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Theme:

PICTURE STRIP STORIES AND SPEAKING SKILL

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TUTOR APPROVAL

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I, Mg. Manuel Xavier Sulca Guale, holder of the I. D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: "Picture strip stories and speaking skill" investigated by Miss. Génesis Nicole Sevilla Villafuerte with I.D No.1804846549, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "Picture strip stories 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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DEDICATION

TO:

My dear family, for always supporting me and giving me their love.

My two babies for being the light of my life and being with me despite all circumstances.

Nicole.

ACKNOWLEDGEMENTS

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RESUMEN

Hoy en día, hablar en una segunda lengua es una destreza difícil de dominar. Por esta razón, es esencial introducir nuevas estrategias comunicativas, como los, cuentos en tiras de imágenes, que ofrecen ventajas y permiten a los estudiantes mejorar su expresión oral. El objetivo de este trabajo de investigación era analizar la eficacia del uso de los cuentos ilustrados para desarrollar la expresión oral. Esta investigación tuvo un enfoque cuantitativo con un diseño pre-experimental. Este estudio se centró en la investigación bibliográfica y de campo con un nivel correlacional para analizar la relación entre las variables estudiadas. El instrumento utilizado para recoger datos en esta investigación fue un Cambridge A2 Flyers pre-test y post-test basado en la parte oral. Fue necesario una rúbrica para evaluar las destrezas orales basada en tres criterios: vocabulario y gramática, pronunciación y comunicación interactiva. La media del pre-test fue de 2,24 y la del pos-test de 3,05. Partiendo de esta base, se realizó una prueba de normalidad denominada Shapiro-Wilk para examinar y discutir los resultados con los datos obtenidos. Posteriormente, se adaptó la prueba no paramétrica de Wilcoxon para verificar la hipótesis respectiva, arrojando un valor p de 0,000, aceptándose la hipótesis alternativa. Finalmente, la estrategia del cuento con tira de imágenes contribuyó positivamente a la capacidad de expresión oral del alumno. Estimuló la imaginación y la creatividad, proporcionando oportunidades para comunicarse en un contexto realista y convirtiéndose en un medio atractivo para producir comunicación, desarrollando las habilidades de expresión oral y fomentado la creación de algo nuevo, divertido y atractivo. Fue una fuente de apoyo para que los alumnos recordaran vocabulario, reglas gramaticales o cualquier otro contenido, ya que la información visual se retiene de forma más eficaz y duradera.

Palabras clave: Estrategia, comunicación, cuentos en tiras de imágenes, habilidad oral, imaginación.

ABSTRACT

Nowadays, speaking in a second language is a difficult skill to master. For this reason, it is essential to introduce new communicative strategies such as picture strip stories which offer advantages and allow students to improve their speaking skills. The objective of this research work was to analyze the effectiveness of using picture strip stories to develop speaking skills. Furthermore, this research had a quantitative approach because statistical calculations were employed to collect the data. Likewise, it was necessary to apply a pre-experimental design where an experimental group participated in this study. In addition, this project was centered on bibliographic and field research with a correlational level to analyze the relationship between the variables studied. Moreover, the instrument used to collect data in this research was a Cambridge A2 Flyers pre-test and post-test based on the speaking part. Additionally, a rubric was needed to assess speaking skills based on three criteria: vocabulary and grammar, pronunciation, and interactive communication. Thus, the mean of the pretest was 2.24, and the post-test was 3.05, which indicates a significant difference. Based on this, a normality test called Shapiro-Wilk was performed to examine and discuss the results with the data obtained. Subsequently, the Wilcoxon non-parametric test was adapted to verify the respective hypothesis, giving a p-value of 0.000, accepting the alternative hypothesis. Finally, it was concluded that the picture strip story strategy contributed positively to the student's speaking skills. It stimulated imagination and creativity, providing opportunities to communicate in a realistic context and becoming an attractive medium to produce communication, developing speaking skills and allowing the creation of something new, fun, and engaging. It was a source of support for students to remember vocabulary, grammatical rules, or any other content, as visual information is retained more effectively and lastingly.

Key words: Communication, imagination, picture strip stories, speaking skill, strategy.

