outside their community. Besides, both teachers and students have the opportunity to enhance their skills. The students, their speaking skills and the teachers, on the other hand, their teaching competencies.

Moreover, the organizational feasibility for this proposal lies in the fact that all members of the educative institution where it would be applied are committed. The authorities have given the permission and support to carry out the implementation stage; the parents have also signed their informed consent for their offspring to participate. As well as the teachers have shown enough support in case of any unexpected situation occurs.

Additionally, there is technical and technological feasibility. After the authorities have given their consent to apply this proposal, all the school facilities are opened to be used. There are classrooms with computers and an internet connection which would be used to search for information.

Finally, this proposal has also financial feasibility. In this case, the researcher who is the only responsible person would afford all the expenses. Neither parents nor the students would spend any money or contribution.

## **6.6. Theoretical foundation**

As this proposal is focused on picture-cued tasks in speaking skill improvement, these two concepts must be reviewed.

### **Picture-cued tasks**

Picture-cued tasks are understood as a series of classroom activities that intend to encourage students' language abilities through pictures (Astuti & Suadiyatno, 2021). These pictures elicit students' oral production in a practical and effective way (Brown, 2003). Furthermore, pictures are used by teachers to develop meaningful communication and interaction among students because they become visual stimulus (Harmer, 2007). Moreover, they support students to learn vocabulary, grammar, and even content (Gardner, 1999).

Picture-cued tasks are valuable to build cultural awareness. In this context, teachers can use images to help students establish comparisons and contrast among cultures. Students imagine other societies through pictures presented by the teacher (Gardner, 1999). Furthermore, they enrich and energize the classroom and promote a playful and entertaining classroom environment.

### **Types of picture-cued tasks**

#### **Picture-cued storytelling**

Teachers give the students a set of cue pictures in sequence and the students must create a story based on them. Likewise, students enhance their narrative and descriptive skills. This way of teaching helps teachers to engage students in classroom activities with high sources of motivation (Brown, 2003).

#### **Picture-cued sentence production**

Similarly, Abbasi and Al-Sharqi (2016) stated that students are able to produce sentences by using pictures. Students observe images or photos and the teacher scaffolds them to produce sentences according to their needs. This classroom tasks could be applied at any level.

### **Picture-cued elicitation of minimal pairs and comparatives**

These kinds of classroom tasks are useful to promote critical thinking. The teacher provides pictures and supports students to compare and contrast. Obviously, comparisons must respect the students' level of performance (Rasman, 2018). The use of adjectives could be a good activity for meaningful interaction among students. They can take turns and enhance their socialization skills.

### **Picture-cued elicitation of giving directions**

For these tasks based on observation of pictures, it is recommended that teachers provide material such as maps for encouraging students to give directions. At the same time, students cooperatively work and strengthen interaction and social skills (Harmer, 2007).

### **Benefits of picture-cued tasks**

According to the literature, there are some benefits of using picture-cued tasks in the language classroom.

- Oral communication among students and teacher's explanations are well-managed through pictures (Nisfaliliyah, 2018).
- High-order thinking, active observation, and feelings like memories, experiences, and emotions are stimulated through pictures (Lavalle & Briesmaster, 2017).
- Affectivity, fantasy, and imagination are strengthened by pictures fostering oral communication (Nisfaliliyah, 2018).
- Curiosity and questioning are involved in the classroom which promote verbal exchanges with meaning (Susanti, 2021).
- Classroom tasks can support visual learners to enhance their abilities to help others (Gardner, 1999).
- Classroom projects are easily developed by using pictures (Lavalle & Briesmaster, 2017).

### **Speaking skill**

The oral production of the language is called a Speaking skill (Harmer, 2007). Speaking is the language ability involved in creating oral dialogue. It is a communicative skill that includes sociocultural and pragmatic knowledge in addition to the pronunciation, lexicon, and syntax of the target language. It includes a variety of small abilities, such as understanding how to express facts and opinions, indicates agreement or disagreement, correct conversational blunders, or recognize when it is appropriate to speak and when it is not (Common European Framework of Reference for Languages, 2001).

The communicative approach enables the complete growth of oral English language skills. According to Harmer (2001), this strategy allows for the whole development of speaking proficiency through contact and a range of situations. This approach places a strong emphasis on communicative competence, which may be defined as the ability to construct language in a situational and socially acceptable manner. In other words, it is the capacity to comprehend what to say, how to say it, or to whom, when, how, and about what (Husain, 2015).

Gaining confidence is crucial for learners to be inspired to participate actively in the continuing spoken interactions required to develop communicative competence. The need for a friendly learning environment to be created in English classes is stressed by Hussain (2015). Furthermore, Harmer (2001) contends that improving oral production skills should have a greater priority in a solid curriculum that incorporates oral education into its design. This will facilitate the development of students' English communication skills by allowing them to use the language in real-world contexts and scenarios. According to Sekiziyivu and Mugimu (2017), a variety of communicative learning activities, including presentations, picture-cued tasks, performances, games, debates, riddles, and questioning exercises, are required for developing oral expression skills.

### **Speaking sub-skills**

A subskill is understood as the specific cognitive or physical ability that is part of one of the fundamental language skills (reading, writing, speaking and listening) (Harmer, 2001). The sub-skills are usually necessary and sometimes essential for the effective development of a skill. Thus, the sub-skills include all those abilities involved in the

cognitive and physical processes of language encoding and decoding for its reception and production. Among them, the following can be mentioned:

- The control and coordination of psychomotor aspects that allow controlling, coordinating, and regulating the ocular and digital muscular activity as well as the speech apparatus, auditory and visual perception, and gestural expression (Yule, 2010); and
- psychological processes and mnemonic strategies, such as the association of ideas, generalization and formulation of hypotheses, or the establishment of associations between form, meaning, and function.

Further examples can be generating ideas, preparing an outline, and correcting the spelling of a written text would be considered sub-skills of the general skill of written expression. Similarly, scanning, reading comprehension, and critical reading would be classified as subskills of the reading or writing comprehension skill.

There are some subskills that can be developed in the speaking skill:

### **Pronunciation**

In spoken language, it relates to the capacity to employ the proper word emphasis, rhythm, and intonation while utterances (Crystal, 2008).

### **Grammar, vocabulary, and functions**

In order to speak, students must not only possess linguistic competence, the ability to create specific language elements like grammar and vocabulary; but also, knowledge about when, why, and how to do so (sociolinguistic competence). This combination of abilities and information is what makes a competent speaker successful in a particular speaking act (Common European Framework of Reference for Languages, 2001).

### **Register**

The term "register" refers to how a language is used in relation to the sociocultural background, conventions, and mode of communication (Crystal, 2008).

### **Connected speech**

Taking into consideration that utterances are not produced isolated, language learners must be able to speak in a continuous sequence (O'connor, 1998).

### **Body language**

Body language refers to the use of gestures, facial expressions, and movement while speaking to be understood or make sense of what is said (Crystal, 2008).

