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" Pictured-cued Tasks and Speaking Skill"

Author: Mayra Alexandra Aucapiña Moreta

Tutor: Verónica Elizabeth Chicaiza Redín Ph. D

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PhD. Verónica Chicaiza

171510632-2

Supervisor

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I declare this undergraduate dissertation entitled “PICTURE-CUED TASKS AND SPEAKING SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

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Mayra Alexandra Aucapiña Moreta
I.D. 185044202-9

AUTHOR

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I.D. 185044202-9

AUTHOR

DEDICATION

To God, he has been my greatest motivator, and inspirator to come true my dreams. Thanks for always guiding, supporting and advising me in every single moment.

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TOPIC: “PICTURE-CUED TASKS AND SPEAKING SKILL”

AUTHOR: Mayra Alexandra Aucapiña Moreta

TUTOR: Verónica Elizabeth Chicaiza Redín Ph.D

ABSTRACT

Speaking is one of the most difficult skills to be developed by language learners. Most of the students have problems to speak fluently, accurately, and using good pronunciation. Teachers should provide practical and useful activities such as Picture-cued tasks to develop and enhance students speaking skill. The purpose of the current research is to analyze the influence of picture-cued task in speaking skill. The design of this study was quasi-experimental research with a single group of 25 participants who were students from the fourth semester “A” of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Tecnica de Ambato. The experimental part of the research lasted for 4 weeks in six online sessions and the pedagogical interventions involved the use of picture-cued tasks as main activities in speaking practice. To gather the results the researcher applied a pre- and post- test taken from the Preliminary English test by Cambridge which assesses the speaking skill (PET) at B1 level. The purpose was to determine the level of students’ speaking skill before and after using pictures-cued tasks. Analysis of the data was then performed using the T-student statistical test. The findings confirmed that there is a significant influence of picture-cued tasks in speaking skill. Besides, the results showed that these tasks contribute to the improvement of the speaking sub-skills especially grammar and vocabulary.

Key words: Picture-cued tasks, speaking skill, grammar, vocabulary

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AUTOR: Mayra Alexandra Aucapiña Moreta

TUTOR: Verónica Elizabeth Chicaiza Redín Ph.D

RESUMEN

El habla es una de las habilidades más difíciles de desarrollar por los estudiantes de idiomas. La mayoría de los estudiantes tienen problemas para hablar con fluidez, precisión y con una buena pronunciación. Los maestros deben proporcionar actividades prácticas y útiles, como tareas con imágenes para desarrollar y mejorar la habilidad del habla de los estudiantes. El propósito de la presente investigación es analizar la influencia de las tareas basadas en imágenes en la habilidad del habla. El diseño de este estudio fue una investigación cuasiexperimental con un solo grupo de 25 participantes quienes fueron estudiantes del cuarto semestre “A” de la carrera “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. La parte experimental de la investigación duró 4 semanas en seis sesiones en línea y las intervenciones pedagógicas involucraron el uso de tareas basadas en imágenes como actividades principales en la práctica del habla. Para recopilar los resultados, el investigador aplicó una prueba previa y posterior tomada de Inglés Preliminar de Cambridge que evalúa la habilidad de hablar (PET) en el nivel B1. El propósito fue determinar el nivel de habilidad oral de los estudiantes antes y después de usar tareas basadas en imágenes. Se realizó el análisis de los datos mediante la prueba estadística T-student. Los hallazgos confirmaron que existe una influencia significativa de las tareas basadas en imágenes en la habilidad del habla. Además, los resultados mostraron que estas tareas contribuyen a la mejora de las sub habilidades del habla, especialmente la gramática y el vocabulario.

Palabras clave: tareas basadas en imágenes, habilidad para hablar, gramática, vocabulario

CHAPTER I THEORETICAL FRAMEWORK

1.1 Investigative Background

To support the present research work, several previous researchers have been taken into account, which served as the basis for an analysis of the use of picture-cued tasks in speaking skill. It is essential to mention that the selected articles contain similar themes to this study, and they have been carried out by professional researchers, whose digital articles are available in the different online journal pages and institutional digital repositories.

Rasman (2018) aimed to investigate whether picture-cued task elicitation of comparison improves the students' speaking ability. This investigation used a Classroom Action Research (CAR) design with two cycles and involved two teachers as observers and 33 participants. The steps to carry out each cycle were divided into four: planning, implementing, observing, and reflecting on the actions. This study collected qualitative and quantitative data. The instrument to collect the qualitative data was an observation sheet, meanwhile, the quantitative data was obtained through a speaking test using picture-cued task elicitation of comparison and a questionnaire. The questionnaire measured students' improvement and perspectives toward picture-cued elicitation of comparison. The findings showed that picture-cued elicitation of comparison was effective, and the researcher concluded that the implementation of picture-cued elicitation during the English classes improved the students' performance since students responded positively to the application of those tasks with an 84% rate of acceptance. Therefore, the mentioned investigation contributes positively to this study since it was confirmed that comparing pictures is an effective technique to be applied for the improvement of speaking skills.

Another significant research article that contributes to this research is the one made by Simamora et al. (2018) which aimed at focusing on the improvement of students' speaking

skill by the use of pictures-cued media. The researchers applied the action research method which was divided into two cycles and four steps such as planning, action observation, and reflecting. Also, 32 students of eighth-grade students of SMP Santo Yoseph Medan School were selected to participate. The approach of this research was qualitative and quantitative, therefore, to collect the qualitative data an observation sheet was used, and for the quantitative data, a speaking pre-test and post-test were taken by the participants. The results showed that picture-cued task media improved students' speaking skills since there was a significant improvement after applying the picture-cued media in the students speaking sub-skills such as fluency, pronunciation, vocabulary, and grammar. Another positive aspect is that students demonstrated more confidence and a better ability to make longer descriptions. Considering these results, it is reasonable to say that this study supports positively the present research because it shows that picture-cued tasks are suitable and important activities for developing speaking sub-skills and confidence.

In addition, the researchers Juliyanto et al. (2018) conducted a study carried out in the Lampung University, whose main objective was to find out the effect of the application of pictures on students' speaking achievement. The researcher applied a quantitative approach based on the experimental research design. Thirty students from the 5B level of SDN 4 Sumberejo Kemilingschool participated in the experimental part. The data were collected through a speaking pre-test and post-test. The students' performance was evaluated with a rating sheet whose criteria were based on fluency, vocabulary, pronunciation, and oral comprehension. The pre-test and post-test were based on a dialogue and after giving the test the rating sheet was used to assess students' oral performance. As a result, the statistics based on the data collected demonstrated that the mean of the post-test was higher than the one from the pre-test which was 44.2 and 65.1, so those means clearly showed that there was a real improvement when the learning and teaching process involves the use of pictures, it makes students build self-confidence and help them to solve problems. Accordingly, this investigation is ideal support for the present one because it clearly illustrated that the use of pictures improves students' speaking skills such as fluency, vocabulary, pronunciation, and oral comprehension. At the same time,

this study demonstrated that picture-cued tasks not only can be used as a way to practice and assess students speaking skills but also to teach English content.

Elhussien et al. (2020) developed an investigation aimed to measure the impact of the use of pictures-based activities on improving oral communication at basic school Pupils. The study had a descriptive-analytical method and involved 40 EFL teachers chosen randomly from the Khartoum state secondary school. The data was collected through a questionnaire that was filled out by the 40 EFL teachers who provided information about their perspectives towards the use of picture activities in English classes. Finally, The results showed that the description of pictures has a strong influence on encouraging oral communication since this technique is flexible and develops in students positive attitudes towards the oral practice. Hence, this study demonstrated that the use of picture-based activities for developing oral production is effective at basic levels. This research was a great contribution to the present study due to the fact that it revealed that picture-based activities enhance students' oral communication skills and raise their enthusiasm to speak.

Another research work conducted by Indrawati (2020) sought to describe the effectiveness of using describing pictures to develop the speaking skill of the eleventh grade of SMA school. The researcher applied a pre-experimental research design and a quantitative approach. The sample of this investigation consisted of one group of 31 students from the eleventh grade of basic education to which a speaking pre-test and a post-test were applied. The description of pictures was applied as a treatment and after that, the speaking post-test was given to students. Finally, according to the results from the pre and post-tests the researcher concluded that there was a higher increment in the post-test, students improved their mean from 34,19 to 69,67 which indicated that the use of describing pictures is effective to improve the students' speaking ability. Consequently, it can be said that by the use of describing pictures, students from eleventh grade were able to enhance their speaking skills considerably. It also allows doing more investigations with young students with these kinds of tasks. There are two main factors from Indrawati's study that are associated with the current study: the type of picture-cued task he chose (picture description) and the skill to measure student's improvement (speaking).

Murni (2018) in her study explored the effect of using describing picture strategy on the students' speaking skill improvement. The methodology used was a quantitative approach and a pre-experimental research design. The study involved 21 students of second grade as the experimental and control group which first took an oral pre-test, then they were asked to carry out some picture description tasks. After that, the experimental and control group took a speaking post-test and completed a questionnaire about their attitudes towards picture descriptions. The researcher concluded that by describing pictures students improved their speaking skills since there was a greater difference between the pre-test and post-test averages. Also, the questionnaire revealed a positive acceptance of picture descriptions by the students. Therefore, this research supports unquestionably the present study because it showed the effectiveness of using pictures in the improvement of speaking skill and revealed that students who were taught with pictures had positive attitudes toward describing pictures.

Andarab (2019) led an investigation that aimed to evaluate the effect of humor-integrated pictures and using Quizlet in vocabulary acquisition. This study had an experimental research design and consisted of 45 EFL learners who had an intermediate level. The population was divided into an experimental group and a control group. The experimental group which consisted of 23 students learned vocabulary words using a set of unknown vocabulary items that were humorous. On the other hand, the control group with 22 students learned vocabulary items with an identical set as the experimental group but it did not have humorous contexts. Besides, the instruments used to obtain the data were pre-test and post-test used to evaluate students' range of vocabulary. Finally, to analyze the data an independent samples t-test was applied. The results showed that using humorous-integrated pictures to teach vocabulary is more effective than using non-humorous pictures. Thus, this research work shows that linking vocabulary learning with humorous-integrated pictures in Quizlet helps students to retain, memorize and acquire more vocabulary. It also illustrates that using technological tools to link activities with images is a great strategy to be applied in classrooms. This study is very important in the present investigation since it was evidenced that using pictures with technological tools is

a great resource for learning vocabulary.

Silasi (2019) developed an investigation to detect the students' perception towards Inside Outside Circle game with pictures. This study was qualitative and used a descriptive method. Moreover, 30 students of junior high school participated. The data collected for this study were based on the use of 2 instruments a questionnaire and an interview whose main objective was to gather information about students' perceptions after had used an inside-outside circle game with pictures. The results revealed that 26 students showed positive attitudes toward the Inside-Outside circle game with pictures. Learners asserted that the games with pictures were funnier and more entertaining. Also, students agreed that the games made them feel more motivated and willing to speak. Consequently, this study has a strong relationship with the present one because it demonstrates that by adding pictures in games students feel keener on speaking as well as increase student's engagement and motivation.

The authors Navidinia et al. (2018) on their article named Using pictures in (EFL) classrooms: exploring its potential contribution for developing students' writing skill. The investigators explored the potential contribution of using pictures on the development of writing skill. The study applied an experimental design that included 34 Iranian EFL learners who were chosen randomly. The experimental and control group took a writing pre-test before applying the treatment with pictures to the experimental group. The investigation was carried out in 16 sessions then a post-test was completed by the two groups. To compare the pre-test and post-test results ANCOVA test was used. The study results were positive since the experimental group showed better skills related to writing more words, fewer grammatical mistakes, and more coherence compared to the control group. Thus, the investigation mentioned substantiates that using pictures in EFL environments are beneficial not only for speaking skill but also for writing.

Elida et al. (2018) led a research whose main purpose was to find out If the use of picture comparison has an effect on the students' learning achievement. This was a pre-experiment research that consisted of 31 students selected by purposive sampling. The

participants took the role of one experimental and control group and before applying the experimental procedure all the participants took a pre-test to measure their English language achievement. After having implemented the picture comparison as classroom activities during the lessons, a post-test was applied to see if there was any difference between the scores of the pre and post-test. The results of the pre and post-test application showed that there was a great difference between the scores of the pre and post-test. The researchers concluded that using pictures during the English lessons helps students to improve their performance, increases their participation, and raises their learning achievement. Thus, the research mentioned above supports the present research because it illustrated that using degrees of comparison using pictures assists students to improve their English learning.

Muflihah and Authar (2019) developed a study denominated Implications of English vocabulary instruction through pictures for elementary students. This investigation had the objective of empowering students' understanding of vocabulary by using pictures as main resources. The study was qualitative and had a descriptive research design. In this investigation, 35 participants were involved, and they belonged to the elementary school in Surabaya. The technique used to obtain the data was participatory observation and field notes and the observations lasted two weeks. Findings showed that using pictures to teach vocabulary helped students to master both kinds of vocabulary passive and active, even students were able to use that vocabulary to construct sentences as well as pictures made the learning environment joyful. This study is valuable for the present one because it suggested that the use of pictures in vocabulary instruction empowers students' vocabulary learning, creates positive and enjoyable environments, and helps learners to master active and passive vocabulary which is important for speaking.

Cahyani et al. (2018) carried out an investigation whose main objective was to examine the relationship between descriptive paragraph writing ability and picture description. The methodology used was quantitative with an ex post facto research design. The participants that took part in this research were 40 students who were chosen through the random sampling technique. To collect the data a picture description test was applied as the

research instrument. In addition, to analyze the data obtained norm-referenced measures of five standards values were used. Findings indicated that 67.50% of the samples had a successful performance in writing descriptive paragraphs, meanwhile, 32.5% sample was unsuccessful. Therefore, this research reveals that using picture descriptions raises students' writing skills such as accuracy, grammar, and vocabulary which are also beneficial for speaking production. This study was a significant contribution to the present investigation since it was demonstrated that picture description supplies students with a visual aid to develop their writing skills which can be also beneficial for speaking.

The next research is named by Djahimo (2018) aimed to report the effectiveness of games and pictures in teaching vocabulary inside EFL classrooms. The sample of the study consisted of 75 first-grade students of three different rural schools located in East Nusa Province. The approach used was quantitative and experimental research design. To measure student's achievement pre-and post-tests were utilized. Also, to gather and reinforce the data of students' scores, observations and interviews were applied. The results obtained proved that games and pictures are very practical and powerful for teaching vocabulary to EFL learners also the results of the interviews, observations and tests showed that there was a positive and strong correlation between the variables. Overall, teaching EFL lessons with games and pictures is a great technique since it facilitates the teaching and learning process, changes and relaxes the learning environment, motivates and activates students, and links funny activities with meaningful learning. Hence, it can be inferred that this investigation truly supplies to the present study because it gives clearly evidence that games and pictures are great and practical resources in the teaching and learning vocabulary of EFL classrooms.