CHAPTER I.- THEORETICAL FRAMEWORK

1.1   Research Background

Speaking is the most significant form of communication. Therefore, it is considered the most critical skill to master, as it is the primary indicator of success in language learning. Hence, the introduction of picture strip stories allows learners to communicate their ideas, opinions, and emotions more actively while students are speaking a second language. Additionally, the use of this strategy is a medium that contains humorous elements that enhance the environment and are familiar to the learners, thus improving their speaking. As a result, this research includes several bibliographic sources of information from different authors on the topic of picture strips and speaking skills, some antecedents serve as the basis for the development of this research. Hence, this information is relevant, pertinent, and essential as it highlights crucial points on the topic.

The research executed by Turnip et al. (2020) aimed to demonstrate the effectiveness of using Picture Strip Story on students' speaking skills. Therefore, this study was conducted in SMP Yayasan Pangeran Antasari in North Sumatra. A total of twenty students of the second level were the sample of this inquiry. The approach selected for this study was quantitative. In addition, a pre-experimental design was applied using a pre-test and post-test as the principal data collection instruments. The results indicated that the use of picture strip stories had a significant impact on students' speaking skills because the mean of the post-test was higher than that of the pre-test $(73.55 > 48.00)$. Thus, the use of this strategy positively affected the students' speaking skills, as it improved their communicative competence. In short, the picture strip story is one of the tools that have the potential to be used to enhance students' speaking skills. Hence, this technique of using picture strip stories is attractive and motivating

for students because their colors, shapes, patterns, and composition attracts their attention. To sum up, the use of this medium stimulates learning entertainingly and effectively. Finally, this study has significant value to this research as it emphasizes that picture strip stories are a teaching tool whose pedagogical application is useful in the teaching and learning process. This medium has the potential to awaken curiosity and create motivation in students for learning, thus providing students with the acquisition of knowledge.

A study by Purba and Marbun (2019) attempted to investigate the improvement of students' speaking skills through the picture strip story. This study had an experimental design as the study consisted of two groups: the experimental group and the control group. The experimental group was guided through the use of the picture strip story medium, while the control group was directed with conventional exercises and techniques. Both groups performed the pre-test. The post-test was conducted for both groups to analyze the treatment effect. The results showed that the experimental group performed quite satisfactorily with a mean score of 85.46 points, while the control group performed less satisfactorily with a mean score of 70.75 points. In conclusion, the use of picture strip stories had a meaningful impact on the students' speaking skills. This paper is fundamental to this research because it demonstrates that picture strip stories help students interact with each other, facilitate comprehension, help clarify concepts, and encourage students to participate actively in the learning process.

Sahalluddin (2021) developed a study aimed to identify the improvement of speaking skills of eleventh-grade students of MA Al Faizin through the use of picture strip stories. Thus, the population consisted of 23 students. In addition, classroom action research was applied and focused on four cycles, including four steps each: planning, acting, observing, and reflecting. Furthermore, a mixed approach was used in this study, as the data were examined using both quantitative and qualitative

methods. For the qualitative data, observation was employed to perform the investigation. Likewise, the quantitative data were analyzed by comparing the average scores of the pre-test and the post-test. Hence, the results showed that students scored an average of 39.2 on the pre-test and improved to 44.3 on post-test 1. Sequentially, post-test 2 was 54.1, post-test 3 was 70.2, and post-test 4 was 75.2. In conclusion, considerable progress was achieved in the speaking skill section, allowing the students to feel more comfortable in learning because it brings a different dynamic from the method usually used by the teachers and provides the opportunity to interact and exchange ideas. This investigation is relevant to this project because it shows that picture strip stories facilitate and reinforce learning and the retention of information. Thus, students learn more enjoyably and effectively.

Furthermore, the study developed by Wahyuni (2020) intended to analyze the efficiency of picture strip stories as a resource to teach speaking. The methodology consists of a true-experimental design because it is about proving or disproving a hypothesis in a mathematical way combined with statistical analysis. Therefore, a pre-test and a post-test were applied for the collection of information. Likewise, it was a qualitative approach as it worked with statistical data, which were analyzed, interpreted, and discussed to obtain conclusions about the topic investigated. The study was applied to tenth-grade students of MA Sejahtera Pare. For its development, 25 students participated in the experiment. In this situation, the researcher used a t-test to examine the data. The results showed that the students' speaking skills increased after they were taught with picture strip stories. In the post-test, the mean (52.6) is higher than that of the pretest (70.2). As a result, using picture strip stories reinforces students' speaking skills as innovative teaching and learning resource that integrates different skills and is a dynamic alternative to interact in class. This research is necessary for this investigation because it demonstrates that picture strip stories have a positive impact on learning as they are more attractive and easier to understand. Teachers

develop their creativity by working with visual content since they simplify complex topics with graphic resources.