### **Different text types production**

Interviews, dialogues, stories, roleplays, and telephone conversations are examples of text forms that are frequently created when speaking. Oral texts can also be monologues, such as introductions and individual presentations. Additionally, interaction entails saying things that are intended to elicit questions, answers, recommendations, remarks, and so forth (Harmer, 2007).

### **Fluency**

The ability to speak a language naturally is known as fluency. Overall fluency increases as students learn and become more accustomed to the language (Crystal, 2008).

### **Using interactive strategies**

It is crucial to be able to engage with individuals in addition to being able to utilize and understand words in order to have a discussion that flows well. Learning how to converse in any language is a crucial ability, thus students should practice interactive speaking techniques to keep their listeners engaged (Mena, 2019).

Mastery of these sub-skills is necessary to obtain effective linguistic competence and performance in both the L1 and the L2.

## **6.7. Methodology**

This proposal supplies a booklet that includes two important parts. First, the class plans for the teacher's use only; second the worksheets for the students' use in the class.

Those plans constitute adaptations for the modules provided by the Ecuadorian Ministry of Education (2016) directed for the Second year of baccalaureate. The methodology used for designing these class plans is the communicative method, also known as "communicative language instruction" or "communicative approach" which places a strong emphasis on assisting students in using a language in a variety of circumstances. It involves employing resources that simulate real-world circumstances while focusing on both oral and writing skills. Besides, developing communication skills, in a foreign language, entails learning how to use it in everyday situations (Richards & Rodgers, 2001).

Therefore, picture-cued elicitation of responses and descriptions, picture-cued task elicitation of comparison, and picture-cued tasks elicitation of storytelling were planned to enhance students' speaking skill.

## 6.8. Operational Model

**Table 7** Operational model

<b>Stages</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>People in charge</b>	<b>Time</b>
<b>Identification</b>	<ul style="list-style-type: none"> <li>To identify the topics according to the students' needs and level.</li> </ul>	Review and analysis of the Modules provided by the Ministry of Education.	English modules	Researcher	2 weeks
<b>Design</b>	<ul style="list-style-type: none"> <li>To identify picture-cued tasks according to students' needs.</li> <li>To design picture-cued tasks to enhance speaking skill.</li> <li>To provide teachers and students innovative material based on the requirements for the second year of baccalaureate.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of picture-cued tasks according to students' needs.</li> <li>- Designing class plans and worksheets.</li> </ul>	Computer Internet connection	Researcher	2 weeks
<b>Promoting</b>	<ul style="list-style-type: none"> <li>To apply the proposal during the intervention phase</li> </ul>	- Working with students during the intervention phase	<ul style="list-style-type: none"> <li>- Class plans</li> <li>- Worksheets</li> <li>- Internet connection</li> </ul>	<b>Researcher</b>	3 weeks





# BOOKLET OF ACTIVITIES USING PICTURE CUED TASKS



**LIC. MARTHA  
GUATO.**



## **Presentation**

This booklet aims to provide Ecuadorian teachers for second year of baccalaureate with a valuable variation of their teaching material. This was designed by thinking about our beloved students who are the center of the teaching-learning process. They are the reason to continue growing in this field of education. This booklet contains classroom planning focusing on different picture-cued tasks which ultimate goal is the students' speaking improvement. Hopefully, it would serve and motivate your daily work.



## TABLE OF CONTENTS

Quito: South America’s cultural capital .....	4
A traditional festival in Ecuador: Day of dead.....	8
Christmas .....	13
Traditions on the New Year’s Eve in my hometown .....	16
Ecuadorian festivals.....	19
The life of Pi .....	17
Why we should travel .....	21
My own tour packages .....	24

**CLASS 1**  
 Quito: South America's cultural capital

<b>CLASS OBJECTIVE</b>		<b>GROUP CONFIGURATION</b>	
SWABT describe some reasons to visit Quito.		In pairs	
<b>ASSESSMENT TOOL</b>		<b>MATERIALS</b>	
Rubric		Picture Worksheet	
Picture-cued Elicitation of Responses and Descriptions		<b>TIME</b> 2 hours	
<b>PROCEDURE</b>	<b>ACTIVITIES</b>		
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- The teacher presents some pictures about Quito and describes them.</li> <li>- Some vocabulary words are presented in a crossword.</li> <li>- The students work in pairs to answer some questions.</li> <li>- The teacher explains how the final presentation will be.</li> </ul>		
<b>Practice</b>	<ul style="list-style-type: none"> <li>- The students use the pictures to look for information and make descriptions of them.</li> <li>- The students prepare the final presentation.</li> </ul>		
<b>Production</b>	<ul style="list-style-type: none"> <li>- The students take turns to describe a picture about any touristic attraction in Quito.</li> <li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li> </ul>		

For students' use

## WORKSHEET 1

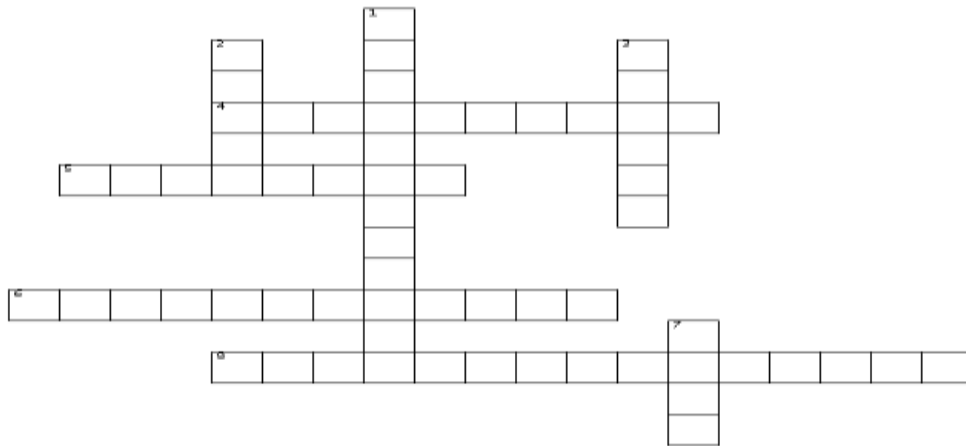
Quito: South America's Cultural Capital

1. Listen to your teacher and look at the pictures to identify the places.



Taken from: <https://www.roamingaroundtheworld.com/top-things-to-do-in-quito-ecuador-travel-guide/>

2. Remember your teacher's explanation and solve this crossword puzzle with new words.



**ACROSS**

- 4. Ethnic group that lives in Ecuador
- 5. European and indigenous roots.
- 6. The virgin of Quito
- 8. Highland region

**DOWN**

- 1. A landmark with legal protection by an international convention (UNESCO)
- 2. Capital
- 3. Religious place
- 7. Ancient people who lived in South America

Quito, Inca, Indigenous, Church, Heritage site, Andean mountains, Colonial, Winged Virgin

- 2. Choose one of the pictures in the activity 1 or surf the net and find another touristic attraction in Quito. Prepare a collage to make an oral presentation to describe that picture.
- 2. Your presentation will be done in 3 minutes. Consider the following aspects for your presentation. (Use the provided rubric to practice your presentation).
  - a. The name of the touristic attraction
  - b. Its location
  - c. Why it is a touristic attraction. Do you recommend it?
  - d. How to arrive there.