Similarly, the study led by Andhini et al. (2019) pointed out as the main objective to find out if using picture-cued Storytelling Technique in students of third year can have a positive effect on their speaking skill. This study was carried out with 33 students of third year and had a pre-experimental research design. Moreover, an oral pre-test, treatment with picture-cued storytelling, and a post-test were administered to the one experimental and control group. During the treatment interventions, students were asked to tell and

retell stories based on a series of pictures. After that, the oral post-test was taken by the 33 students and the results showed that the post-test score was higher than the pre-test (51.4>47.39). The article concluded that there was a significant increase in the third-students speaking skills. Besides, they concluded that the picture-cued storytelling technique can be also applied to children because it helps children to express their feelings, reactions, and opinions effortlessly. This research suggests that teachers should use this technique as an alternative to improve students speaking skills. However, teachers should control and monitor students while they are working in groups. The research work mentioned above clearly states that there is a powerful relationship between picture-cued storytelling and students' oral production which contributes to the present research since one of the types of picture-cued tasks that were used in this study was storytelling.

Nasri et al. (2019) led an investigation whose main purpose was to investigate the impact of pictorial cues on the development of speaking accuracy and fluency sub-skills. To conduct this study the researchers applied a quasi-experimental research design in which 54 Iranian pre-intermediate EFL students participated. The participants were divided into an experiment and a control group. The two groups took a speaking pre-test to evaluate their oral skills. After that, the experimental group received lessons through the use of pictorial inputs meanwhile the control group was taught through traditional speaking tasks. The intervention with pictorial cues took 15 lessons and the results revealed that the experimental group obtained a better performance on their accuracy and fluency post-test. Consequently, the authors concluded that pictorial cues have a positive impact on speaking accuracy and fluency skills but it is important to create lessons according to students' needs and experiences. Taking into consideration the conclusions, it is understood that accuracy and fluency are two of the speaking sub-skills that can be developed through pictures. Therefore, this study supports the present one because it can be inferred that the use of pictorial cues activities can be also applied to young learners in elementary levels to develop fluency and accuracy.

To sum up, the studies described above clearly showed that there is a strong relationship between picture-cued tasks and speaking skill. All the investigations confirmed that these

tasks undoubtedly can assist students in the development of grammar, fluency, pronunciation, accuracy, and vocabulary. Likewise, it was shown that picture-cued tasks are suitable for all levels and classrooms size. However, teachers who want to apply these tasks should monitor students and plan lessons according to student's level, needs, and experiences. Furthermore, the investigations detailed above give a clearer vision of how effective pictures-cued tasks are and how they can be applied inside EFL classrooms. In addition, some additional benefits mentioned in the previous studies were that these tasks make the teaching and learning process funny, entertaining, interactive, engaging, and attractive for students.

1.2 Independent Variable Theoretical Support (Picture-cued Tasks)

Language Assessment

The term language assessment is generally understood to mean the practice of evaluating the level of proficiency of how a language learner uses a particular language effectively. In other words, it evaluates the learner's knowledge of a particular language and determines the language skills, goals, and objectives an individual has to develop at the end of a course. Furthermore, language teachers use tests to evaluate, identify and diagnose students' strengths and weaknesses and to collect precious information about student's achievements. Language assessment is also used as a way of gathering information to evaluate the effectiveness of the strategies, approaches, techniques that are being used to teach the language (Bachman, 1990).

Assessment is a process of gathering information in order to identify students 'problems during the teaching process and to evaluate students' achievements. In addition, to lead a language assessment it is essential to know the assessment procedures, designs, how to admit, interpret, utilize and report data. It also includes components and the ability to provide students the appropriate feedback as an effective

way of reaching and setting learning objectives (Inbar-Lourie, 2012).

According to Brown (2010), there are different types of assessment that have a specific purpose to be applied.

1. **Informal and formal assessment:** Informal assessment is carried out in the classroom by monitoring and observing students while they are working. It includes feedback, comments, call attention, and so on. It uses positive comments like “good job”, “well done” to encourage students to work harder. For instance, helping students correct a draft of an essay. While informal assessment is simple, formal assessment requires planning to get information concerning how students are progressing. Examples include progress, placement, proficiency tests, graded homework, etc.
2. **Formative and Summative Assessment:** Formative assessment is an ongoing process which main objective is “using information from assessment to feed into our teaching and give learners feedback” (Spratt, Pulverness, & Williams, 2011, p. 104). In contrast, summative assessment focuses on final outcomes to identify if students have learned and develop the skills and content proposed in the course. Its main point is to look back and see if students have accomplished the learning goals. Examples: unit quizzes, midterms exams, achievements tests.
3. **Traditional and Alternative Assessment:** Traditional assessment is the common way to assess students. It comprises exams and quizzes. Nevertheless, alternative assessment provides students individualization and more interaction in the process. Some differences between these types of assessment are that traditional is summative, oriented to get products, and has timed, multiple-choice format meanwhile alternative assessment is formative, and oriented to identify gaps in the learning process. Examples include portfolios, collaborative testing and journals.

Assessing Speaking

Brown (2010) mentions that speaking is a productive skill and because of that it is difficult to create and design isolated tasks that do not demand interaction by the participants. Assessing speaking does not only require students' oral production but also the listening ability of the language evaluator to capture the test taker's oral performance and provide a grade without compromising the reliability and validity of the speaking evaluation. Equally important, to assess this skill it is necessary to observe it "live" or save it using other means for evaluating later.

Furthermore, to evaluate learners' speaking performance it is important to examine all assessment methods, techniques, raters, tests, and scales. "Language teachers need to design or select tools that assign numbers to the characteristics of the test taker's speech systematically and accurately" (Ginther, 2013, p. 27). On the other hand, Luoma (2004) says that speaking scores indicate how well the learners can speak the language assessed. The scores of a speaking test can be shown in a quantitative way but also in a qualitative way such as excellent or fair. Thus, all the short or long descriptions that each speaking assessing tool contains, have been defined as an indicator and all the scores from the lowest to the highest constituted a rating scale. So, the indicators and rating scales assist evaluators to define a score for speaking tests.

Speaking Assessment Tasks

Luoma (2004) defines tasks as all the activities that are carried out by learners in a learning environment. She mentions that speaking tasks start by establishing the purpose of the assessment and the skills to be assessed. Then, she puts forwards some types of tasks that are used in classrooms.

First, individual tasks are the most common tasks applied in tests, they have an

interview format and are given by teachers. All the process consists of asking questions and interacting with the examiner. Additionally, this type of task includes pictures descriptions, discussions, and open-ended questions. Second, pair tasks concern pair interaction while the examiner listens, grades, and gives comments. To implement pair tasks teachers can use pictures or photographs as the basis of interaction and creation of stories. Finally, group interaction tasks are another manner to elicit and test oral skills. They are well accepted by learners since students work in groups giving them a practical and efficient oral performance. These tasks can be carried out by applying discussion, debates, simulations, or role-plays.

In the same field, Brown (2010) argues that all the tasks that a speaking test contains, need to be designed according to the types of speaking performance and specific criteria. Consequently, he proposed four types of speaking performance.

1. **Imitative:** It is the ability to imitate a word, phrase, or sentence and its main objective is to assess students' pronunciation and the capacity to retain short pieces of language. Examples, word-repetition tasks, reading aloud tasks, oral questionnaires, and so on.
2. **Intensive:** It requires the production of short stretches of oral language. Its criteria are focused on evaluating competencies in strait band of grammatical, phonology, lexical and phrasal relationships. Examples include direct response tasks, sentence dialogue completion, translation, responsive and limited picture-cued tasks.
3. **Responsive:** It regards interaction and test comprehension. It involves shorts conversations that contain simple language patterns such as greetings and small talks, comments, and requests. For example, questions and answer tasks, giving instructions or directions, and paraphrasing.

4. **Interactive:** It implies more use of language patterns and complex interactions. Learners have to work with their partners and exchange specific information. For example, interviews, discussions and conversations, games, etc.
5. **Extensive Speaking:** Learners are required to produce complex language. It also involves preparation and planning. Examples are oral presentations, Picture cued-story telling, retelling a story, translation, etc.

Pictured-cued Tasks

Pictures-cued tasks are a set of activities that are designed to stimulate oral students' responses by giving students the opportunity to use pictures and their imagination to answer different proposed questions. According to Brown (2010), picture-cued tasks are considered a useful and powerful technique to elicit student's oral language responses extensively and intensively. Pictures might be very simple, designed to elicit a word or a phrase, and some more elaborated or composed of a series of pictures that tells a story or incident. Brown also points out that activities based on pictures such as describing pictures are ideal activities to start lessons because they get students' attention and participation. In addition, by applying these tasks learners keen on learning new content such as vocabulary and grammar. Pictorial cues activities are one of the most useful methodologies that help language teachers to engage and provide students basic information before presenting tasks (Nasri et al., 2019).

Pictured-cued tasks imply asking students to describe, give points of view, and give general and specific information about the picture. These tasks do not require previous explanations on the part of students and can be applied in various language functions, for instance, describing, giving information, and opinions. It is important to mention that to apply these tasks language teachers have to match the picture to student's level, age, needs as well as grammar, and topic (Karmila, Jufrizal, & Rozimela, 2019).

On the other hand, Wright (1989) concludes that the use of pictures inside English

language classrooms assist teacher and students due to the fact that pictures foster students' motivation to speak and write. Pictures provide students context and information to use, they guide students to use their imagination and to know what vocabulary, grammar, tenses, and ideas use. Besides, Wright lists 12 types of pictures which are: pictures with single objects, one person, pictures of celebrities, pictures with more than two people, pictures of people doing activities, pictures of place, pictures from history, pictures with information, pictures of the news, pictures of fantasies, pictures of maps and symbols.

Additionally, Wright (1989) states five roles of pictures in language learning:

- To motivate learners and catch their attention.
- To contribute to the English language context because they bring the world to the classrooms.
- To help students to describe them objectively.
- To indicate responses in controlled speaking assessment.
- To elicit, prompt, and give learners useful information to be used in a conversation, discussion, and storytelling.

Similarly, Harmer (2001) maintains that pictures are an extraordinarily practical and applicable resource in communication actives, presenting and checking meaning, making work more appealing, giving extra visual dimensions for students, stimulating questions and proving creative language use. Therefore, pictures meet a wide range of uses which asserts the idea that using pictures-cued tasks during the teaching and learning process can help out learners to practice and acquired the target language.

Pictures are advantageous non-verbal resources to elicit oral production, therefore, Nasri et al. (2019) provide additional reasons to use them:

This technique is motivating and draws learners' attention. It is also a fact that they provide a sense of context to a language and give specific reference points

or stimuli. They are more effective than audio-visuals aids. One reason for this may be the attractiveness of pictures for young learners while others found pictures making a more permanent effect on learners. These tasks are the ones that bring reality to the classroom as well as they are a fun element during the teaching process. (p. 106)

As it is clearly stated by the authors that picture-cues tasks as a technique are a great motivator that provides students positive attitudes toward speaking, they give context and ideas to the students. Then, picture-cued tasks are the materials that can be used effectively to reinforce language skills since pictures attract student's attention and help to relate meanings.

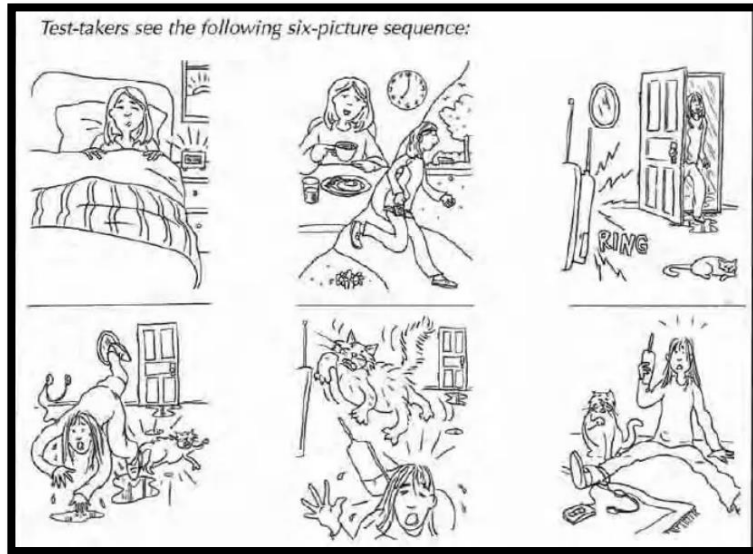
Types of Picture-cued Tasks

Picture-cued Storytelling

This is one of the most common tasks for eliciting oral production intensively and extensively, it consists of a set of three or six pictures that show consecutive events. The student's role is to create long or short stories using the set of pictures and their imagination. Moreover, the learner needs to talk for a minute or more and the discourse has to be clear. The assessment for this task is focused on the amount of oral vocabulary and the grammar used to describe the story.

Figure 1

Picture-Cued Storytelling



Source: (Brown, 2010)

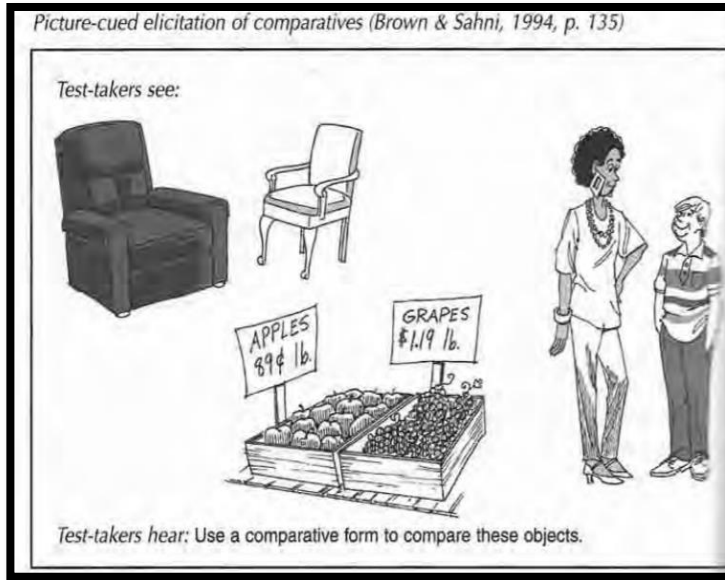
Elaborated by: Aucapiña, M. (2021)

Picture-Cued Task Elicitation of Comparison

In this task, the test taker is required to make a comparison using the picture and the correct grammatical form. During the student's performance, the teacher is focused on how the student is able to compare the features given in the picture and how he uses comparatives forms.

Figure 2

Picture-Cued Task Elicitation of Comparatives



Source: (Brown, 2010)

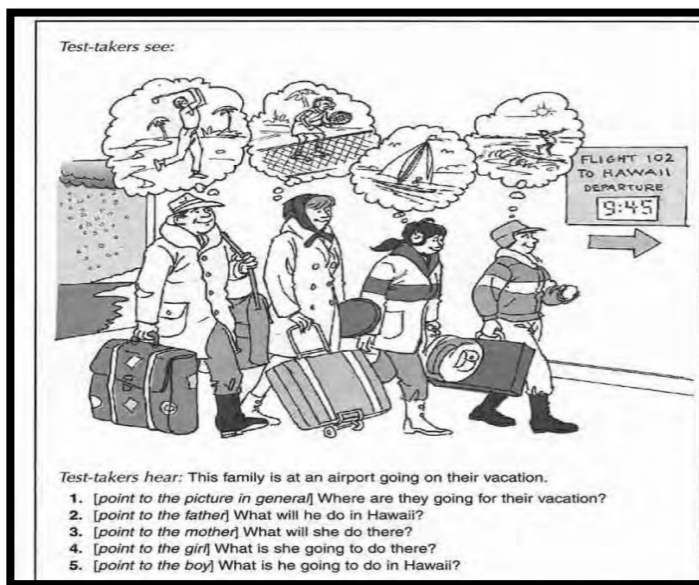
Elaborated by: Aucapiña, M. (2021)

Picture-Cued Elicitation of Future Tense

The picture-elicitation of future tense requires a description using future tenses like “be going to or will”. The learner needs to look at the picture and give an appropriate description of what each person plans to do. Besides, the teacher’s role is to make questions trying to get as much information as he or she can.