The study conducted by Riska (2021) intended to analyze the influence of using picture strip stories on students' speaking skills. For this study, a total of sixty-eight students from the first semester of Smti Bandar Lampung were selected as the sample to improve their speaking proficiency and effectiveness. The researcher applied a quasi-experimental study in which 32 students belonged to the experimental class, and the other 36 were in the control group. Likewise, the speaking test was used as an instrument to collect data. The pre-test was administered before the treatment in the experimental class, and the post-test was applied afterward. Moreover, a t-test was needed for data analysis giving a p-value of 0.000, accepting the alternative hypothesis. In conclusion, the use of the picture strip story had a significant effect on the students' speaking ability. Hence, this study provides a great contribution to this research since picture strip stories are a communicative strategy that brings dynamism to the class and a methodical value. Moreover, it could be implemented as a resource for students to explore their creativity by relating their learning process.

The investigation by Mukmin (2021) examined students' speaking skills using picture strip stories. The study used a pre-experimental design, the independent variable was the picture strip story, and the dependent variable was the students' speaking skills. The research involved thirteen students from class XI of SMK Daerah Luwuk School. Furthermore, a test was used as the main instrument of this study to achieve this purpose, and it consisted of two parts: a pre-test and a post-test. Data obtained from this questionnaire were analyzed using statistical calculations. There was a result of the questionnaire: the mean score on the pre-test was 67.76, and the mean score on the post-test was 75.73. Hence, the introduction of a picture strip story fosters imagination and expressive competence and provides opportunities to communicate in a real context as they are easier to retain information and express ideas

by being more concrete and motivating. In conclusion, this study has a great impact because it highlights that the picture strip stories facilitate instruction, complementing verbal explanations with concrete visual contents that are easy to understand and contribute to the acquisition of the contents.

Widyaningrum (2021) conducted a study to determine the effectiveness of the picture strip story in learning speaking skills. The research process had an experimental method as two groups were selected: an experimental group and a control group. The participants were 72 first grade students of SMA N 1 Welahan, and each class consisted of 36 students. The instruments used were a pre-test and a post-test that focused on speaking skills on the topic of daily activity. The results indicated a significant improvement, as the statistical analysis of the class of the experimental group showed a mean score of 70.72 on the pre-test and 76.03 on the post-test. In the control group, the mean score on the pre-test was 60.25 and the mean score on the post-test was 54.75. It was concluded that the picture strip stories transmitted a better understanding of grammatical structures to the students, facilitated comprehension, and created a more dynamic learning environment. This strategy enabled learners to learn vocabulary and retain information. Finally, this study provides significant support to this research as it highlights that students are motivated and engaged during the implementation of the picture strip stories since it is a strategy that helps to stimulate interest and interaction in the classroom, which improves students' communicative skills.

Additionally, a work conducted by Novianda (2017) sought to determine the effectiveness of picture stories in communicative language teaching to develop learners' speaking skills. This study used an experimental research design with quantitative and qualitative methods. Two groups were involved: an experimental group (EG), which used picture strip stories, and a control group (CG), employing the drilling technique. Classes VIII.1 and VIII.2 of MTSN Gandapura Model Secondary

School, each with 30 students, were selected for the study. For the quantitative data, students took a pre-test and a post-test, and for qualitative data, a questionnaire was provided. Then, a t-test was applied to analyze the data and validate the hypothesis. The mean score of the pre-test was 60 for GE students and 52 for CG students, while the mean score for the post-test was 80 for GE students and 66 for CG students. The incorporation of picture strip stories in the classroom is an active tool to develop comprehension and speaking skills, combining different competencies. It also generates a more ludic and entertaining learning environment by including humor. In conclusion, it is pointed out that this paper is highly pertinent to the research work, as picture strip stories offer a wide range of didactic and educationally enriching possibilities during the learning process. Furthermore, this strategy is motivating and stimulates students' interest in a particular topic.