**Teacher's use only**

**CLASS 2**  
A traditional festival in Ecuador: Day of the Dead

<b>CLASS OBJECTIVE</b> SWBAT make comparisons about two cultures.		<b>GROUP CONFIGURATION</b> In groups of three	
<b>ASSESSMENT TOOL</b> Rubric		<b>MATERIALS</b> Picture Worksheet	
Picture-Cued Task Elicitation of Comparison		<b>TIME</b> 2 hours	
<b>PROCEDURE</b>	<b>ACTIVITIES</b>		
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- The teacher presents a song that deals with the day of the dead <a href="https://www.youtube.com/watch?v=nUBdHcoupJY">https://www.youtube.com/watch?v=nUBdHcoupJY</a></li> <li>- The teacher asks some questions related to the Ecuadorian festivals</li> <li>- The teacher presents a reading text.</li> <li>- The teacher explains what the final presentation will be.</li> </ul>		
<b>Practice</b>	<ul style="list-style-type: none"> <li>- Students use the pictures to look for information and compare the traditions in Ecuador against the traditions in Mexico.</li> <li>- Students prepare a slideshow with their voices to be watched by the whole class.</li> </ul>		
<b>Production</b>	<ul style="list-style-type: none"> <li>- Students watch their classmates' slideshows</li> <li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li> </ul>		

For students' use

## WORKSHEET 2

### A traditional festival in Ecuador: Day of the Dead

1. Listen to the song and comment it with your teacher.



<https://www.youtube.com/watch?v=nUBdHcoupJY>

2. Answer these questions.

- a. What is your favorite Ecuadorian festival?
- b. What do you like the most of that celebration?
- c. Is there any Ecuadorian celebration that you don't like? Why?

3.- In groups of three, read again, discuss, and answer the following questions. The teacher will ask these questions in your group.

- a. When is the Day of the Dead celebrated?
- b. What are the ingredients to make colada morada?
- c. What is the Day of Dead?
- d. What is a guagua de pan?
- e. What do Ecuadorians do in cemeteries on the Day of Dead?

4.- Read the text and check the answers.

#### **A Traditional Festival in Ecuador: Day of the Dead**

Ecuador is famous for its colorful festivals and every town in the country has their own traditional celebrations and events throughout the year. One of them is on November 2. It is the celebration of the Day of the Dead, a memorial for loved ones who have gone to "the beyond". Families in urban and rural areas still prepare the traditional colada morada, which is made from black corn flour and fruits, and guaguas, which is bread shaped and decorated in the form of a small child. These delicious treats are shared in the cemeteries as a tribute to the life and death of those who are on Earth and those who have departed. In rural areas, this ritual is still celebrated as part of religious traditions of mestizo and indigenous people. In urban areas, thousands of people gather in cemeteries to clean and decorate the graves of their loved ones. It is a national holiday. Businesses and schools are closed and vendors line the streets that lead to the cemeteries, selling flowers, candles, candy, and food.



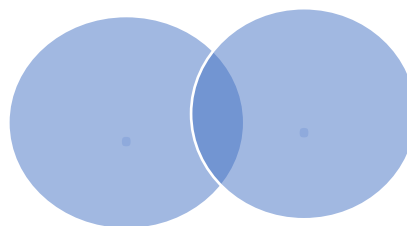
5.- In the same group, look at these pictures and distinguish if they are from Ecuador or not. Write Ecuador under the pictures that belong to Ecuadorian tradition.



6. Go to these web pages and read information about the traditions of Ecuador and Mexico and make a comparison in this Venn Diagram.

1. <https://www.metropolitan-touring.com/day-of-dead-ecuador/#:~:text=Traditions%20practiced%20during%20the%20Day,to%20their%20passed%20away%20relatives.>
2. <https://theculturetrip.com/north-america/mexico/articles/day-of-the-dead-in-mexico-10-traditions-customs/>

Ecuador



Mexico

7. With the collected information, prepare a slideshow to demonstrate the similarities and differences of the celebration of the Day of the Dead between Mexico and Ecuador. Use as many pictures as you can to guide your oral production.

**Teacher's use only**

**CLASS 3**

Christmas

<b>CLASS OBJECTIVE</b> SWBAT describe their best Christmas celebration.	<b>GROUP CONFIGURATION</b> Individually
<b>ASSESSMENT TOOL</b> Rubric	<b>MATERIALS</b> Picture, video Worksheet
Picture-Cued Storytelling	<b>TIME</b> 2 hours
<b>PROCEDURE</b>	<b>ACTIVITIES</b>
<b>Presentation</b>	<ul style="list-style-type: none"><li>- The teacher presents a song that deals with Christmas <a href="https://www.youtube.com/watch?v=4rxsHFv50jY">https://www.youtube.com/watch?v=4rxsHFv50jY</a></li><li>- The teacher asks some questions related to the actions that Santa Claus is performing in the video.</li><li>- The teacher explains what the final presentation will be.</li></ul>
<b>Practice</b>	<ul style="list-style-type: none"><li>- Students draw six pictures to provide information about the events in their best Christmas.</li><li>- Students prepare a slideshow in paper to make a presentation.</li></ul>
<b>Production</b>	<ul style="list-style-type: none"><li>- Students present their slideshows</li><li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li></ul>

For students' use

## WORKSHEET 3

### Christmas

1. Listen to the song and answer your teacher's questions.

<https://www.youtube.com/watch?v=4rxsHFv50jY>

What is Santa Claus doing?



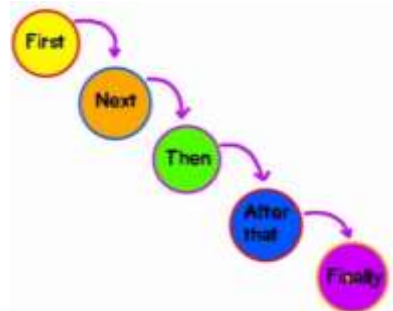
How is the weather in Ecuador during Christmas time?

Do you and your family have any special tradition?

What kind of food do you have on Christmas?

2. Use some pictures to talk about your best Christmas celebration. Use them as cues to talk in front of the class. Use sequence words to help yourself.