Figure 3

Picture-Cued Elicitation of Future Tense



Source: (Brown, 2010)

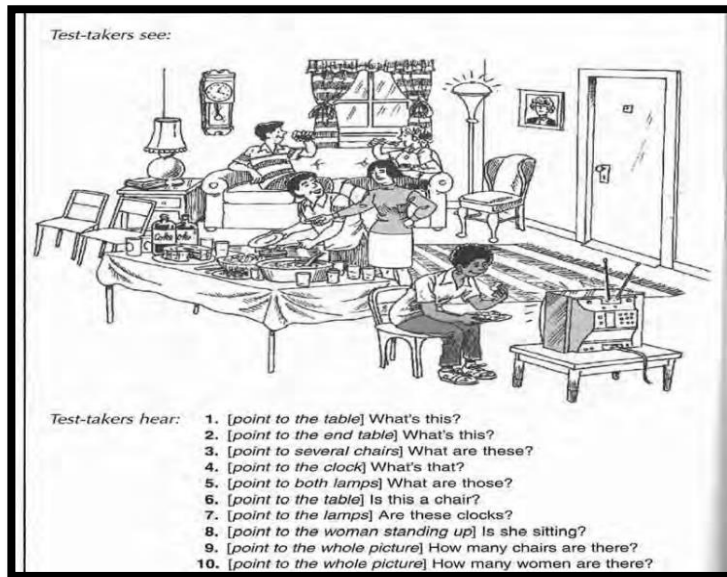
Elaborated by: Aucapiña, M. (2021)

Picture-Cued Elicitation of Nouns, Negative Responses, Numbers and Location

This task asks for specific information, students are required to describe what is happening in the picture as well as to give information about the people and objects such as a number of things, location, and negative responses. Also, the teacher's role is to point out the object or person in order to get the information.

Figure 4

Picture-Cued Elicitation of Nouns, Negative Responses



Source: (Brown, 2010)

Elaborated by: Aucapiña, M. (2021)


Picture-cued Elicitation of Responses and Descriptions

This task is used to get information concerning the different features of the picture. Here, the learner has to use the information given by the picture and his imagination to elaborate their own opinions and preferences. Besides, the teacher's role is to stimulate responses by asking specific and open-ended questions.

Figure 5

Picture-Cued Elicitation of Responses and Descriptions

Test-takers see:



Test-takers hear:

1. [point to the painting on the right] When was this one painted?
[point to both] Which painting is older?
2. [point to the painting on the left] How much does this cost?
Which painting is more expensive?
3. Which painting would you buy? Why?
4. Persuade me to buy it.
5. Describe the kinds of paintings you like [in general].

Source: (Brown, 2010)

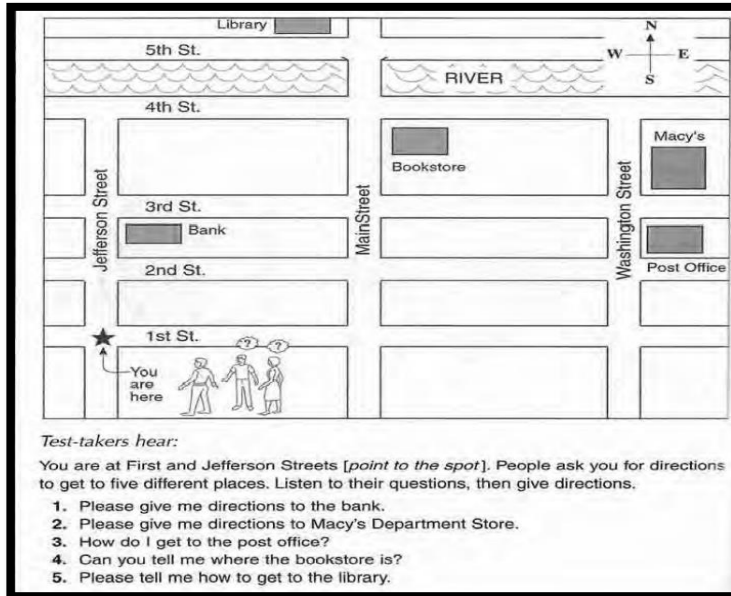
Elaborated by: Aucapiña, M. (2021)

Map-Cued Elicitation of Giving Directions

These maps are another visual stimulus that is used to evaluate language forms. This task requires giving directions and locations. The student's role is to look at the map and provide responses about how to get specific places, students can work alone with proposed questions or in pairs asking and responding. Also, with activity learners need to make use of prepositions of place and directions, and vocabulary about places.

Figure 6

Map-Cued Elicitation of Giving Directions



Source: (Brown, 2010)

Elaborated by: Aucapiña, M. (2021)

1.3 Dependent Variable Theoretical Support (Speaking skill)

English Language

English is a West Germanic language that comes from the Indo-European language family. This language is closely related to German, Frisian, and Dutch. Besides, it is originated from England and currently is the dominant language of many countries such as the United States, the United Kingdom, Canada, New Zealand, and so on. In most countries, English has been established as a foreign and official language that is taught in the educational systems (Potter, 1990). Currently, the English language is widely used around the world as an international, diplomatic, and communicative language. It has been recognized as an official language in the majority of the countries of the third world. Moreover, English is the most spoken language in the globe, “one out of five people can

speak or at least understand English. It is also called the major window on the world, which means that English gives us the view of the various progress taking place in the world” (Nishanth, 2018, p. 871).

Mostly, there are many factors that make this language a powerful one. First, regarding business, English is broadly used by international companies and multinational organizations to communicate and maintain relations across national borders. Therefore, any important, international, and big company will require employees who possess a good level of English. Second, in education English has become a medium of instruction. In many countries’ children, teens, adults are encouraged to learn this language, many countries have English as a subject in their curriculum. Besides, all the high and prestigious universities see English as one of the most essential requirements, thus any person who wants to study abroad is required to get international certification, for instance, TOEFL or IELTS (Nishanth, 2018). Third, English provides access to any kind of information. Currently, almost all the information is available in English and it is the medium through which a large portion of the world's knowledge is communicated. That is the reason why several important scientific and educational journals, movies, books, magazines, and music are published and produced in this language (Crystal, 2003).

Oral Communication

Oral communication is an interactive process whose main objective is to convey and expressed information between two or more speakers. It involves a sender and a receiver who interact and influence each other to stimulate responses. This process also requires some elements such as language, body language, style, audience, setting, and canal (Levis, 2018). Additionally, Rahman (2010) points out that oral communication can take several forms, ranging from a casual discussion that happens at the moment, to participate in meetings, which occurs in a controlled atmosphere with a specific objective.

Byrne (1986) states that oral communication occurs as a result of the combination of a productive skill (speaking) and a receptive skill (listening). He establishes that speaking and listening are the two principal skills of oral communication. Therefore, effective oral communication comes from the ability to speak in order to transmit the message and also the listening skill in order to receive and understand what a person has said. Besides, Spratt et al. (2011) conclude that “fluency, accuracy, and appropriacy also play a major part in successful oral communication” (p. 49). Fluency guarantees that the listener will maintain listening to us without getting disinterested or annoyed by too many pauses. On the other side, the accuracy of grammar helps the speaker to convey the message clearly and keep the listener involved. Finally, appropriacy helps to use the proper language according to the situation we are in and the person we are talking to.

Productive Skills

According to Gafurova (2020), productive skills involve speaking and writing because these skills show observable evidence of language acquisition. Followed by their point of view Spratt, Pulverness, & Williams state that speaking and writing are productive skills since “they involve producing language rather than receiving it” (p. 48). Speaking and writing are essential to convey messages ideas, opinions, and thoughts and the outcomes of these skills tell teachers how learners are progressing in the target language system. Speaking is seen as one of the most difficult skills to be developed because it concerns communication of information by using speech and all the vocabulary and grammar students have learned. On the other hand, writing involves getting across information by using signs or symbols on a page. It requires learning sentence structures, spelling, appropriacy, coherence, cohesion, punctuation, vocabulary, and grammar (Spratt et al., 2011).

In this regard, Golkova and Hubackova (2014) establishes that speaking and writing are

productive skills since they entail the transmission of information that an individual produces in spoken or writing form. Productive skills can not be developed without receptive skills, they are likened to each other because through reading and listening students learn vocabulary, grammar forms and structures, and how the words are pronounced. In addition to that, teaching productive skills is quite complicated, so language teachers need to make use of practical, useful, and functional activities as well as focus on student's levels, needs, and objectives.

Speaking Skill

Some authors have defined speaking skill as the most important skills in language learning. This skill allows human beings to communicate, share and convey messages, feelings, thoughts, information, and points of view. According to Harmer (2001) speaking skill is considered a productive skill that is essential to communicate messages between speakers. Also, Spratt et al. (2011) underline that “we can say that speaking involves using speech to communicate meanings to other people” (p. 48).

Additionally, speaking involves at least three stages, conceptualization (determine what to say, choose ideas from our brain), formulation (the speaker thinks particular words to express his ideas), articulation (use organs of speech to produce sounds) self-monitoring (re-think or a quick self-correction before response), automaticity (pay attention to what the other speaker is saying) (Thornbury, 2005). Speaking is an interactive process of conveying and constructing meanings that imply producing and receiving information. Also, it can be divided into four main sub-skills such as grammar, vocabulary, fluency, and pronunciation.

Grammar

There are several definitions of grammar but the most general is that “grammar refers to how we combine, organize and change parts of words, words and groups of words to make meaning” (Spratt, Pulverness, and Williams, 2011, p. 8) which is used unconsciously at the moment of speaking, listening, reading and writing. Additionally, grammar is defined as the description of the rules that tell us how sentences are formed and structured in a particular language. In other words, grammar is seen as the study of syntax and morphology in a sentence (Thornbury, 1999).

Vocabulary

Vocabulary refers to the words of a language that can be understood by a particular individual or a group of people. It involves single forms, phrases, or chunks of many words that transmit a particular meaning. Moreover, the vocabulary of a language can be divided into two main types: active which includes the vocabulary a speaker uses every day in speaking and writing, and passive that represents the vocabulary that we are able to recognize and know its meaning but it is not commonly used in conversations or writings (Nordquist, 2019). Richards and Renandya (2002) mention that “vocabulary is a core component of language proficiency and provides much of the basis for how well, learners speak, listen, read and write” (p. 255). Consequently, it is crucial to help students master different kinds of vocabulary.

Fluency

Fluency sub-skill touches on the ability to speak easily, naturally, reasonably quickly, and without long pauses. When someone is fluent means that he or she has an appropriate use of the language his language is coherent and understandable. In other words, it is the ability to be understood. Furthermore, being fluent is to manage all the components of a language without paying attention to the grammar structures, “fluency helps ensure that our listener will keep on listening to us without getting bored or irritated by too many

hesitations or too slow a pace of speaking” (Spratt, Pulverness, and Williams, 2011, p. 48).

Pronunciation

Pronunciation is one of the most difficult subskills that a language learner needs to develop. It involves the act or manner of speaking a word. Pronunciation also includes word stress, intonation, linking, rhythm and accent. Besides when a word is mispronounced there is a risk that the hearer doesn't understand what is said, so the communication is affected. Additionally, teachers in an EFL classroom put especially attention to pronunciation since it becomes part of the oral production (Pardede, 2018).

1.4 Objectives

General Objective

- To analyze the influence of picture-cued task in speaking skill of students of fourth semester in Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

Specific Objectives

- To use picture-cued tasks in students of the fourth semester.
- To determine the level of students' speaking skill before and after using pictures-cued tasks.
- To identify how picture-cued tasks influence speaking skill.

To fulfill the objectives of this research several activities were carried out. First, to accomplish the general objective it was essential to set up three specific objectives that served as steps to analyze the influence of using picture-cued tasks in speaking skill.

To attain the first specific objective, it was necessary to have four zoom sessions and create and design four online picture-cued task worksheets which contained two tasks each, they were created according to the student's level of English and interest. The picture cued-tasks were applied synchronously using zoom platform.

Second, to determine the level of students' speaking skill before and after using picture-cued tasks, pre-test and post-test were used in students of the fourth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major. The researcher used an adaptation of the Preliminary English Test (PET) exam, it means that from the speaking paper, only the part 1,2 and 3 were considered. Additionally, to evaluate the level of students' speaking skill a rubric especially created for the speaking part of PET exam was used. It consisted of four indicators such as grammar and vocabulary, discourse management, pronunciation, and interactive communication. Moreover, the rubric had an assessment scale from 5 to 0, being number 5 the highest score and 0 the lowest.

Finally, to reach the last objective, it was necessary to compare and analyze the results of the pre-and post- test. The data obtained were tabulated and presented through tables and graphics with percentages. The analysis and interpretation of each graphic showed suited conclusions related to the problem that was established. Therefore, the researcher could identify how picture-cued tasks influenced speaking skills.

CHAPTER II METHODOLOGY

2.1 Resources

This research used some human resources such as the authorities of the major, research tutor, the review tutors, the researcher, and students of the fourth semester "A" of Pedagogía de Los Idiomas Nacionales y Extranjeros Major at Universidad Técnica de Ambato. Also, this study research needed some materials such as a PET Standardized test taken from Cambridge handbook Paper 4 Speaking Part 1, 2, and 3, computers, cell phones, internet connection, PowerPoint presentations, Google drive platforms, educational websites, and zoom application. Finally, the present investigation was carried out thanks to some institutional resources such as Universidad Técnica de Ambato and especially the Humanities and Educational School.

2.2 Methodology

Approach

This research has a quantitative approach because the data was quantified and subjected to statistical procedures in order to accept or reject the knowledge claims. Moreover, this research is quantitative because to analyzes the influence of picture-cued tasks in the speaking skill it was necessary the application of pre-test and post-test. These instruments allowed the researcher to collect numerical data and analyze them statistically to obtain general research conclusions. Besides, this investigation is quantitative since a quantitative approach involves the statement of problems that give rise to a hypothesis, literature review, and statistical analysis of data. Similarly, this approach focuses on collecting numerical information to try to explain a particular phenomenon (Creswell, 2014).

2.3 Research Modality

Bibliographical Research

Bibliographical research requires gathering information from published materials such as articles, previous investigations, journals, blogs, reports thesis, magazines, books, e-books, publications from the internet among others in order to contribute and support the contemporaneous origin and evaluation of the two variables in this case picture-cued tasks (independent variable) and speaking skill (dependent variable) (Allen, 2017). Also, it gives the researcher the challenge to select appropriate resources that really hold up and strengthen the theoretical concepts and the development of the study.

Field Research

This study has field research because the investigation was developed where the problem occurred and the data was collected directly from the reality of the studied objects while students were in a natural environment (Burgess, 2002). This research was field due to the fact that the researcher was in the same place where the facts took place, so it allowed compiling important and reliable information about the problem. The field research was at Universidad Técnica de Ambato where the fourth semester students of Pedagogía de los Idiomas Nacionales y Extrajeros were. Thus, the field research helped to gather vital data about the influence of the application of the picture-cued tasks in the speaking skill.

2.4 Level or Type of Research

Exploratory Level

According to Kothari (2004), this type of research intends to give a general vision of a

specific fact. It is carrying out especially when the selected topic has not been studied deeply in a particular context. Additionally, the exploratory level tries to know more about the problem by analyzing and describing it in detail. It is useful because it allows raising the level of familiarity of unknown phenomena and the possibility to carry into effect another much more complete investigation. Consequently, the present research is determined as explanatory since it increases understanding and provides new and useful information about picture-cued tasks and speaking skill. Also, this research allows analyzing significant aspects of picture cued-task when is used in an EFL classroom for improving speaking skill.

Descriptive level

Hernández et al., (2014) state that the purpose of this level is to describe situations, events, specific properties, profiles of important people, groups, communities, or any other phenomenon. This research is descriptive because it explicates and interprets data and analyzes the cause-effects among the variables of the research topic. Moreover, the descriptive level details how the problem occurs and how it manifests in the institution in which the study is carried out. Therefore, the present study is descriptive in view of the fact that it describes the characteristics of the two variables as well as the conditions of the learning process while picture-cued tasks are being applied in students of the fourth semester.

2.5 Design

Quasi-experimental

It resembles experimental research, however, in this type of research design the independent variable is manipulated before the dependent variable is measured. It is a set of procedures and strategies oriented to evaluate the impact of the treatment in a context where the participant's assignation is not possible. Also, the group of participates is not randomly assigned, and changes are observed throughout the time (Campbell & Stanley ,

2011). Accordingly, this research project used a quasi-experimental research design because only one control and experimental group (4th semester A) were chosen. In other words, the sample wasn't selected randomly instead it was preestablished. Moreover, in order to measure the impact of the treatment intervention all the participants took a pre-test then the independent variable was manipulated and finally, a post-test was taken by all participants.

2.6 Procedure

The first step to carry out this study was to establish the group studied. In this case, the group selected was students from the fourth semester "A" from Pedagogia de los Idiomas Nacionales y Extranjeros major. The application took six synchronous sessions that lasted for 4 weeks. The six sessions were divided into 6 synchronic sessions in which the pre-test, the application of picture-cued tasks, and the post-test were carried out.

The researcher selected and designed different activities based on the picture-cued tasks and students' English level to analyze and determine students' performance and accomplishments by using those tasks during the sessions. The activities were based on the different type of picture-cued tasks such as picture-cued elicitation of description, picture-cued elicitation of comparison, picture-cued storytelling and map-cued elicitation of giving directions. In the course of the application, it was necessary to control and time the activities.

In the first session via zoom, the researcher introduced herself to the class and asked students to enter to wizer.me platform link to take the pre-test which lasted for 15 minutes. The student's pre-test was evaluated with the rubric provided by the PET international exam. On the same day, an explanation about what picture-cued tasks are and their types were done, students were given examples and a general view of the tasks that they were going to carry out.

In the second session, it was given the explanation about picture-cued task elicitation of

description, examples, and useful phrases to use at the moment of describing a picture. Students practice one picture description using vocaroo then they worked on an online worksheet which contained two tasks. In the third session, it was introduced to students how to compare two pictures by a video and giving them examples and useful phrases to use. Students worked on three activities one using vocaroo and an online worksheet that contained two picture-cued tasks of comparison.

In the fourth intervention students worked on picture-cued task storytelling, it was given an explanation, examples, and useful phrases to use at the moment of creating a story based on pictures, students create one story and recorded it using vocaroo then it was sent a link of the online worksheet with two tasks of picture-cued storytelling students had to complete it in 20 minutes.

In the fifth intervention, it was explained how to give directions using map-cued elicitation of giving directions and students worked on three activities using vocaroo and an online worksheet. Finally, in the last intervention, the participants took the post-test from PET to analyze if Picture-cued tasks influenced speaking skill.

2.7 Population

This research work was developed at Universidad Técnica de Ambato which is located in Ambato city, on Los Chasquis Avenue, and Rio Payamino at Huachi Grande parish. The subjects involved were 25 students who belonged to the fourth semester “A” from the Pedagogia de los Idiomas Nacionales y Extranjeros major with an B1 English level according to the Common European Framework of Reference for Languages (CEFR). Moreover, participants had an average age between 20 to 25 years old among female and male.

2.8 Instruments

- A pre-test and post-test were used to identify students' level of speaking skill. This instrument was taken from PET (Preliminary English Test) designed by Cambridge Assessment English. PET is an international exam targeted at level B1. As students were cursing a fourth semester of the English major, students have a B1 level according to the CEFR. Additionally, for this research the skill analyzed was speaking, therefore, only the speaking paper part 1, 2 and 3 were considered. All the students took the test in a Wizer.me worksheet (Wizer.me is an educational platform that allows teachers to create digital worksheets) and it lasted for 15 minutes approximately. The pre-test was taken at the beginning of the experiment to identify students' speaking level. After the treatment intervention, a post-test was taken by all students to determine if the students improved their speaking skill.
- The pictured-cued tasks were design based on four types of tasks mentioned in the theoretical framework. These tasks were carefully designed according to student's level, interest, and time, and subject they were taken.
- A shared word document and vocaroo online voice recorder also were used to collect students' responses during the practice stage of the lesson.
- All the tasks that belong to the production stage in the lesson were created in Wizer.me platform due to it is a useful platform that allows teachers to create digital worksheets as well as allows students to record their answers. In addition, it was used because it allows the researcher to collect all the responses easily and without wasting time.
- Zoom platform was used to have six synchronic online sessions. It is essential to mention that due to the Coronavirus pandemic the modality was 100% online.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and Discussion of the Results

3.2 Pre-test Results

This section presents the data gathered through the pre-test that was applied to twenty-five students from the fourth semester of PINE. The pre-test used was taken from PET (Preliminary English Test) designed by Cambridge Assessment English. The parts considered for this study were the first, second and third part. The rubric consisted of four indicators such as grammar and vocabulary, discourse management, pronunciation, and interactive communication. It also had an assessment scale from 5 to 0, being the number 5 the highest score and 0 the lowest.

Table 1

Pre-test Results

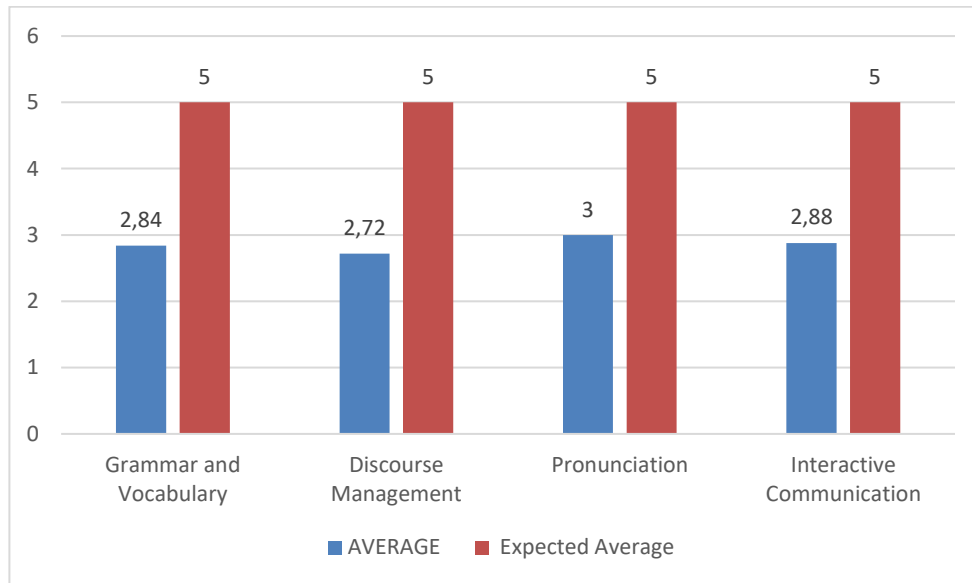
Criteria	Pre-test average	Expected Average
Grammar and Vocabulary	2,84	5
Discourse Management	2,72	5
Pronunciation	3	5
Interactive Communication	2,88	5
Total	11,44	20
General Average	2.86	5

Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.

Elaborated by: Aucapiña, M. (2021)

Figure 7

Pre-test Results



Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.
Elaborated by: Aucapiña, M. (2021)

Analysis and Interpretation of Results

The pre-test was applied to twenty-five students of the fourth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. The Pre-test evaluated the students' speaking skill using some criteria established in the PET speaking rubric mentioned before. Regarding the results presented in table 1, the average of the criteria used to assess the students' speaking performance shows that the speaking skill is low since the total is 11,44 over 20 and 2,86 over 5 which demonstrates that students are needed to work on their speaking skills.

From figure 7 It can be noted that students got a total average of 2,84 in grammar and vocabulary, 2,72 in discourse management, 3 in pronunciation, and 2,88 in interactive communication. Therefore, it is concluded that there are some deficiencies in students speaking skill, for instance, students need to work on discourse management since it is the

lowest score in the figure, the majority of students communicate their ideas with repeated words, long pauses, short phrases, and basic cohesive devices. Furthermore, regarding grammar and vocabulary students use a limited range of vocabulary to talk about familiar topics, nevertheless, it is simple and repetitive, so students need to enhance their vocabulary and grammar to be able to use complex grammatical forms and an extended range of vocabulary. Besides, interactive communication is another subskill that students need to develop, since during the application of the pre-test it was seen that students could initiate and respond properly, however, they were not able to keep the ideas going they need some support and prompt. Finally, the highest percentage of students shows that their pronunciation is mostly intelligible and demonstrates control of phonological features, but students require keeping working on intonation, stress, and articulation to sound more natural.

3.3 Post-test Results

This section presents the results obtained from the application of the post-test to students of the fourth semester of PINE which was applied after have used picture-cued tasks as main activities in speaking practice. The post-test was divided into 3 parts as the pre-test and it was scored using the PET rubric. Besides, each aspect of the rubric had an assessment scale from 5 to 0, being the number 5 the highest score and 0 the lowest, therefore, this table shows the global score got by all the twenty-five students.

Table 2

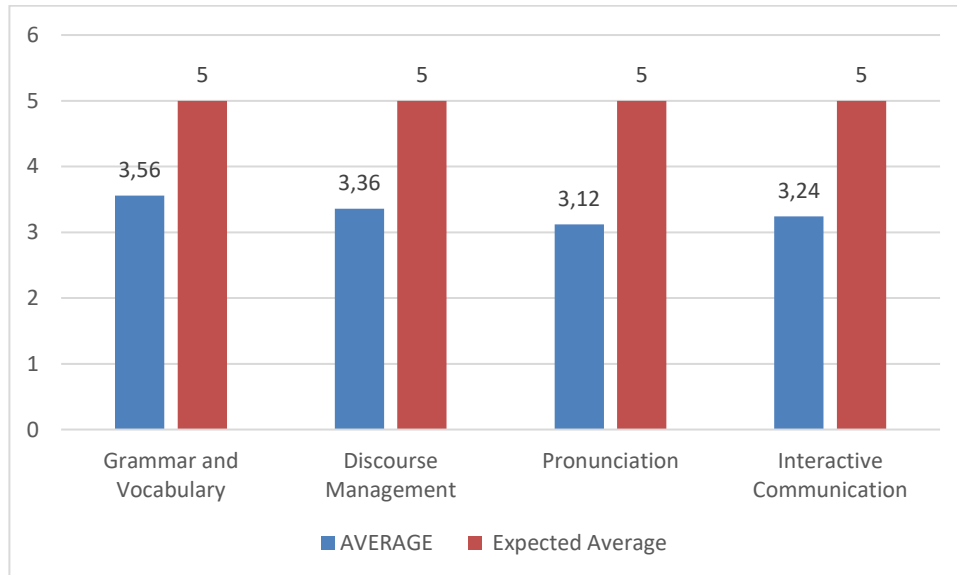
Post-test results

Criteria	Post-test average	Expected Average
Grammar and Vocabulary	3,56	5
Discourse Management	3,36	5
Pronunciation	3,12	5
Interactive Communication	3,24	5
Total	13.28	20
General Average	3,32	5

Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.
Elaborated by: Aucapiña, M. (2021)

Figure 8

Post-test Results



Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.
Done by: Aucapiña, M. (2021)

Analysis and Interpretation of Results

For the post-test application, the same procedure, test sample, and scoring as the pre-test was used. The results obtained demonstrated an improvement in students' speaking performance, so it cannot be denied that after the use of picture-cued tasks, students enhanced their speaking skills.

The results presented in table 1 show that students enhanced their speaking skills after the use of picture-cued tasks due to the fact that the total score over 20 is 13,28 and 3,32 over 5. Also, table 2 and figure 7 are revealing student's overall speaking performance of each skill, on grammar and vocabulary students got 3,56 over five points, 3,36 on discourse management, 3,12 on pronunciation meanwhile on interactive communication students reached 3,24.

The statistical results in table 2 and figure 7 illustrate that the proposed activities based on picture-cued tasks contributes to raise and develop students 'speaking skill. Furthermore, it is noticeable that by using picture-cued tasks grammar and vocabulary are the sub-skills that best were increased. In the post-test, it was seen that students developed a better use of grammar and an increase in their range of vocabulary. Students used appropriate vocabulary to express their answers as well as ideas with better control of grammar. Likewise, discourse management is another sub-skill that was raised, students demonstrated more control of hesitation, more cohesive devices to organize their ideas, so they were able to produce more extended answers. It was also observed that students used cohesive devices and discourse markers that helped them to link and convey the ideas. Further, interactive communication showed advance too. It was observed that students developed some interactive skills they were able to keep their ideas flowing and exchanging them without the need for too much support. However, pronunciation is one of the sub-skills that has the lowest average in the post-test, so it is important to be careful about this sub-skill when picture-cued tasks are applied.

3.4 Comparative Results

This section presents the comparative results obtained between the pre-test and post-test average. The main objective of this part is to show if picture-cued tasks influence students' speaking skill. The results in table 3 illustrate the global score of each criterion reached by all twenty-five students.

Tabla 3

Comparative Results

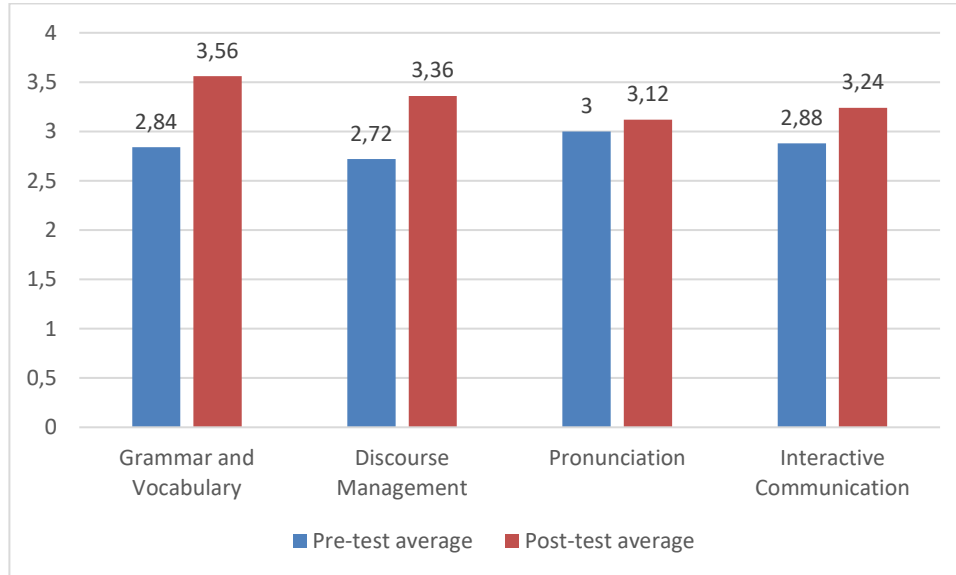
Criteria	Pre-test average	Post-test average
Grammar and Vocabulary	2,84	3,56
Discourse Management	2,72	3,36
Pronunciation	3	3,12
Interactive Communication	2,88	3,24
Total	11,44	13,28
General Average	2,84	3,32

Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.