Example:



3. Present your pictures and tell the story of your best Christmas celebration.

**Teacher's use only**

**CLASS 4**  
Traditions on the New Year's Eve in my hometown

<b>CLASS OBJECTIVE</b>		<b>GROUP CONFIGURATION</b>	
SWBAT describe how people in their hometown celebrate New Year's Eve.		In pairs	
<b>ASSESSMENT TOOL</b>		<b>MATERIALS</b>	
Rubric		Picture Worksheet	
Picture-Cued Storytelling		<b>TIME</b>	
		2 hours	
<b>PROCEDURE</b>	<b>ACTIVITIES</b>		
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- The teacher presents a video with some traditions in other countries related to the New Year's Eve <a href="https://www.youtube.com/watch?v=zjl-xSJhyfk">https://www.youtube.com/watch?v=zjl-xSJhyfk</a></li> <li>- The teacher presents some pictures related to the video and encourage students to describe them.</li> <li>- Students spontaneously talk to describe those pictures.</li> <li>- The teacher explains what the final presentation will be.</li> </ul>		
<b>Practice</b>	<ul style="list-style-type: none"> <li>- Students draw pictures to provide information about the New Year's Eve traditions in their hometown.</li> <li>- Students describe their pictures. Once they have described their pictures, they write down some cues to report to the rest of the class.</li> </ul>		
<b>Production</b>	<ul style="list-style-type: none"> <li>- Students exchange their pictures and describe the other's pictures.</li> <li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li> </ul>		

For students' use

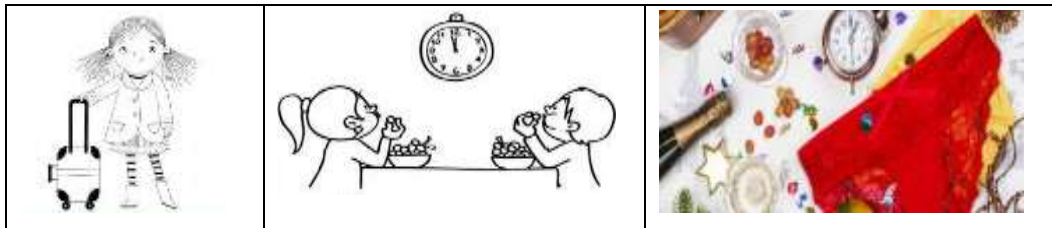
## WORKSHEET 4

### New Year's Eve

1. Watch the video and comment it with your teacher:

<https://www.youtube.com/watch?v=zjl-xSJhyfk>

2. Look at the pictures and describe them, in pairs.



3. Take turns to describe each picture. Answer these questions.
  - a. What do you see?
  - b. What are the people in the picture doing?
  - c. Do you believe in these traditions to have a good new year?
  - d. Do they have any relationship with the information in the video in the activity 1?
4. Think about your hometown traditions for the New Year's Eve and take notes in the following boxes. Use these pictures as examples



TRADITIONS IN MY HOMETOWN FOR THE NEW YEAR'S EVE	
Place	
Food	
Clothing	
Activities	

5. Draw some pictures to depict the traditions in your hometown for the New Year's Eve.
6. Describe those pictures to your partner, take turns.
7. Show your pictures to the rest of the class and describe what the traditions in your hometown on the New Year's Eve are.

**Teacher's use only**

**CLASS 5**  
Ecuadorian festivals

<b>CLASS OBJECTIVE</b> SWBAT talk about Ecuadorian festivals.		<b>GROUP CONFIGURATION</b> In pairs	
<b>ASSESSMENT TOOL</b> Rubric		<b>MATERIALS</b> Picture Worksheet	
Picture-Cued Elicitation of description		<b>TIME</b> 2 hours	
<b>PROCEDURE</b>	<b>ACTIVITIES</b>		
<b>Presentation</b>	<ul style="list-style-type: none"><li>- The teacher presents some pictures to make a short description of each one.</li><li>- Students must guess which festival the teacher is describing.</li></ul>		
<b>Practice</b>	<ul style="list-style-type: none"><li>- Students look for some pictures about different festivals in Ecuador.</li><li>- Students prepare a short description of each picture to have a contest against other groups.</li><li>- Students practice for the guessing contest.</li></ul>		
<b>Production</b>	<ul style="list-style-type: none"><li>- Students actively participate in a guessing game contest.</li><li>- Each group must choose a member to represent them; he or she has to describe the picture and the contestant must guess the name of the Ecuadorian festival.</li><li>- The teacher uses the rubric (Annex 3) to assess students and provide feedback at the end.</li></ul>		



**For students' use**

## **WORKSHEET 5**

### **Ecuadorian festivals**

1. Listen to your teacher description and guess what the festival is.



2. Look for some pictures about different festivals in Ecuador.
3. Prepare a short description of each picture to have a contest against other groups.
4. In groups, practice for the guessing contest giving and asking for information on the picture. For example:  
Is that festival in Pelileo?  
What kind of food do people have in that celebration?  
When does this celebration take place?
5. Choose a classmate to represent the group; he or she has to describe the picture and the contestant must guess the name of the Ecuadorian festival.



**Teacher's use only**

**CLASS 6**

The life of Pi

<b>CLASS OBJECTIVE</b> SWBAT retell a book review.	<b>GROUP CONFIGURATION</b> In pairs
<b>ASSESSMENT TOOL</b> Rubric	<b>MATERIALS</b> Picture Worksheet
Picture-Cued Storytelling	<b>TIME</b> 2 hours
<b>PROCEDURE</b>	<b>ACTIVITIES</b>
<b>Presentation</b>	<ul style="list-style-type: none"><li>- The teacher presents a video about the Trailer of the Book of Pi <a href="https://www.youtube.com/watch?v=3mMN693-F3U">https://www.youtube.com/watch?v=3mMN693-F3U</a></li><li>- The teacher provides the students a reading text to review vocabulary.</li><li>- Students make a small Pictionary with new words.</li><li>- The teacher explains what the final presentation will be.</li></ul>
<b>Practice</b>	<ul style="list-style-type: none"><li>- Students read the text again and discuss the answers in pairs.</li><li>- Students draw pictures to retell the Life of Pi detailed in the reading text.</li></ul>
<b>Production</b>	<ul style="list-style-type: none"><li>- Students use those pictures to retell the story of Pi. They take turns to do it.</li><li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li></ul>

For students' use

## WORKSHEET 6

### The life of Pi.

1. Watch this video <https://www.youtube.com/watch?v=3mMN693-F3U> and discuss the main idea with your teacher.
2. Look at the picture, read the text and describe the similarities with information in the video.

#### The Life of Pi: Book Review

The book starts with Pi's childhood in Pondicherry, India. His father owns the city zoo and the family lives in the zoo. Pi is very interested in religion. His family is Hindu, but he is curious about Christianity and Islam too and decides to believe in all three religions.

When Pi is 16, his parents decide to close the zoo and move to Canada. The family travels by ship to Canada taking the animals with them. On the way, there is a terrible storm and the ship sinks. Sadly, Pi's family and the sailors all die in the storm, but Pi lives and finds himself in a lifeboat with a hyena, a zebra, an orangutan and an enormous tiger. One by one, the animals, in the lifeboat kill and eat each other, till only Pi and the tiger are left alive. Pi and the tiger spend 227 days in the lifeboat. They live through terrible storms and the burning heat of the Pacific sun. Pi finds comfort in his three religions, but sometimes he feels sad and lonely. Finally, they arrive at the coast of Mexico, but you will have to read the book to find out what happens in the end!