Elaborated by: Aucapiña, M. (2021)

Figure 9

Comparative Results



Source: Students from the fourth semester of PINE at Universidad Técnica de Ambato.

Elaborated by: Aucapiña, M. (2021)

Analysis and Interpretation of the Results

Figure 8 presented above refers to the comparison between each criterion average obtained in the pre-test and post-test. The main purpose is to make a comparative analysis to identify how picture-cued tasks influence speaking skill.

Figure 8 shows a significant difference between all the sub-skills evaluated. The most remarkable results to emerge from the data is that grammar and vocabulary started at 2,84 over 5 points, but after the intervention using picture-cued tasks, it reached an average of 3,56 which represents an advance of 0,72. Additionally, the average of discourse management was greater when picture-cued tasks were applied, the initial average over 5 was 2,72 meanwhile at the end it got an average of 3,36. Thus, it represents an increase of 0,64. Besides, The initial average of pronunciation begins with 3, and at the end, it was 3,12 which illustrates an advance of 0,12. At the interactive communication level, the

average got by all students in the pre-test was 2,88 while in the post-test the average reached 3,24, so it shows an upgrade of 0,36. It is essential to mention that the weakest subskill of the students of the fourth semester in the pre-test was discourse management, however, in the post-test, it showed a significant advance with a total average of 3,36 out of 5.

To conclude, the initial global average of all subs-kills proposed in the PET rubric reached an average of 2,84. Nevertheless, after the use of picture-cued tasks in the students, a remarkable improvement was observed in the grammar and vocabulary, discourse management, pronunciation, and interactive communication speaking subskills, giving in as final global average of the post-test of 3,31 so that it proves a total advance of 0,47.

Discussion of Results

The current research presents some issues related to the speaking skill of students of the fourth semester of PINE at Universidad Técnica de Ambato. First, it was identified some difficulties especially in discourse management, a certain number of students showed a lack of ability to produce extended oral responses with organization, confidence, and cohesive devices. Furthermore, it was observed that students had trouble in grammar and vocabulary since they did not possess an extended range of vocabulary, they used repetitive vocabulary and their grammar presented some mistakes. Also, students average in the pre-test pointed out that they had problems in interactive communication, they were able to start and respond appropriately, but they are not able to keep it going. Finally, students' pronunciation had some problems too, students needed to keep working on intonation, word stress place, and articulation of words.

Students were exposed to four different picture-cued tasks in which they had to make use of all their speaking sub-skills to accomplish each task. Therefore, once the experiment part concluded students demonstrated noticeable improvement in their speaking skill. In the results presented, picture-cued tasks contribute in aspects as grammar and vocabulary (initial general average 2,8 and 3,56 as final average) students show better control of

grammar and a better choice of words to give clear and accurate responses, discourse management (initial general average 2,72 and 3,36 as final average) students had better control of their language they showed fewer hesitations, more extended pieces of language and more ability to connect ideas. Pronunciation (initial general average 3 and 3,12 as final average) students presented a little improvement on this sub-skill, finally interactive communication (initial general average 2,88 and 3,24 as final average) students denoted ability to keep the interaction.

Picture-cued tasks are a useful, helpful, and practical technique that can be used for practicing and developing speaking skills. Teachers can use this activity as complements of the grammar and vocabulary use as well as to give students extra practice to develop fluency, creativity, and use of interactive skills.

3.5 Hypothesis Verification

Null hypothesis: Picture-cued tasks do not influence speaking skill.

Alternative hypothesis: Picture-cued tasks influences speaking skill.

To verify the hypothesis of this study, the results obtained from the experimental part were analyzed by using the T-student statistical test which compares and determines the difference between the two independent samples. This statistical test is used to see if there is a significant difference between the averages of the two pre-test and the post-test samples, so the researcher can accept or reject the null hypothesis.

Table 4*T-Student-Paired Samples Statistics*

		Media	N	Desviación estándar	Media de error estándar
Par 1	PreTest	2,8600	25	,33912	,06782
	PostTest	3,3200	25	,38541	,07708

Source: Pre-test and post-test Statistics

Elaborated by: Aucapiña, M. (2021)

Table 4 details the results got in the T-Students test, it is appreciated that the mean score from the pre-test is 2,8600 while the mean score of the post-test is 3,3200. Therefore, the value from the post-test is greater than the value of the pre-test, and they have a difference of 0,46 which shows that the difference is significant.

Tabla 5*Paired Sample Test*

Prueba de muestras emparejadas										
		Diferencias emparejadas					Significación			
		Media	Desviación estándar	Media de error estándar	95% de intervalo de confianza de la diferencia		t	gl	P de un factor	P de dos factores
					Inferior	Superior				
Par 1	PreTest- PostTest	-,46000	,27651	,05530	-,57414	-,34586	-8,318	24	<,001	<,001

Source: Pre-test and post-test Statistics

Elaborated by: Aucapiña, M. (2021)

From the table 5 it can be noted that there is a remarkable difference between the two pre-test and post-test averages. The P-value is 0,001, so it is lower than the level of significant 0,05. For that reason, the null hypothesis (H0) is rejected “picture-cued tasks do not influence speaking skill “and the alternative hypothesis is accepted, that is “picture-cued tasks do not influence speaking skill”.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- All the activities carried out for this research have led to conclude that after having administered the post-test, speaking skill and its sub-skills such as grammar and vocabulary, discourse management, and interactive communication, were effectively enhanced using pictured-cued tasks. Picture-cued tasks is a powerful technique that encourages learners to use all their speaking skills in a different, creative and less controlled way. Considering these aspects picture-cued tasks had positives effects on the development of speaking skill. Its structure and procedure were easy to apply in the classroom, so students demonstrated more confidence and better results in the post-test.
- Four different picture-cued tasks such as elicitation of description, comparison, storytelling, and map-cued for giving directions were used in students of the fourth semester. The tasks were designed and chosen carefully according to student's level, interests, and subject that they were taken. Students also learned how to carried out each task properly using schemes, examples, and useful vocabulary. Further, these tasks were applied using technological tools, so it gave students the facility to do the tasks in an online environment easily. These tasks had significant effects on students speaking skill as well as they made students' oral practice funnier, engaging, practical, and meaningful.
- The results from the administration of the pre-test and post-test assessed the level of students' speaking skill before and after using pictures-cued tasks. It was found that before the intervention with picture-cued tasks students had some issues related to speaking sub-skills. The average of the whole class in the pre-test was 11,44/20 points according to the PET rubric. The results showed that students got 2,84/5 in grammar and vocabulary, 2,27/5 in discourse management, 3/5 in pronunciation, and 2,88 in interactive communication. However, after applying

picture-cued tasks the post-test results revealed a significant improvement and as final average students got 13,28/20 points regarding grammar and vocabulary students got 3,36/5, discourse management 3,36/5, pronunciation 3,12/5, and interactive communication 3,24/5.

- The results illustrate that after students worked with picture-cued tasks they enhanced their speaking skill mainly in grammar and vocabulary. Picture-cued tasks influence speaking skill since they motivate students to speak, provide learners guidance, information to use, context, and visual aid to thinking about the vocabulary and grammar that can be used in speaking practice. Additionally, these tasks give students extra visual dimensions, stimulate questions and foster creative language use.

4.2 Recommendations

- This research project suggests teachers to apply picture-cued tasks in their lessons as a way to practice and encourage students to speak. Teachers can use these tasks in all the stages of the lesson as warm, practice, production, or homework activity. These tasks are easy to use, so both students and teachers can be benefited.
- For using picture-cued tasks, teachers need to take into consideration the age and English level of students. Also, it is important that teachers look for the best resources to be used such as pictures, or photographs with good resolution. These tasks need little guidance, so teachers need to prepare suitable examples that demonstrate to students how to do proper descriptions.
- For determining the students' level of speaking skill it is recommended to select and choose appropriate speaking tests that evaluate all the speaking sub-skills. Also, it is crucial to take into consideration the age, learning environment and students' English level. In addition, to collect and keep students' responses in an online environment it is really recommended to use platforms that have the possibility to record, collect and keep students' answers.
- Taken together, the results of this study suggest paying attention to the types of picture-cued tasks that are chosen to be used since it was found that the speaking sub-skill that had less improvement was pronunciation, so it is suggested to pay attention to this sub-skill and design tasks that involve the development of all speaking sub-skills.

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ANNEXES

Annex 1: PET (Preliminary Speaking test) Pres-test and Post-test

B1: Preliminary Speaking Test	
Part 1 (2–3 minutes)	
Phase 1	
Interlocutor	
<i>To both candidates</i>	Good morning/afternoon/evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm and this is
<i>To Candidate A</i>	What's your name? Where do you live/come from? Thank you.
<i>To Candidate B</i>	And what's your name? Where do you live/come from? Thank you.
	Back-up prompts
B , do you work or are you a student? What do you do/study? Thank you.	Do you have a job? Do you study? What job do you do? What subject do you study?
And A , do you work or are you a student? What do you do/study? Thank you.	Do you have a job? Do you study? What job do you do? What subject do you study?

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

How do you get to work/school/university every day?

What did you do yesterday evening/last weekend?

Do you think that English will be useful for you in the future? (Why/Why not?)

Tell us about the people you live with.

Thank you.

Back-up prompts

Do you usually travel by car? (Why/Why not?)

Did you do anything yesterday evening/last weekend? What?

Will you use English in the future? (Why/Why not?)

Do you live with friends/your family?

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

Back-up prompts

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

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

Back-up prompts

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

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.



1B



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

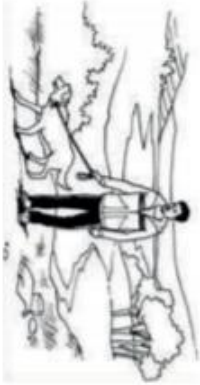
A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Activities to help the man relax



Rubric

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
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 characterised 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>			

Source: This test and rubric were taken from B1 Preliminary Handbook for teachers for exams from (2020) retrieved from: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

Link pre-test: <https://app.wizer.me/learn/2Y9RPX>

Link post-test: <https://app.wizer.me/learn/1D11YT>

Annex 2: Pre-test and Post-test scores

Pre-test scores

Pre-test	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Total
Student 1	3	3	3	3	12
Student 2	3	3	3	3	12
Student 3	3	3	3	3	12
Student 4	2	2	3	2	9
Student 5	3	3	4	3	13
Student 6	2	2	3	3	10
Student 7	3	3	3	3	12
Student 8	2	2	3	2	9
Student 9	3	3	3	3	12
Student 10	4	3	3	3	13
Student 11	3	3	4	3	13
Student 12	3	3	3	3	12
Student 13	2	2	3	3	10
Student 14	3	3	3	3	12
Student 15	4	3	3	3	13
Student 16	3	3	3	3	12
Student 17	3	3	3	3	12
Student 18	3	3	3	3	12
Student 19	2	2	3	3	10
Student 20	3	3	3	3	12
Student 21	3	3	3	3	12
Student 22	2	2	2	3	9
Student 23	3	3	3	3	12
Student 24	3	3	3	3	12
Student 25	3	2	2	2	9
Average	2,84	2,72	3	2,88	11,44
Expected Average	5	5	5	5	25

Source: Pre-test

Elaborated by: Aucapiña, M. (2021)

Post-test scores

Post-test	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Total
Student 1	4	4	4	4	16
Student 2	3	3	3	3	12
Student 3	4	3	3	3	13
Student 4	3	3	3	2	11
Student 5	4	4	4	3	15
Student 6	3	3	3	3	12
Student 7	4	3	3	3	13
Student 8	3	3	3	3	12
Student 9	4	3	3	3	13
Student 10	4	4	3	3	14
Student 11	4	3	4	4	15
Student 12	3	4	3	3	13
Student 13	4	4	3	3	14
Student 14	3	3	3	3	12
Student 15	4	4	3	4	15
Student 16	4	4	3	4	15
Student 17	3	4	3	3	13
Student 18	3	3	3	3	12
Student 19	3	3	3	3	12
Student 20	3	3	3	3	12
Student 21	4	3	3	3	13
Student 22	3	2	2	3	10
Student 23	4	4	3	3	14
Student 24	4	3	3	3	13
Student 25	3	3	2	2	10
Average	3,52	3,32	3,04	3,08	13,28
Expected Average	5	5	5	5	25

Source: Post-test

Elaborated by: Aucapiña, M. (2021)

Annex 3: Approval

CARTA DE COMPROMISO

Ambato, 03 de mayo del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "PICTURE-CUED TASKS AND SPEAKING SKILL" propuesto por la estudiante Aucapiña Moreta Mayra Alexandra, portador/a de la Cédula de Ciudadanía, No 185044202-9 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 4: Lessons plans

Lesson Plan 1

Teacher: Mayra Aucapiña

Subject: Classrooms Projects

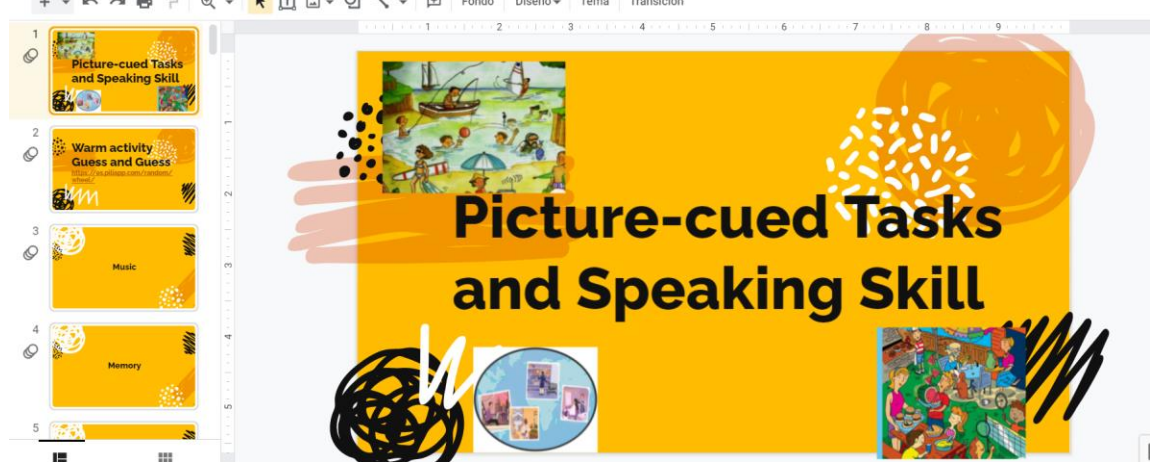
Level: 4th semester

<p>Group: 25 students, 15 women, men 10 Date: 15/06/2021 Duration: 45mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • Students will take a pre-test to evaluate the level of their speaking skill • Students will describe what picture-cued task are and their types. 		
Time	Activity	Tools and materials
30 mins	<ul style="list-style-type: none"> • Teacher introduces herself and tells students a brief introduction of her thesis topic. • Warm activity-Guess the word. • Teacher asks students to open a link to take the pre-test. • Teacher explains to students how the test is composed and how to record their answers. • Students take the pre-test. 	<p>Zoom Google slides https://docs.google.com/presentation/d/1-JafFnfUVQJX8jSjKaZbWhM32kdeREfPNFetsa-d2YQ/edit?usp=sharing Pre-test link https://app.wizer.me/learn/2Y9RPX</p>
15 mins	<ul style="list-style-type: none"> • Teacher presents students what picture-cued tasks are. • After that teacher presents students the types of pictures students will work with. • Teacher ask questions to evaluate students' understanding. What are picture-cued tasks? How many types do picture-cued task have? • The teacher asks students to sign the student's authorization document. 	<p>Google slides https://docs.google.com/presentation/d/1-JafFnfUVQJX8jSjKaZbWhM32kdeREfPNFetsa-d2YQ/edit?usp=sharing https://app.wizer.me/learn/2Y9RPX Shared word document https://drive.google.com/file/d/1em-eTZyT2pIqfO_zGIgRDv7ofsBJhaVL/view?usp=sharing</p>