#### Interesting Facts




*The Life of Pi* is the third book by the Canadian author Yann Martel, and was published in 2001. It has sold seven million copies worldwide, won several prizes and been translated into 41 languages. Yann Martel is the son of a diplomat and spent his childhood in Costa Rica, Canada, France, and Mexico. After finishing the university in Canada, he spent two years traveling around India and then decided to be a writer.



Taken from: [https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING\\_2\\_BGU\\_M3.pdf](https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING_2_BGU_M3.pdf)

- a. What do the video and the reading text have similar?
- b. What is the difference between the information in the video and the reading text?

3.- Read the text again and create a Pictionary with the new words. Follow the example below

New word	Meaning
To sink 	To go down below
 Storm	very bad weather that includes strong winds and rain
 Childhood	the part of life when the person is a child

3. In pairs read the text and answer these questions.

What does Pi's father own in Pondicherry?

Does Pi like learning about different religions?

How much time did Pi and the tiger spend in the lifeboat?

How is Pi's personality like?

Where did Pi and the tiger finally arrive?

4. In pairs, read the text again and draw the story to talk about it in the front of the class.

5. Take turns to retell the story of Pi.

**Teacher's use only**

**CLASS 7**  
Why should we travel?

<b>CLASS OBJECTIVE</b>		<b>GROUP CONFIGURATION</b>
SWBAT talk about future plans.		In pairs
<b>ASSESSMENT TOOL</b>		<b>MATERIALS</b>
Rubric		Picture Worksheet
Picture-Cued Elicitation of Future Tense		<b>TIME</b> 2 hours
<b>PROCEDURE</b>	<b>ACTIVITIES</b>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- The teacher presents a picture and analyzes it with the students through questions.</li> <li>- The teacher reviews about how to express future plans.</li> <li>- Students write about their future plans to put into practice the teacher's explanation.</li> <li>- The teacher explains what the final presentation will be.</li> </ul>	
<b>Practice</b>	<ul style="list-style-type: none"> <li>- Students look some pictures and talk about the different camping options in Ecuador and then decide on the best option.</li> <li>- They must plan a weekend at a campsite on the beach with two other classmates.</li> <li>- Students decide, where to go in a near future.</li> </ul>	
<b>Production</b>	<ul style="list-style-type: none"> <li>- Students prepare an oral presentation with the chosen option.</li> <li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li> </ul>	

For students' use

## WORKSHEET 7

### Future plans

1. Look at the picture and analyze it.



Taken from: [https://es.123rf.com/imagenes-de-archivo/future\\_plans.html](https://es.123rf.com/imagenes-de-archivo/future_plans.html)

2. Listen to your teacher

ENGLISH GRAMMAR	WILL vs. GOING TO	Woodward ENGLISH
<b>WILL</b>		
<b>Rapid Decision</b>		
- I'm thirsty. I think I <b>will</b> buy a drink.		
<b>Offer</b>		
- That looks heavy. I <b>will</b> help you with it.		
<b>Promise</b>		
- Don't worry, I <b>won't</b> tell anyone.		
<b>Threat</b>		
- If you don't stop, I <b>will</b> tell your mother.		
<b>Refusal</b> <i>won't = will not</i>		
- She <b>won't</b> listen to anything I say.		
<b>GOING TO</b>		
<b>Prior Plan</b>		
= The decision was made before the moment of speaking.		
- I'm <b>going to</b> the beach next weekend with my friends.		
<b>Evidence / Signs</b>		
= When there are signs that something is likely to happen.		
- My stomach hurts a lot and I think I <b>am going to</b> throw up.		
- It's 70-0. They're <b>going to</b> win.		

Taken from: <https://englishonlinetests.com/will-vs-be-going-to-future/>

3. Answer

What would you be like in 10 years?

4. Look at the pictures and decide which of them is the best option to plan a campsite.



Taken from: [https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING\\_2\\_BGU\\_M3.pdf](https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING_2_BGU_M3.pdf)

4. Plan a plan a weekend at a campsite on the best option with your partner.  
Prepare an oral presentation.
5. Your presentation must include the future plan and the reasons why that option is the best.



**Teacher's use only**

**CLASS 8**

My own tour packages

<b>CLASS OBJECTIVE</b> SWBAT talk about Ecuadorian tourist attractions.	<b>GROUP CONFIGURATION</b> In groups of 4
<b>ASSESSMENT TOOL</b> Rubric	<b>MATERIALS</b> Picture Worksheet
Picture-Cued Elicitation of Future Tense	<b>TIME</b> 2 hours
<b>PROCEDURE</b>	<b>ACTIVITIES</b>
<b>Presentation</b>	<ul style="list-style-type: none"><li>- The teacher presents a video about the components of a tour package <a href="https://www.youtube.com/watch?v=QhBw9ekc5ic">https://www.youtube.com/watch?v=QhBw9ekc5ic</a></li><li>- The teacher reviews about the components of a tour package.</li><li>- Students answer their teacher's questions</li><li>- The teacher explains what the final presentation will be.</li></ul>
<b>Practice</b>	<ul style="list-style-type: none"><li>- Students look at some pictures and talk about different touristic places in Ecuador.</li><li>- Students prepare a tour package to present in front of the class.</li><li>- The students design a brochure to make promotion of their touristic place.</li></ul>
<b>Production</b>	<ul style="list-style-type: none"><li>- Students orally present their brochure to the rest of the class.</li><li>- The teacher uses the rubric (Annex 3) to assess the students and provide feedback at the end.</li></ul>

## WORKSHEET 8

### My own tour packages

1. Watch this video and comment it with your teacher

<https://www.youtube.com/watch?v=QhBw9ekc5ic>

2. **In pairs, answer your teacher's questions**

- a. What is the video about?
- b. What are the components of a tour package?
- c. Would you like to go in a tour?
- d. Where would you like to go?

3. **In pairs, look at the pictures below and talk about them.**

- Where are those places located?
- What is the weather like there?
- What other places would be recommended to visit?
- What are the activities people can do there?



4. In groups of four, surf the net and choose another Ecuadorian touristic attraction. Then, look for as many pictures as you can print of that place. Finally, make a brochure with information needed.

Remember to include pictures with information like:

Destination • Accommodation • Transportation • Tour guides • Budget •

Dates

5. Present your brochure to the rest of the class. Take turns to talk. Take advantage of your pictures to explain.



## References

- Abdel Haliem, R. O. (2020). Using Short Stories to Enhance ESL Teaching and Learning: A Case Study of Egyptian. *Higher Technological Institute, Egypt*, 1-36.  
[https://www.researchgate.net/publication/343822038\\_Using\\_Short\\_Stories\\_to\\_Enhance\\_ESL\\_Teaching\\_and\\_Learning\\_A\\_Case\\_Study\\_of\\_Egyptian\\_Students\\_University\\_of\\_Oregon\\_2018](https://www.researchgate.net/publication/343822038_Using_Short_Stories_to_Enhance_ESL_Teaching_and_Learning_A_Case_Study_of_Egyptian_Students_University_of_Oregon_2018)
- Aisyah, E. (2021). *Students' ways and criteria in assessment speaking*. <https://idr.uin-antasari.ac.id/17588/>
- Akdemir, A., & Ilhan, B. (2019). EFL Instructors' Majors and Their Speaking Activity Choices for. *Anadolu Journal of Educational Sciences International*, 9(1), 1-26. doi: 10.18039/ajes.520805.
- Al-Abdullatif, A. (2020). Alternative Assessment Approaches and Quality Product Design Within Web-Based Learning Environments. *International Journal of Web-Based Learning and Teaching Technologies*, 15(3). 60-74. doi:10.4018/IJWLTT.20200701.oa1
- Alamri, W. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Contexts. *English Language Teaching; Vol. 11, No. 10*, 132-138. doi:10.5539/elt.v11n10p132.
- Aleksandrak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level . *GLOTTODIDACTICA XXXVII, International journal of Applied Linguistics*, 37-48. <https://core.ac.uk/download/pdf/154439026.pdf>.
- Alharthi, T. (2020). Investigating the Relationship Between Vocabulary Knowledge and FL Speaking Performance. *International Journal of English Linguistics*, 37-46. doi:10.5539/ijel.v10n1p37

- Álvarez, C. (2000). *La escuela en la vida: didáctica*. La Habana: Academia.  
[http://www.conectadel.org/wp-content/uploads/downloads/2013/03/La\\_escuela\\_en\\_la\\_vida\\_C\\_Alvarez.pdf](http://www.conectadel.org/wp-content/uploads/downloads/2013/03/La_escuela_en_la_vida_C_Alvarez.pdf)
- Astuti, W., & Suadiyatno, T. (2021). The Effect of Picture-Cued Task towards Students' Motivation in Learning Writing. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP 8(1):59, 59-66*. doi:10.33394/jo-elt.v8i1.3798.
- Bachman, L., & Palmer, A. (1996). *Language Testing in Practice- Designing and Developing Useful Tests*. Oxford: Oxford University Press.  
<https://octovany.files.wordpress.com/2013/12/language-testing-in-practice-bachman-palmer.pdf>
- Bailey, K. (1998). *Learning about language assessment: dilemmas, decisions, and decisions*. Boston: Heinle & Heinle. <https://abstrente.xyz/G8dz6XJA43x3/>
- Bakhtiyorjon, S., & Gayratovna, R. (2021). Assessment for speaking skill. *JournalNX- A Multidisciplinary Peer Reviewed Journal, 7 (4), 46-56*.  
<https://www.neliti.com/publications/343174/assessment-for-speaking-skill>.
- Brooks, G., & Wilson, J. (2014). Using Oral Presentations to Improve Students' English Language Skills. *Kwansei Gakuin University Humanities Review, 199-212*.  
[https://www.researchgate.net/publication/324217578\\_Using\\_oral\\_presentations\\_to\\_improve\\_students'\\_English\\_language\\_skills](https://www.researchgate.net/publication/324217578_Using_oral_presentations_to_improve_students'_English_language_skills)
- Brown, D. (2003). *Language Assessment Principles and Classroom Practices*, New York: Longman. [https://evelintampubolon.files.wordpress.com/2016/09/h\\_douglas\\_brown\\_-\\_language\\_assessment.pdf](https://evelintampubolon.files.wordpress.com/2016/09/h_douglas_brown_-_language_assessment.pdf)
- Brown, G., & Harris, L. (2013). Student self-assessment. In J. McMillan, *Handbook of Research on Classroom Assessment SAGE, 1(13), 367-393*.  
<https://www.daneshnamehicsa.ir/userfiles/files/1/7-%20SAGE%20Handbook%20of%20Research%20on%20Classroom%20Assessment.pdf>

- Carpenter, S., & Olson, K. (2012). Are pictures good for learning new vocabulary in a foreign language? Only if you think they are not. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 92-101. doi: 10.1037/a0024828.
- Celce-Murcia, M. (1991). *Teaching English as a second or foreign language (2nd Edition)*. Boston: Heinle & Heinle Publishers. <https://tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/#:~:text=Teaching%20English%20as%20a%20Second%20or%20Foreign%20Language%2C%20also%20known,contributors%20than%20the%20previous%20ones.>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge. <https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%20ok.pdf>
- Common European Framework of Reference for Languages. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. <https://rm.coe.int/16802fc1bf>
- Creswell, J. (2015). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fifth Edition*. New Jersey: Pearson. <http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf>
- Cronquist, K., & Fiszbein, A. (2017). *English Language Learning in Latin America. The Dialog*. <https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf>
- Crystal, D. (2003). *English as a Global Language*. New York: Cambridge University Press. [https://culturaldiplomacy.org/academy/pdf/research/books/nation\\_branding/English\\_As\\_A\\_Global\\_Language\\_-\\_David\\_Crystal.pdf](https://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf)
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing. <https://hslcorner.files.wordpress.com/2019/09/david-crystal-a-dictionary-of-linguistics-and-phonetics-1.pdf>

- Delliou, A., & Zafiri, M. (2016). Developing the speaking skills of students through CLIL. *The 5th Electronic International Interdisciplinary Conference*, 48-53. DOI:10.18638/eiic.2016.5.1.517
- Duranti, A. (1997). *Linguistic Anthropology*. New York: Cambridge University Press. [https://www.academia.edu/6505213/Linguistic\\_Anthropology\\_Duranti](https://www.academia.edu/6505213/Linguistic_Anthropology_Duranti)
- Education First. (2021). *Índice del EF English Proficiency*. <https://www.ef.com.ec/epi/regions/latin-america/ecuador/>
- Evalinda, G., Haryanto, N., & Salija, K. (2020). *Students' attitude toward Performance-based assessment in speaking class at the State University of Makassar*. <http://eprints.unm.ac.id/18011/>
- Foster, P. (2020). Oral fluency in a second language: A research agenda for the next ten years. *Cambridge University Press*, 53(4), 446 - 461. <https://doi.org/10.1017/S026144482000018X>.
- Fox, B. (2017). Using Portfolios for Assessment/Alternative Assessment. In E. Shohamy, I. Or, & S. May, *Language Testing and Assessment. Encyclopedia of Language and Education* (pp. 135-148). Springer. doi: 10.1007/978-3-319-02261-1\_9
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Nueva York: Basic Books. [https://www.academia.edu/54773298/Intelligence\\_reframed\\_Multiple\\_intelligences\\_for\\_the\\_21st\\_century](https://www.academia.edu/54773298/Intelligence_reframed_Multiple_intelligences_for_the_21st_century)
- Gita, Y. (2020, July 1). *The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3, Jambi city*. <http://repository.unbari.ac.id/860/1/Yozi%20sonor%20Gota%201600888203035%20FKIP.pdf>