Resources

Google slides

<https://docs.google.com/presentation/d/1-JafFnfUVQJX8jSjKaZbWhM32kdeREfPNFetsa-d2YQ/edit?usp=sharing>

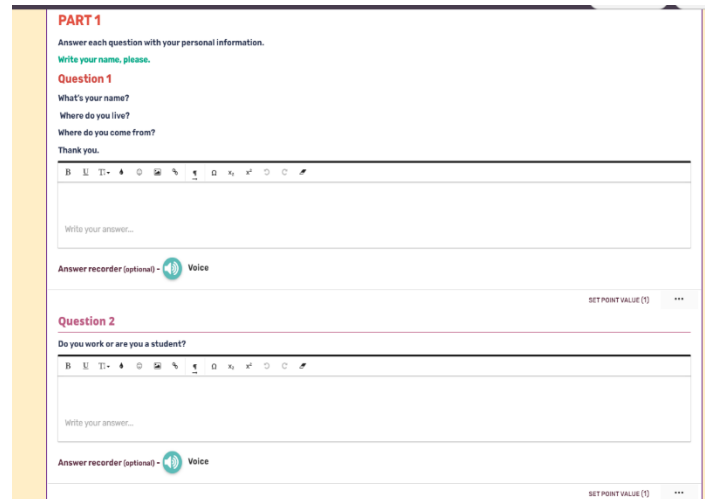
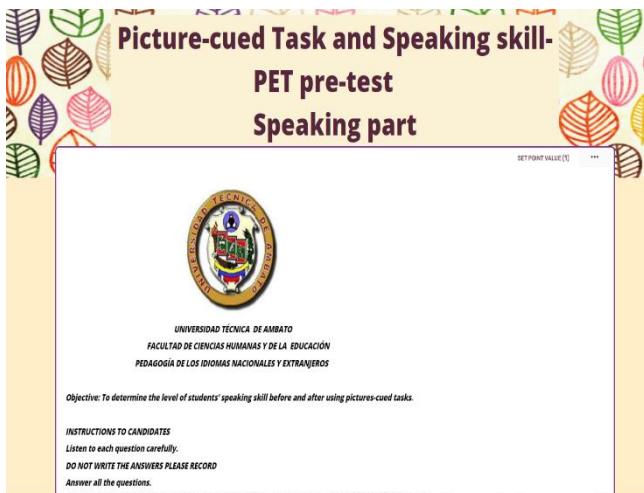


Source: Field research

Elaborated by: Aucapiña, M. (2021)

Pre-test link

<https://app.wizer.me/learn/2Y9RPX>



Source: Field research

Elaborated by: Aucapiña, M. (2021)

Question 3 SET POINT VALUE (1) ...

What do you do?
 What job do you do?
 What do you study?
 Thank you

B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Answer recorder (optional) - Voice

Question 4 SET POINT VALUE (1) ...

Phase 2
 How do you get to the university every day?
 Do you usually travel by car? (Why/Why not?)

B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Answer recorder (optional) - Voice

Question 5 SET POINT VALUE (1) ...

What did you do yesterday ?

B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Question 6

Do you think that English will be useful for you in the future? (Why/Why not?)

B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Answer recorder (optional) - Voice

Question 7 SET POINT VALUE (1) ...

Tell us about the people you live with.

B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Answer recorder (optional) - Voice

Part 2

Now I'd like each of you to talk on your own about something.
 I'm going to show each of you a photograph and I'd like you to talk about it.
 Choose one photograph and talk about it.
 Speak at least for 1 minute
 Here is your photograph.
 It shows people learning a language.
 Please tell us what you can see in the photograph.
 Talk about the people/person.

Speak at least for 1 minute


Here is your photograph.
 It shows people learning a language.
 Please tell us what you can see in the photograph.
 Talk about the people/person.
 Talk about the place.
 Talk about other things in the photograph.



Source: (01 Preliminary Handbook, 2020)
 Taken from: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

Now, in this part of the test, you're going to talk about something together for about two minutes.
 I'm going to describe a situation to you.
 A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Here are some activities that could help him relax.
 Talk together about the different activities he could do, and say which would be most relaxing. All right? Now, talk together

Activities to help the man relax



B U T+ + @ # \$ % & ' () * + , - . / : ; < = > ? [\] ^ _ ` { | } ~

Write your answer...

Answer recorder (optional) - Voice

Source: Field research
 Elaborated by: Aucapiña, M. (2021)

First class evidence

The screenshot shows a Zoom meeting interface. On the left, a browser window displays the painting 'The Starry Night, 1889 by Vincent Van Gogh' with a 'SHOP NOW' button. The main Zoom window shows a presentation slide with a yellow background and the title 'Picture-cued Tasks and Speaking Skill'. The slide features a colorful illustration of a busy street scene with people, a boat, and a hot air balloon. A hand-drawn scribble is visible on the slide. The Zoom meeting grid on the right shows participants: Mayra Aucapiña, Carlos Torres, Viviana Masaquiza, and Betsabe Zurita.

The screenshot shows a Zoom meeting interface. On the left, a browser window displays the logo of 'UNIVERSIDAD TÉCNICA DE AMBRATO' and the text 'FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS'. Below the logo, the objective is stated: 'Objective: To determine the level of students' speaking skill before and after using pictures-cued tasks'. Instructions for candidates are provided: 'LISTEN TO EACH QUESTION CAREFULLY. DO NOT WRITE THE ANSWERS PLEASE RECORD. Answer all the questions. When you know what you want to say, click on the Audio ANSWER RECORDER button to record your answer. When you have finished recording, click on the STOP RECORDING button.' The main Zoom window shows a worksheet with the title 'Talk about other things in the photograph.' and two photographs: one of a man and a woman sitting at a table, and another of a man and a woman standing outdoors. The Zoom meeting grid on the right shows participants: Mayra Aucapiña, Viviana Masaquiza, Carlos Torres, and Betsabe Zurita.

Source: Field research
Elaborated by: Aucapiña, M. (2021)

Lesson Plan 2

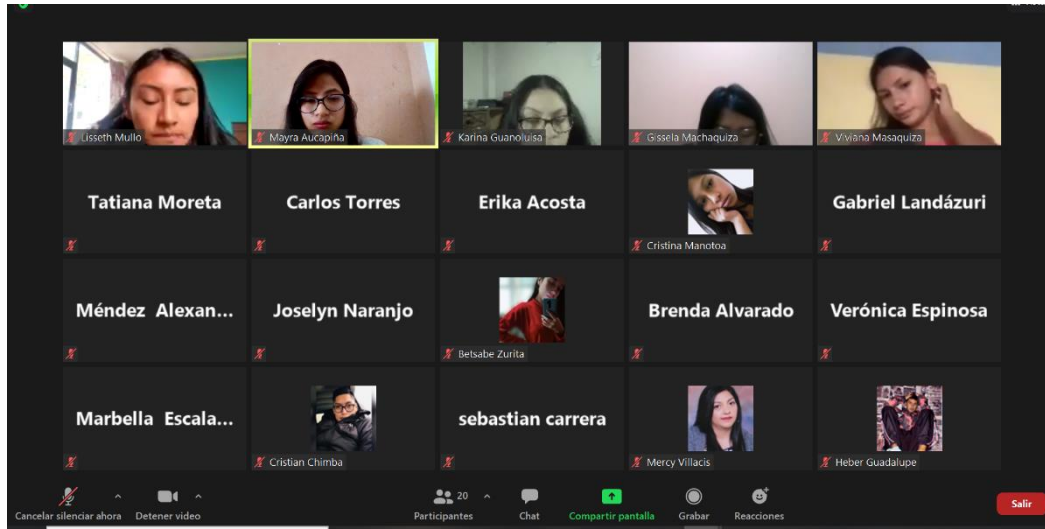
Teacher: Mayra Aucapiña

Subject: Classrooms Projects

Level: 4th semester

<p>Group: 25 students, 15 women, men 10 Date: 16/06/2021 Duration: 40 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> Students will describe three photographs using vocaroo and an online worksheet. 		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> Greeting Warm activity-simon says 	Zoom https://www.baamboozle.com/game/319550
30 mins	<ul style="list-style-type: none"> Teacher presents students what picture-cued elicitation of description is. After that teacher presents students an example of how to describe a photograph. Teacher presents some useful phrases to use when describing a picture. Teacher shows one picture and students have to use vocaroo (an online voice recorder) to record their answers and paste them into a shared document. Teacher presents a video about two picture descriptions. Finally, teacher sends students a link of an online worksheet in which students have to describe two pictures about group work and education. 	Google slides https://docs.google.com/presentation/d/1xMJ4_ijCx36I9fBmDV_wn9nTOteLM6phuG3TNi8kRDE/edit?usp=sharing https://vocaroo.com/ Vocaroo online recorder https://vocaroo.com/ Shared document https://docs.google.com/document/d/10mkt-gTO7Q6LuqWvMh4l14gPzp5jLZQ5-pX9SSR2My0/edit?usp=sharing YouTube Video https://www.youtube.com/watch?v=EW0R1KfZf4A Online worksheet https://app.wizer.me/learn/3KMGCV

Second Class evidence



Picture-based tasks

- Describe who you can see in the picture, where they are and their appearance and feelings.
- Describe what they are doing.
- Guess who they are and give reasons.
- Guess what they are doing or why they are in that place.
- Describe the background or scenery. Invent ideas about the weather, place etc. Give an opinion. Infer information.

In the picture there is/are
In this picture I can see
This picture shows
He/she is wearing
They seem to be...
I suppose I can't make it out, but I think in my opinion
In the foreground
In the background
In the left/right
It looks like
They seem to be...
The picture gives/in my view

Student answers

Cristian Chimba

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT??
-	7 minutes	a minute ago	Working	-	Call it in

Better feedback in less time

Cristian Chimba's answers will appear here when:

- They hand in their assignments
- NEW!** While they are working on the assignment

For each student you will be able to:

- Save time with automatic checking
- Add text or **audio feedback** for a personal touch
- Unlock a worksheet to update their answers after submission
- NEW!** Submit the worksheet on behalf of the student
- Let them retake the worksheet

Source: Field research
Elaborated by: Aucapiña, M. (2021)

Students' activities

Shared word document with students' answers

<https://docs.google.com/document/d/10mkt-gTO7Q6LuqWvMh4l14gPzp5jLZQ5-pX9SSR2My0/edit?usp=sharing>

Session 2

Date: 16/06/2021

Picture-ced task elicitation of Description

<i>Names</i>	<i>Vocaroo links of answers</i>
Acosta Erika	https://voca.ro/1bccorallDJo
Acosta Adrian	https://voca.ro/1uUNH0VRyGC2
Alvarado Brenda del Rocio	https://voca.ro/11DXPHpzs3Mr
Carrera Ricardo	https://voca.ro/1cj7TNlvhUW6
Carvajal Dayana	https://voca.ro/1hoJ17Dq97n7
Cevallos Leonardo	https://voca.ro/1m0gjohDYJuR
Chimba Cristian	https://voca.ro/1mJlzsxVkYU
Espin Andres	https://voca.ro/1oBe0qRQRs9S
Espinosa Veronica	https://voca.ro/1au4QuzmBhd4
Guadalupe Heber	https://voca.ro/1oQFXrtZg4Dj
Guanga Estefania	https://voca.ro/1h8lumV10ur0
Guanoluisa Carina	https://voca.ro/1mWhehUAmPmt
Landázuri Gabriel	https://voca.ro/1oCqMsmiv8Q1
Machaquiza Gissela	https://voca.ro/1dNMRJnILrT4
Manotoa Cristina	https://voca.ro/12jUaxa0IsBv

Masaquiza Viviana	https://voca.ro/17QwiPCJX8Cj
Mendez Alexander	https://voca.ro/1hb0XOPaUuDI
Mora Solage	https://voca.ro/1bw1tliFgQOe
Moreta Evelyn	https://voca.ro/1uUNH0VRyGC2
Mullo Dayana	https://voca.ro/11rHmhb3HfQA
Naranjo Joselyn	https://voca.ro/1nBM5nleDMPC
Solis Belen	https://voca.ro/101CUHAnSHo6
Torres Carlos	Class participation
Villacis Mercy	https://voca.ro/105QNREIHeUP
Zurita Shirley	https://voca.ro/1fi2gHAINEiN

Source: Field research


Elaborated by: Aucapiña, M. (2021)

YouTube video

<https://youtu.be/4xHqDkxg1J8>

Look at the picture and read its short description.
Every sentence has one mistake. Correct the mistakes.

On the picture I can see a woman. She is in a forest and she sits on the ground. She is at the foreground. On the background, there are a lot of trees. She throws some leaves up in the air. Judging on the fact that the leaves are yellow, I think it's autumn. The woman is looking very happy.



~~I don't suppose she enjoys being close to nature.~~

HOW TO DESCRIBE PICTURES LIKE A PRO ;) | tips for speaking exams | how to English

34.795 visualizaciones 989 35 COMPARTIR GUARDAR ...

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Students' online worksheet- picture-cued tasks elicitation of description

Link

<https://app.wizer.me/learn/3KMGCV>

Students' answers

Student answers

veronica Espinosa

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/3	a few seconds	21 days ago	Feedback Sent	<input type="radio"/> Locked	<input type="radio"/> Call it in


OPEN QUESTION

Look at the picture! It is a group of students working together.

Prepare and record your description.

- Describe who you can see in the picture, where they are, and their appearance and feelings.
- Describe what they are doing.
- Guess who they are and give reasons.
- Guess what they are doing or why they are in that place.
- Describe the background or scenery.
- Invent ideas about the weather, place, etc.
- Give an opinion
- Speak at least for 2 minutes

Do not forget to use the useful phrases checked, in class and divide the description into two parts.



karina guanoluisa

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
3/3	26 minutes	19 days ago	Feedback Sent	<input type="radio"/> Locked	<input type="radio"/> Call it in

OPEN QUESTION

Look at the picture!

Prepare and record your description.

- Describe who you can see in the picture, where they are, and their appearance and feelings.
- Describe what they are doing.
- Guess who they are and give reasons.
- Guess what they are doing or why they are in that place.
- Describe the background or scenery.
- Invent ideas about the weather, place, etc.
- Give an opinion
- Speak at least for 2 minutes

Do not forget to use the useful phrases checked in class and divide the description into two parts.

- Describe who you can see in the picture, where they are and their appearance and feelings.
- Describe what they are doing.
- Guess who they are and give reasons.
- Guess what they are doing or why they are in that place.

In the picture there is/are
In this picture I can see
This picture shows

He/she is wearing
They seem to be...

I suppose
I can't make it out, but I think
in my opinion

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Lesson Plan 3

Teacher: Mayra Aucapiña

Subject: Classrooms Projects

Level: 4th semester

<p>Group: 25 students, 15 women, men 10 Date: 22/06/2021 Duration: 1 hour</p>		
<p>Aims:</p> <ul style="list-style-type: none"> Students will compare pictures by using picture-cued elicitation of comparison. 		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> Teacher presents a video about how to compare two photos and asks questions about the video. What are the steps that we have to follow to compare two pictures? What is it important when comparing pictures? 	Zoom YouTube Video https://www.youtube.com/watch?v=60kPun4i7hw
15 mins 10 mins 20 mins	<ul style="list-style-type: none"> The teacher explains to students how to compare two pictures, giving examples and useful phrases to use. Teacher asks students to compare two pictures about traditional and gamification learning. Students have 5 minutes to think and organize ideas. Next, students have to record and paste the link of their answers into the shared document. Students have to record their answers using vocaroo. Finally, teacher sends students a link of an online worksheet in which students have two tasks. Students have to compare pictures about online learning vs traditional learning in classrooms and types of holidays. 	Google Slides https://docs.google.com/presentation/d/1TAF6kyq4NmShmbSsORD5-eiBTmJR6xWcSisPvageJQs/edit?usp=sharing Vocaroo online recorder https://vocaroo.com/ Shared word document https://docs.google.com/document/d/148zYtos8gmRYHU5A36zZPI0GmgoG_QahuIaLGB5zXyg/edit?usp=sharing Online worksheet https://app.wizer.me/learn/H5BCA7

Third class evidence

second photo probably lives far away from her friends,

Prepare to PASS the FCE Speaking Exam - Part Two (Example10)

Both pictures show people Learning in different ways. Describe the differences and similarities between both pictures. What do you think is the best way to learn and why?

Introduction
-Find the situation in common and describe the situations A and B.
Similarities and differences.
-Find similarities
-Find differences

Answer the main question.

Both pictures show/ the first picture and the second one
One of the most obvious differences between these two pictures is that...
While the first picture ..., the second one...
The first picture.... However, the second one...

Source: Field research
Elaborated by: Aucapiña, M. (2021)

Students' activities

Shared word document with students' answers

https://docs.google.com/document/d/148zYtos8gmRYHU5A36zZPI0GmgoG_QahuIaLGB5zXyg/edit?usp=sharing

Session 3

Date: 22/06/2021

Picture-aided task elicitation of Comparison

<i>Names</i>	<i>Links</i>
Acosta Erika	https://voca.ro/1hPcdiGQ1io0
Acosta Adrian	https://voca.ro/1uUNH0VRyGC2
Alvarado Brenda del Rocio	https://voca.ro/1aLp3BKHkxp1
Carrera Ricardo	https://voca.ro/1kf5iriMikUg
Carvajal Dayana	https://voca.ro/1fPAZPYKoW1g
Cevallos Leonardo	https://voca.ro/1m0gjohDYJuR
Chimba Cristian	https://voca.ro/1dd6Ev1d560
Espin Andres	https://voca.ro/1oiNmhZ95BOJ
Espinosa Veronica	https://voca.ro/14zgPnZJy1Ls
Guadalupe Heber	https://voca.ro/1oQFXrtZg4Dj
Guanga Estefania	https://voca.ro/1h8lumV10ur0
Guanoluisa Carina	https://voca.ro/1lhP6tCCiMvv
Landazuri Jose	https://voca.ro/1oCqMsmiv8Q1
Machaquiza Gissela	https://voca.ro/15s2YcAnLtzr
Manotoa Cristina	https://voca.ro/1a62nMpeAjav

Masaquiza Viviana	https://voca.ro/17QwiPCJX8Cj
Mendez Alexander	https://voca.ro/1dxSIIy6krgy
Mora Solage	https://voca.ro/115cpZkYr1YM
Moreta Evelyn	https://voca.ro/16PImIPh9ivC
Mullo Dayana	https://voca.ro/1gSYIv5TX8FS
Naranjo Joselyn	https://voca.ro/11prAKZf3t26
Solis Belen	https://voca.ro/12iNkOyOaHgM
Torres Carlos	Class participation
Villacis Mercy	https://voca.ro/1uUNH0VRyGC2
Zurita Shirley	https://voca.ro/1gMb1trfk3qJ

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Students' online worksheet- picture-cued tasks elicitation of comparison

Link

<https://app.wizer.me/learn/H5BCA7>

Students' answers

CHOOSE ASSIGNMENT

Select all

19 Students


Search students Sort

- Alexander Méndez 2/2 ✓
- Alvarado Rocio 2/2 ✓
- Belén Solís 2/2 ✓
- Cristian Chimba 2/2 ✓
- Dayana Carvajal 2/2 ✓
- Gissela Machaquiza 2/2 ✓
- Joselyn Naranjo 0/2 ✓
- karina guanoluisa 2/2 ✓
- Landazuri Gabriel 2/2 ✓
- Maria Manotoa ✓
- Masaquiza Jacqueli... 2/2 ✓
- Mayra Aucapiña ✓


Student answers

Alvarado Rocio

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	an hour	20 days ago	Feedback Sent	<input type="checkbox"/> Locked	<input type="button" value="Call it in"/>



Picture taken from: [https://images.app.goo.gl/Kjog\\$HtEoa24v257](https://images.app.goo.gl/Kjog$HtEoa24v257)



Picture taken from: <https://images.app.goo.gl/dr5UuXHLYkEFksNS8>

CHOOSE ASSIGNMENT

Select all

19 Students



Search students Sort

- karina guanoluisa 2/2 ✓
- Landazuri Gabriel 2/2 ✓
- Maria Manotoa ✓
- Masaquiza Jacqueli... 2/2 ✓
- Mayra Aucapiña ✓
- Mayra Aucapiña ✓
- Mercy Villacis ✓
- Solange Mora 2/2 ✓
- tatiana moreta 2/2 ✓
- Torres Alejandro 2/2 ✓
- veronica Espinosa 2/2 ✓
- lissymullo@hotmail... ✓

Student answers

veronica Espinosa

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	a few seconds	21 days ago	Feedback Sent	<input type="checkbox"/> Locked	<input type="button" value="Call it in"/>

Pictures taken from: <https://www.fceexamtips.com/first-speaking-part-2>

First, compare the two photos and then answer the following questions:
say what is good and bad about these types of holidays
say why they have chosen this sort of holiday.

Speak at least for 1 min

Recorded Answers -

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Lesson Plan 4

Teacher: Mayra Aucapiña

Subject: Classrooms Projects

Level: 4th semester

<p>Group: 25 students, 15 women, men 10 Date: 23/06/2021 Duration: 1 hour</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • Students will use picture-cued storytelling to create stories. • Students will describe the steps to create a story based on pictures. 		
Time	Activity	Tools and materials
5 mins	<ul style="list-style-type: none"> • Warm up 	Zoom https://www.baamboozle.com/game/240154
15 mins	<ul style="list-style-type: none"> • Teacher presents a video about how to create stories from pictures. • Teacher asks some questions. <ul style="list-style-type: none"> • What is the first step to create a story with some pictures? • What are the things we have to see in all the pictures before you start? • If you can't think something to say for the story what can you do? • Teacher present students an example of picture-cued-task storytelling. • Teacher presents some useful phases to use in the description. 	Youtube https://www.youtube.com/watch?v=S2RdWYi4V4c Google Slides https://docs.google.com/presentation/d/1Veg9XtM7IkCsnwC7F2OQF5kSQtLsOsCbx4LSm7qqLzI/edit?usp=sharing
10 mins	<ul style="list-style-type: none"> • Teacher shows some pictures to create a story. Students take some minutes and create their stories. • Students have to record their answers using vocaroo and paste the link in a shared document. 	Vocaroo online recorder https://vocaroo.com/ Shared document https://docs.google.com/document/d/11XXM_1qBlQKUYdhkyh3YB_yee6WSf0GWn7I7deoGrqY/edit?usp=sharing

20 mins	<ul style="list-style-type: none"> Teacher shares with students a link of the one online worksheet in which students have two picture-cued storytelling tasks. 	Worksheet. https://app.wizer.me/learn/MXA6T9
5mins	<p>Evaluation</p> <ul style="list-style-type: none"> Finally, teacher asks students the steps to create a story using pictures. What are the steps we have to follow to create a story from pictures? What are some useful phrases we use when we tell the story? 	

Fourth class evidence

The screenshot shows a Zoom meeting interface. At the top, there are three video thumbnails of participants: 'der', 'Joselyn Naranjo', and 'Moreta Tatiana'. The main content is a yellow slide titled 'Time practice'. The slide contains the following text:

To start a story
Once upon a time.
It was a dark and stormy night.
Lask week.

Continuing the story

Expressions
During
Then,
After that
Next
Immediately

Expressions
Suddenly,
Unexpectedly

On the right side of the slide, there are six illustrations in a 2x3 grid showing a boy in a red shirt interacting with a white dove. The illustrations depict: 1) the boy feeding the dove in a park; 2) the boy climbing a ladder to a window; 3) the boy looking at a dove in a wire cage; 4) the boy sitting at a table with a dove; 5) the boy holding a dove near an open window; 6) the boy releasing the dove into the sky.

At the bottom of the slide, there is a small text: 'Picture taken from: <http://chomikuj.pl/ew/kas/BRZEDEZKOLE/INSTORYJK+OBRAZKOWE/aaa+historyjka+obrazk+owe>

Source: Field research
Elaborated by: Aucapiña, M. (2021)

ie.com/presentation/d/1-JaF-nfUvQX8jskzBWhM3zkdEKIPNfetsa-dzYC/edit?slide=id.gb7fb470acb_0_54

familyschool :: Wha... CAE Reading and U... 167804-cambridge... profesor-de-ingles...

Diapositiva Organizar Herramientas Complementos Ayuda Última modificación hace 40 minutos

Fondo Diseño Tema Transición

Steps to create a story

1. Look at all of the pictures and think about the characters, places, background, things, feeling you see in each picture. Think of names for the characters.
2. Find a good title.
3. Tell the story picture by picture.
4. Use literal speech and active verbs.

Sam thought "It is a good day to go on holiday."

Look at the last picture and create and innovative end.

Adrian Acosta

Erika Acosta

Méndez Alexander

26

app.wizer.me/editor/preview/CvnVcvUk22IM

Aplicaciones Nopal - Buscar con... familyschool - Wha... CAE Reading and U... 167804-cambridge... profesor-de-ingles... Otros favoritos Lista de lectura

DASHBOARD Create & Edit Review Assign to learners Answers SHARE WORKSHEET

Review your differentiated worksheet

RULES PREVIEW

See how they reflect on this worksheet

Select rules to preview

Select rules to view Differentiated versions of this worksheet.

A preview of the learners who receive Differentiated Instruction will appear here.

PICTURE-CUED STORYTELLING

Look at the six pictures and create a story.

Do not forget to describe each picture in detail, give details about the background places you see.

Tell what is happening in each picture and how the person feels.

Create a clever end to the story.

Remember you can invent and speculate information.

Be as creative as possible

Record your answer.

Speak at least for 2 mins

Adrian Acosta

Gabriel Landázuri

Liseth Mullo

Karina Guanoluisa

Source: Field research
 Elaborated by: Aucapiña, M. (2021)

Students' activities

Shared word document with students' answers

https://docs.google.com/document/d/11XXM_1qBIQKUYdhkyh3YB_yee6WSf0GWn7I7deoGrqY/edit?usp=sharing

Session 4

Date: 29/06/2021

Picture-cued task Storytelling

<i>Names</i>	<i>Vocaroo links of answers</i>
Acosta Erika	https://voca.ro/15gkBepsO3zL
Acosta Adrian	https://voca.ro/123ZEZ3iWEYW
Alvarado Brenda del Rocio	https://voca.ro/1h1kYEr76Uvd
Carrera Ricardo	https://voca.ro/11OiWsNf34ig
Carvajal Dayana	https://voca.ro/1378YLxI6neh
Cevallos Leonardo	https://voca.ro/1nQ58jyRzDdz
Chimba Cristian	https://voca.ro/13FdyJHsp6Co
Espin Andres	https://voca.ro/1oRMDJ1NZgeU
Espinosa Veronica	https://voca.ro/1n75ax9HWPez
Guadalupe Heber	https://voca.ro/1oRMDJ1NZgeU
Guanga Estefania	https://voca.ro/1mN6Ou3vtoGf
Guanoluisa Carina	https://voca.ro/1521ZCJXbfN1
Landázuri Gabriel	https://voca.ro/16aODKXvLdfB
Machaquiza Gissela	https://voca.ro/1med36y7eRN1
Manotoa Cristina	https://voca.ro/1n1IqkuyUzCN
Masaquiza Viviana	https://voca.ro/12Rr4iSq3q6Y
Mendez Alexander	https://voca.ro/1oRMDJ1NZgeU

Mora Solage	https://voca.ro/16rOEHeJvG7y
Moreta Evelyn	https://voca.ro/1mN6Ou3vtoGf
Mullo Dayana	https://voca.ro/1lIJWDC9uEFj
Naranjo Joselyn	https://voca.ro/18ZLd6Kdi2OG
Solis Belen	https://voca.ro/14rMyEHWWe4A
Torres Carlos	class participation
Villacis Mercy	https://voca.ro/1chdoDGDt7Gp
Zurita Shirley	https://voca.ro/1kSx3xedAn52

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Students' online worksheet- picture-cued tasks storytelling

Link

<https://app.wizer.me/learn/MXA6T9>

Students' answers

Student answers

erika acosta

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	7 hours	14 days ago	Feedback Sent	<input type="checkbox"/> Locked	<input type="button" value="Call it in"/>

Be as creative as possible
Record your answer.
Speak at least for 2 mins

It was a dark and stormy afternoon.....