- Halliday, M. (1975). *Learning how to mean: Explorations in the development of language*. London: Edward Arnold.  
<https://www.sciencedirect.com/science/article/pii/B9780124437012500251>
- Harmer, J. (2001). *The practice of English language teaching*. Edinburg: Pearson Education Limited.  
<https://ia800801.us.archive.org/31/items/HowToTeachEnglish/How%20to%20Teach%20English%20Harmer%2C%20Jeremy.pdf>
- Harmer, J. (2007). *How to teach English. First Edition*. England: Pearson Education.  
<https://ia800801.us.archive.org/31/items/HowToTeachEnglish/How%20to%20Teach%20English%20Harmer%2C%20Jeremy.pdf>
- Hernández, R., Fernández, C., & Baptista, M. (2010). *Metodología de la Investigación*. Mexico: The McGraw-Hill Companies, Inc. <https://www.uca.ac.cr/wp-content/uploads/2017/10/Investigacion.pdf>
- Hidayah, J. (2018). Speaking and writing assessment applied by English lecturers of State College for Islamic studies (STAIN) at Curup-Bengkulu . *Academic Journal of English Language and Education*, 1 (1), 1-18.  
<http://dx.doi.org/10.29240/ef.v1i1.150>.
- Husain, N. (2015). *Language and language skills*. ReasearchGate Publications 1(1), 1-10:  
[https://www.researchgate.net/publication/274310952\\_Language\\_and\\_Language\\_Skills](https://www.researchgate.net/publication/274310952_Language_and_Language_Skills)
- Lackman, K. (2010). *Teaching Speaking Sub-skills*. Toronto: Ken Lackman & Associates.  
[http://www.kenlackman.com/files/speakingsubskillshandout13poland\\_2\\_.pdf](http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf)
- Lavalle, P., & Briesmaster, M. (2017). The study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th Grade Students—Learners of English as a Foreign Language. *Inquiry in education*: 9 (1), 1-18.  
<http://digitalcommons.nl.edu/ie/vol9/iss1/4>.

- Lee, Y. (2015). Quantifying English fluency in Korean speakers' read-aloud and picture-cued storytelling speech. *Linguistic Research* 31(3), 465-490. doi: 10.17250/khisli.31.3.201412.003.
- Mena, K. (2019). The Development of English Pronunciation Proficiency of Second-year English Students. *ResearchGate*, 2-38. doi: I:10.13140/RG.2.2.17486.92487
- Ministerio de Educación del Ecuador. (2016, Marzo 31). *Currículo 2016*. <https://educacion.gob.ec/curriculo/>
- Moradi, Z., & Hassan, S. (2018). The Effect of Pre-speaking Strategies Instruction in Strategic Planning on Iranian EFL Students' Awareness as well as Students' Fluency and Lexical Resources in Speaking. *Procedia - Social and Behavioral Sciences* 98(1), 1224-1231. <https://doi.org/10.1016/j.sbspro.2014.03.537>.
- Nasri, M., & Namaziandost, E. (2019). Impact of pictorial cues on speaking fluency and accuracy among iranian pre-intermediate efl learners. *International Journal of English Language and Literature Studies*, 3(3), 99-109. doi: 10.18488/journal.23.2019.83.99.109.
- Nisfaliliyah, Y. (2018, August 7). *The Effect of Picture-Cued Task to Improve Students' Understanding in Degree of Comparison at SMPN 1 Candi Sidoarjo*. <http://eprints.umsida.ac.id/4185/>
- Northrup, D. (2013). *How English became a Global Language*. New York: Routledge Press. <https://vdoc.pub/documents/how-english-became-the-global-language-4pf0vg78cmm0>
- Nurfia, R. (2019, December 9). *The implementation of Cooperative Script learning model to increase students' intensive speaking skill at SMK DDI prepare*. <http://repository.iainpare.ac.id/1860/1/15.1300.009.pdf>
- O'connor, J. (1998). *Better English pronunciation* . London: Cambridge University Press. <https://bayanebartar.org/file-dl/library/IELTS5/Better-English-Pronunciation/Better-English-Pronunciation.pdf>

- Oxford Dictionary. (2021). *Oxford Learners' Dictionary*.  
<https://www.oxfordlearnersdictionaries.com/us/definition/english/motivation?q=motivation>
- Rasman, A. (2018). *The use of picture-cued elicitation of degree of comparison to improve students' speaking ability*.  
[https://www.academia.edu/41286671/THE\\_USE\\_OF\\_PICTURE\\_CUED\\_ELICITATION\\_OF\\_DEGREE\\_OF\\_COMPARISON\\_TO\\_IMPROVE\\_STUDENTSSPEAKING\\_ABILITY?auto=download](https://www.academia.edu/41286671/THE_USE_OF_PICTURE_CUED_ELICITATION_OF_DEGREE_OF_COMPARISON_TO_IMPROVE_STUDENTSSPEAKING_ABILITY?auto=download)
- Remache, N. (2018). *Articulatory Phonetics in the English language pronunciation development*. <https://repositorio.uta.edu.ec/handle/123456789/27889>
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.  
[https://ia601204.us.archive.org/6/items/ApproachesAndMethodsInLanguageTeaching2ndEditionCambridgeLanguageTeachingLibrary\\_201610/\\_Approaches\\_and\\_Methods\\_in\\_Language\\_Teaching\\_\\_2nd\\_Edition\\_\\_Cambridge\\_Language\\_Teaching\\_Library\\_.pdf](https://ia601204.us.archive.org/6/items/ApproachesAndMethodsInLanguageTeaching2ndEditionCambridgeLanguageTeachingLibrary_201610/_Approaches_and_Methods_in_Language_Teaching__2nd_Edition__Cambridge_Language_Teaching_Library_.pdf)
- Riswanto, A. (2018, January 10). *The effect of picture cued to the seventh grade students' speaking ability of SMP Islam Sejahtera badas in the academic year 2017/2018*.  
[http://simki.unpkediri.ac.id/mahasiswa/file\\_artikel/2019/13.1.01.08.0160.pdf](http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2019/13.1.01.08.0160.pdf)
- Sekiziyivu, S., & Mugimu, C. (2017). Communicative Language Teaching Strategies for German as a Foreign Language in Uganda. *Journal of Language Teaching and Research*, 8(1). 8-15. doi: <http://dx.doi.org/10.17507/jltr.0801.02>
- Simamora, J., Sembiring, N., & Pangaribuan, J. (2018). Improving Students' Speaking Skills by Using Picture-Cued Media to the Eighth Grade Students Of Smp Santo Yoseph Meda. *KAIROS ELT Journal*, 2(2) 111-127.  
<http://ejournal.ust.ac.id/index.php/KAIROS/article/view/728>.
- Susanti, M. (2021). The Pictures in Enhancing Students English Learning . *JUDIMAS* 21(1), 74-83. doi:10.30700/jm.v1i1.1050.