Student answers

Alexander Méndez

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	14 minutes	14 days ago	Feedback Sent	<input type="checkbox"/> Locked	<input type="button" value="Call it in"/>

Picture taken from: <https://images.app.goo.gl/Tcc63ANGAz9y0Dpu9>

Recorded Answers -

CHOOSE ASSIGNMENT

Select all

23 Students

Search students Sort

Acosta Sebastian	2/2	✓
Alexander Méndez	2/2	✓
Alvarado Rocio	2/2	✓
Belén Solís	2/2	✓
Betsabe Zurita	2/2	✓
Cevallos Daniel	2/2	✓
Cristian Chimba	2/2	✓
Dayana Carvajal	2/2	✓
erika acosta	2/2	✓
Espin Andres	2/2	✓
Gabriel Landazuri	2/2	✓
Gissela Machaquiza	2/2	✓

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Lesson Plan 5

Teacher: Mayra Aucapiña

Subject: Classrooms Projects

Level: 4th semester “A”

<p>Group: 25 students, 15women, men 10 Date: 29/06/2021 Duration: 1 hour</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • Students will give direction orally by using map-cued elicitation for giving directions. • Students will use their knowledge about prepositions of place to give directions. 		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> • Warm up • Teacher presents a picture of a city and asks students to guess the places that the teacher is describing. 	Zoom Google slides https://docs.google.com/presentation/d/1zdtKuBmN1YI8ErE3ibXbPGQ319ZIwEhLqI64d0E5_1o/edit?usp=sharing
10 mins	<ul style="list-style-type: none"> • Teacher asks students how to go to some places using the picture of the map. • Teacher says: You want to go the hospital how can you get there? Teacher asks one student. • Teacher explains to students how to give directions using an example and useful phrases. 	Onile recorder Shared document https://docs.google.com/presentation/d/1zdtKuBmN1YI8ErE3ibXbPGQ319ZIwEhLqI64d0E5_1o/edit?usp=sharing
10 mins	<ul style="list-style-type: none"> • Teacher shows another map to students and says you want to go to the school how can you get there? Use preposition of places and phrases to give directions, students record their answers and paste the link in a shared document. 	Google slides https://docs.google.com/document/d/1y59oO0ngzc317s-sh_weJcYUZ0F6YIraBG9-xgwylSk/edit?usp=sharing
20 mins	<ul style="list-style-type: none"> • Teacher shares with students the link of an online worksheet in which students have two map-cued elicitation of giving directions. 	Online worksheet https://app.wizer.me/learn/RT6VV3

Fifth class evidence

The image shows a Google Meet session with a grid of participants and a presentation slide. The participants' names and avatars are visible in the top and right sections. The presentation slide, titled "Map Picture-cued tasks", displays a map of a town with various buildings and streets. The map includes labels for "Hospital", "Pet Shop", "Fast Food Restaurant", "School", "Bank", "Bookstore", "Supermarket", "Flower Shop", "Music Store", "Toy Store", "Restaurant", "Main Street", "POLICE STATION", "STORE", "LIBRARY", "POST OFFICE", "DRUG STORE", "MOVIE THEATER", "SCHOOL", "RESTAURANT", "cinema", "museum", "shops", "bank", "cafe", "market", "supermarket", "car park", "restaurant", "train station", "post office", "police station", "hospital", "hotel", "university", "library", "petrol station", "theatre", "sports centre", and "swimming pool". A red arrow points to a yellow area on the left side of the map. The presentation slide also shows a sidebar with "Task" and "Map Picture-cued tasks" sections.

Source: Field research
Elaborated by: Aucapiña, M. (2021)

Students' activities

Shared word document with students' answers

https://docs.google.com/document/d/1y59oO0ngzc3l7s-sh_weJcYUZ0F6YIraBG9-xgwylSk/edit?usp=sharing

Session 5

Date: 29/06/2021

Map-cued elicitation for giving directions

<i>Names</i>	<i>Vocaroo links of answers</i>
Acosta Erika	https://voca.ro/1nBYKcGTPXy8
Acosta Adrian	
Alvarado Brenda del Rocio	https://voca.ro/1akcl3tQWWHf
Carrera Ricardo	https://voca.ro/1b5UWlbyyLEi
Carvajal Dayana	https://voca.ro/1k1K7zbV6Bie
Cevallos Leonardo	https://voca.ro/1kOChhM5ih6Y
Chimba Cristian	https://voca.ro/1hk4rqM5TuCe
Espin Andres	https://voca.ro/1gPAYkDTj3II
Espinosa Veronica	https://voca.ro/11C1q9BKlIEF
Guadalupe Heber	https://voca.ro/18rP2sRHUkny
Guanga Estefania	https://voca.ro/1iliqk7tzLmD
Guanoluisa Carina	https://voca.ro/1E5VChcnPeKe
Landázuri Gabriel	https://voca.ro/11oV5X6Qngos
Machaquiza Gissela	https://voca.ro/17SNHtKEKLNl
Manotoa Cristina	https://voca.ro/1k1K7zbV6Bie

Masaquiza Viviana	https://voca.ro/16QTuVPGFMhc
Mendez Alexander	https://voca.ro/1Hm6XSoeS2dt
Mora Solage	https://voca.ro/1iliqk7tzLmD
Moreta Evelyn	https://voca.ro/12iaR3eVrd3H
Mullo Dayana	https://voca.ro/1iliqk7tzLmD
Naranjo Joselyn	https://voca.ro/1hNFXEQqDuP3
Solis Belen	https://voca.ro/1ikxWv6kZaUO
Torres Carlos	Class participation
Villacis Mercy	https://voca.ro/1lZwL9Mun46I
Zurita Shirley	https://voca.ro/1awqyd4YTQUj

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Students' online worksheet- picture-cued tasks storytelling

Link

<https://app.wizer.me/learn/RT6VV3>

Students 'answers

CHOOSE ASSIGNMENT

Select all

22 Students

Search students Sort

- Alexander Méndez 2/2 ✓
- Alvarado Rocio 2/2 ✓
- Belén Solís 2/2 ✓
- Betsabe Zurita 2/2 ✓
- Cevallos Daniel 2/2 ✓
- Cristian Chimba 2/2 ✓
- erika acosta 2/2 ✓
- Espin Andres 2/2 ✓
- Gabriel Landazuri 2/2 ✓
- Gissela Machaquiza 2/2 ✓
- Guadalupe Jaaziel 2/2 ✓
- Joselyn Naranjo 2/2 ✓

Student answers

Betsabe Zurita

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	a few seconds	7 days ago	Submitted	Locked	Call it in

TASK 1

some aspirin a CD a plane ticket a newspaper a book some stamps

CHOOSE ASSIGNMENT

Select all

22 Students

Search students Sort

- Guadalupe Jaaziel 2/2 ✓
- Joselyn Naranjo 2/2 ✓
- karina guanoluisa 2/2 ✓
- Maria Manotoa 2/2 ✓
- Masaquiza Jacqueli... 2/2 ✓
- Mayra Aucapiña 2/2 ✓
- Mercy Villacis 2/2 ✓
- sebastian carrera 2/2 ✓
- tatiana moreta 2/2 ✓
- Torres Alejandro 2/2 ✓
- veronica Espinosa 2/2 ✓
- lissymullo@hotmail... 2/2 ✓

Student answers

lissymullo@hotmail.com

SCORE	WORK TIME	LAST SEEN	PROGRESS	RETAKE WORKSHEET	FORGOT TO SUBMIT?
2/2	a few seconds	7 days ago	Submitted	Locked	Call it in

Picture taken from: <https://www.esprintables.com/powerpoint.asp?id=43217>

You are at the stadium!

how can you go to the hospital?

You are at the stadium!

how can you go to the travel agency?

Recorded Answers - Voice Answer

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Rubric for students' tasks

Courtesy of Miss Espinosa
<http://virginiaespin29.blogspot.com.es>

Student Name: _____

CATEGORY	4	3	2	1
1 GRAMMAR	The student uses accurate grammar structures.	The student uses accurate grammar structures but makes some mistakes.	The student is not very accurate when using grammar structures and makes quite a lot of mistakes.	The student does not use almost any accurate grammar structures and makes many mistakes.
2 VOCABULARY	The student uses appropriate and specific vocabulary.	The student uses appropriate and specific vocabulary but makes some mistakes.	The student does not always use either appropriate or specific vocabulary and makes quite a lot of mistakes.	The student does not use either appropriate or specific vocabulary and makes many mistakes.
3 PRONUNCIATION	The student has got an accurate pronunciation.	The student is accurate regarding pronouncing but makes some mistakes.	The student is not accurate enough regarding pronunciation as he makes quite a lot of mistakes.	The student is not accurate at all regarding pronunciation and makes many mistakes.
4 FLUENCY	The student is fluent when speaking.	The student is not always fluent.	The student lacks fluency and hesitates quite a lot.	The student is not fluent at all when speaking.

Taken from: <https://www.scribd.com/doc/291204663/Picture-Description-Rubric>

Lesson Plan 6

Teacher: Mayra Aucapiña

Subject: Classrooms Projects

<p>Group: 25 students, 15women, men 10 Date: 06/07/2021 Duration: 30 mins</p>		
<p>Aims:</p> <ul style="list-style-type: none"> Students will take a post-test to evaluate the level of their speaking skill. 		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> Warm up Fun riddles 	Zoom Warm up https://www.baamboozle.com/game/136447
10 mins	<ul style="list-style-type: none"> Teacher asks students to remember the four types of picture-cued tasks they have checked. Teacher asks students to tell her which one was the most useful to practice speaking. 	
20	<ul style="list-style-type: none"> Teacher asks students to open a link to take the post-test. Teacher explains to students how the test is composed and how to record their answers. Students take the post-test. 	<p>Post-test https://app.wizer.me/learn/1D11YT</p>

Evidence

The screenshot shows a Zoom meeting interface. On the left, there is a sidebar with a 'RULES PREVIEW' section. The main content area displays a worksheet with a decorative border of colorful leaves. The title of the worksheet is 'Picture-cued Task and Speaking skill-Post-test Speaking part'. Below the title is the logo of 'UNIVERSIDAD TÉCNICA DE AMBATO'. On the right side of the Zoom window, there is a vertical stack of participant video thumbnails. The names of the participants visible are Karina Guanoluisa, Gissela Machaquiza, Lisseth Mullo, and Tatiana Moreta.

This screenshot shows a 'Student answers' page. At the top, there is a search bar and a list of 22 students. The student 'Solange Mora' is highlighted. Below the list, there is a table with columns for 'SCORE', 'WORK TIME', 'LAST SEEN', 'PROGRESS', 'RETAKE WORKSHEET', and 'FORGET TO SUBMIT?'. The table shows that Solange Mora has a score of 0/9, worked for a few seconds, and submitted the answer 4 days ago. Below the table, there is a preview of the worksheet content, which includes the university logo and the text: 'UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS'. The objective is stated as: 'Objective: To determine the level of students' speaking skill before and after using pictures-cued tasks.' The instructions to candidates are: 'Listen to each question carefully. DO NOT WRITE THE ANSWERS PLEASE RECORD Answer all the questions.'

This screenshot shows a Zoom meeting interface. The main content area displays a worksheet titled 'right? Now, talk together'. The worksheet has a section titled 'Activities to help the man relax' and contains several illustrations of people in different settings, such as a person sitting on a bench, a person reading, a person walking, and a person sitting at a desk. On the right side of the Zoom window, there is a vertical stack of participant video thumbnails. The names of the participants visible are Mayra Aucapiña, Viviana Masaquiza, Carlos Torres, and Betsabe Zurita.

Source: Field research
 Elaborated by: Aucapiña, M. (2021)

Annex 5: Students' signatures

Link

https://drive.google.com/file/d/1emeTZyT2pIqfO_zGIgRDv7ofsBJhaVL/view?usp=sharing

Ambato, 15 de Junio del 2021

Sres.

Estudiantes de Cuarto Semestre "A" de la carrera de PINE

Presente |

De mi consideración:

Yo, Mayra Alexandra Aucapiña Moreta, con C.I 18504422-9, estudiante de Noveno Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del CUARTO SEMESTRE "A" DE PINE, me concedan la autorización para realizar la aplicación del Trabajo de Titulación: "Picture-cued Tasks and Speaking Skill", y en conjunto solicito el permiso para realizar capturas de pantalla de las clases.

Segura de contar con la aprobación a mi petición, quedo muy agradecida.

Atentamente



Mayra Alexandra Aucapiña Moreta

C.I 1850442029






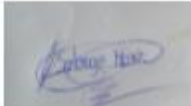
Estudiante de Noveno Semestre

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ESTUDIANTES DE TERCER CUARTO "A" CARRERA DE PINE

Autorización de los estudiantes. Firmas escaneadas como Imagen.

No. 1	Apellidos y Nombres	Firma	Ci
1.	Acosta Acosta Erika Lucia		0550145957
2	Acosta Calderón Adrián Sebastián		1850018977
3	Alvarado Salinas Brenda Del Rocío		1803557559
4	Carrera Sánchez Ricardo Sebastián		
5	Carvajal Álvarez Dayana Estefanía		1850703107
6	Cevallos Oñate Leonardo Daniel	Leonardo Cevallos	
7	Chimba Ronquillo Cristian Xavier		0503868838
8	Espin Guevara Kevin Andrés	Andres Espin	1804770251
9	Espinosa Herrera Verónica Alejandra	Verónica Espinosa	0550305007

10	Guadalupe Lozano Heber Jaaziel		0604873711
11	Guanga Guevara Michelle Estefania		
12	Guanoluisa Toapanta Carina Marisol		
13	Landázuri Oñate José Gabriel	Gabriel Landázuri	172558567-1
14	Machaquiza Tubon Gisela Abigail		185020975-8
15	Manotoa Pasochoa María Cristina		
16	Masaquiza Serrano Viviana Jacqueline		180530322-7
17	Méndez Arévalo Jhoffer Alexander		0401879325
18	Mora Garcés Solange De Los Angeles		1805374731
19	Moreta Pachacama Evelyn Tatiana		

			180435947-7
20	Mullo Aimacaña Dayana Lisseth		0502915622
21	Naranjo Chimborazo Joselyn Belén		185103247-2
22	Solis López Belén Elizabeth		180438194-3
23	Torres Muñoz Carlos Alejandro		1729796274
24	Villacis Portero Mercy Aracelly		1804980611
25	Zurita Tuston Shirley Betsabé		1600916470

Source: Field research

Elaborated by: Aucapiña, M. (2021)

Annex 6: Urkund Report



Document Information

Analyzed document	Mayra- Aucapiña- THESIS-URKUND.pdf (D110592130)
Submitted	7/19/2021 5:44:00 PM
Submitted by	
Submitter email	maucapina2029@gmail.com
Similarity	8%
Analysis address	ve.chicaiza.uta@analysis.orkund.com

Sources included in the report

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W	URL: https://www.researchgate.net/publication/335795752_Impact_of_Pictorial_Cues_on_Speaking_Fluency_and_Accuracy_among_Iranian_Pre-Intermediate_EFL_Learners Fetched: 11/3/2020 1:35:49 AM		2
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W	URL: https://repositorio.uta.edu.ec/bitstream/123456789/31953/1/GAVILANES-EVELYN-TRABAJO-DE-TITULACION.pdf Fetched: 2/1/2021 11:31:55 PM		1
SA	UNIVERSIDAD TECNICA DE AMBATO / LUCIO LÓPEZ KAREN LISETH thesis.docx Document LUCIO LÓPEZ KAREN LISETH thesis.docx (D90334553) Submitted by: klucio8310@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com		2
W	URL: https://www.slideshare.net/aprilaulia/assessing-4-major-skills Fetched: 7/19/2021 5:45:00 PM		1

1/43

VERONICA
ELIZABETH
CHICAIZA
REDIN

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el sistema de
archivo de
datos de
investigación
de la Universidad
de Ambato
en el año 2021