- Unidad Educativa Mariano Benítez. (2018). *Plan Educativo Institucional*. Pelileo: Unidad Educativa Mariano Benítez.
- Yule, D. (2010). *The Study of Language*. New York: Cambridge University Press.  
<https://sharifling.files.wordpress.com/2018/09/the-study-of-language-george-yule.pdf>
- Zaim, M., Amri, Z., & Asri, F. (2018). Teachers' Practices in Using Authentic Assessment in Speaking at Grade IX of SMPN 12 Padang. *Advances in Social Science, Education and Humanities Research*, 148 (1), 316-321. doi:10.2991/icla-17.2018.54
- Zaim, M., Refnaldi, N., & Arsyad, S. (2020). Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia. *International Journal of Instruction*, 13(3), 587-604. doi.org/10.29333/iji.2020.13340a.
- Zwicky, A., & Zwicky, A. (1982). Register as a Dimension of Linguistic Variation. In R. Kittredge, & J. Lehgberber, *Sublanguage. Studies of language in Restricted Semantic Domains* (pp. 212-2018). New York: Walter de Gruyter.



## Annexes

### Annex 1. Urkund Analysis

---



#### Document Information

---

Analyzed document	GUATO MARTHA Thesis.pdf (D148265494)
Submitted	2022-10-31 23:52:00
Submitted by	
Submitter email	cecilia.guato@educacion.gob.ec
Similarity	0%
Analysis address	manuelxsulcag.uta@analysis.urkund.com

#### Sources included in the report

---

**W** URL: <https://docplayer.biz.tr/164623734-J-o-u-r-n-a-l-i-n-t-e-r-n-a-t-i-o-n-a-l-isbn-international-anadolu-journal-of-educational-sciences-editor-handan-deveci.html>



3

## **Annex 2. Pre-test and post-test**

### **Preliminary English Test for Schools**

<https://www.cambridgeenglish.org/latinamerica/exams-and-tests/preliminary-for-schools/exam-format/>

#### **PART 1: The teacher asks students individually**

TEACHER: What's your name? How old are you?

STUDENT A .....

TEACHER: And what's your name? How old are you?

Student B .....

TEACHER: where do you live? Who do you live with?

Student A .....

TEACHER: where do you live? Who do you live with?

Student B .....

#### **PART 2**

##### **Teacher**

**Select one or more questions from the list to ask each student**

**Ask student A first.**

Tell us about a teacher you like.

Which teacher do you like? Why?

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon? Why?

Which is better, morning or afternoon? Why?

#### **PART 3**

**TEACHER:** Now I'd like each of you to talk on your own about something. I'm going to give two photographs and I'd like you to choose one and talk about it. (Description)

Here are your photographs.

Please tell us what you can see in the photograph.

**NOTE:** The teacher just listens and each student speaks.

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**What are the people doing?**

**TIME:** 1 MINUTE EACH STUDENT



**Annex 3. Assessment rubric**



**UNIDAD EDUCATIVA  
“MARIANO BENÍTEZ”  
Pelileo - Ecuador**



**INSTRUMENTO DE RECOLECCIÓN DE DATOS: PRE-TEST**

INVESTIGACIÓN TÍTULO: PICTURE-CUED TASKS AND THE SPEAKING SKILL

STUDENT’S NAME: .....

CLASS: .....

DATE: .....

	<b>Grammar and Vocabulary</b>	<b>Discourse Management</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.  Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation.  Contributions are relevant despite some repetition.  Uses a range of cohesive devices.	Is intelligible.  Intonation is generally appropriate.  Sentence and word stress is generally accurately placed.  Individual sounds are generally articulated clearly.	Initiates and responds appropriately.  Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms.  Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation.  Contributions are mostly relevant, but there may be some repetition.  Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately.  Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms.  Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterized by short phrases and frequent hesitation.  Repeats information or digresses from the topic.	Is mostly intelligible despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty.  Requires prompting and support.
0	<i>Performance below Band 1.</i>			



**INSTRUMENTO DE RECOLECCIÓN DE DATOS: POST-TEST**

INVESTIGACIÓN TÍTULO: PICTURE-CUED TASKS AND THE SPEAKING SKILL

STUDENT’S NAME: .....

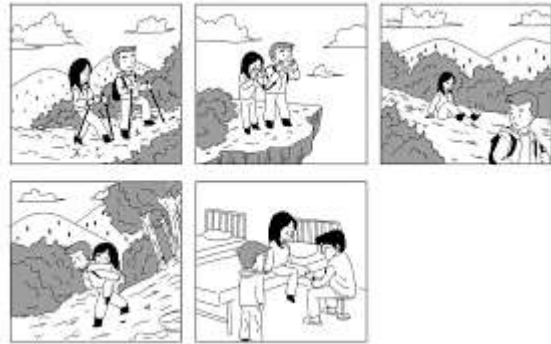
CLASS: .....

DATE: .....

	<b>Grammar and Vocabulary</b>	<b>Discourse Management</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.  Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation.  Contributions are relevant despite some repetition.  Uses a range of cohesive devices.	Is intelligible.  Intonation is generally appropriate.  Sentence and word stress is generally accurately placed.  Individual sounds are generally articulated clearly.	Initiates and responds appropriately.  Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms.  Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation.  Contributions are mostly relevant, but there may be some repetition.  Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately.  Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms.  Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterized by short phrases and frequent hesitation.  Repeats information or digresses from the topic.	Is mostly intelligible despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty.  Requires prompting and support.
0	<i>Performance below Band 1.</i>			

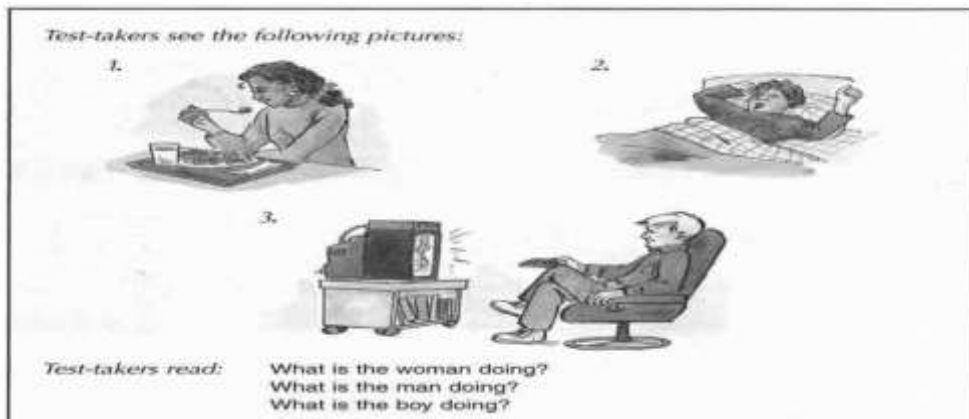
#### Annex 4. Kinds of picture-cued tasks

Figure 1. Picture-cued storytelling



Source: Lee (2015)

Figure 2. Picture-cued sentences



Source: Brown (2003)