The study proposed by Purnama et al. (2022) investigated how EFL students perceive the use of picture strip stories in learning speaking skills. The population included twelve tenth-grade students from SMK Islam Raudatul Husna, West Nusa Tenggara. The methodology of this project was qualitative, as it is an approach to understanding a social phenomenon in current education, its need for transformation, and the administration of pedagogical tools that increase skills and creativity. Likewise, a descriptive design was chosen to collect the facts that occur in a specific context according to the research variables. For this research, the instrument adopted was the focus group discussion. Whereas for data collection, the researcher used a semi-structured interview. Besides, during the data analysis process, the researcher applied some stages including data display, condensation, drawing, and verification data analysis. In summary, using the picture strip story facilitates learning by improving comprehension, enhancing memory, and conveying information that students have difficulty reproducing orally. Finally, this study is relevant to the research work because picture strip stories are a strategy that fosters creativity and imagination. It enhances the learning experience of each topic learned during class,

and they are very adaptable resources with which students can review the topics covered in class.

Finally, Pasaribu (2018) developed a study that explored how successful picture stories are in teaching speaking skills. It applied a quasi-experimental design with an experiential group and a control group. For this study, the population consisted of 20 students in the experimental group and 20 in the control group from the first grade of SMKN 1 Maros. The instrument used to collect data in this study was a test consisting of a pre-test and a post-test. The researcher found there was a significant difference in the mean scores of the students in the pre-test and post-test. In the experimental class, the mean score of the pre-test was 66.8 and the post-test was 80, whereas in the control class, the mean score of the pre-test was 64 and the post-test was 67.1. The results of this study indicated that the use of the picture strip stories technique was effective in improving learners' speaking skills. Therefore, the incorporation of picture strip stories helps comprehension and stimulates memory. Thus, this research is appropriate for the investigation. It is stated that picture strip stories are a medium of communication that possesses an expressive richness because it handles visual and creative language. The picture strip stories include descriptive elements that give an identity to learning.

The previously analyzed studies showed, that there was a close relationship between picture strip stories and speaking skills. The results indicated a positive effect in the use of this teaching and learning tool. It was found that this strategy helped students develop their communicative skills because it was a medium that promoted interaction, creativity, and imagination. It also aroused students' interest because it is a visual tool that captures students' attention through its shapes and colors, among other things.

Theoretical framework

Independent variable

Didactics

Didactics is a branch of pedagogy concerned with educational techniques and approaches that the teacher can use to impart knowledge to students. It deals with the preparation, implementation and evaluation of teaching and learning procedures. Additionally, didactics helps to create meaningful learning experiences for students so that their education is relevant to our contextual reality. In general, didactics seeks to enhance student learning by helping them make sense of what they are trying to learn. Didactics is the art of teaching and transmitting content for learning(Liu et al., 2020).

Therefore, didactics has the function of reviewing, selecting and organizing content, and establishing objectives about methods and techniques of language learning. It also helps to guide the learner in the progressive acquisition of knowledge, skills, and habits, as well as in the organization of content. On the other hand, didactics can be understood as a method or applied theory because its main objective is the study of practical activities to carry out the teaching and learning process After all, didactics is how the teacher is going to teach a subject, which must be proactive, active, and productive (Rubio, 2017).

Teaching methods and approaches

A teaching method is the set of decisions about the procedures to be followed and resources to be used to achieve one or more educational objectives. It is a more concrete term because it is the way in which a particular pedagogical model is put into practice, using various strategies, techniques, and activities logically sequenced to

promote student learning. The method to be used depends on the needs and interests of the students, the content, and the context (Nagy, 2020). On the other hand, a teaching approach is a systematic guide that establishes a particular way of understanding education based on one or more learning theories that orient and determines the form in which teaching is organized and carried out. An approach may give rise to a pedagogical model or current context (Gill & Kusum, 2017).

During the history of education, it can find different educational approaches corresponding to a particular stage in our history. Each of the educational approaches that have a significant impact in the field of education, especially in terms of learning and teaching, has made possible the development of explanations and methodological and technological tools to approach such processes from different dimensions (Waheed, 2018).

Teaching resources

Nowadays, teachers of foreign languages are looking for different strategies, dynamics, and activities to make the teaching of a language enjoyable. To achieve this, they must awaken the interest of their students in learning a foreign language. Likewise, the teacher can use different resources in the classroom to make the class more dynamic. These materials can be both physical and virtual. They are designed to arouse the interest of students, adapt to their physical and psychological characteristics, and facilitate the teaching activity (Oppong, 2021).The didactic educational resources are the pedagogical support that reinforces the teacher's performance, optimizing the teaching-learning process. Among the didactic educational resources are audiovisual material, computer didactic means, physical supports, and others, which will help to develop the performance in the classroom (Coşan, 2021).

These resources are designed by the teachers in response to the requirements, motivating and awakening the interest of the students to strengthen the teaching and learning process, allowing the delivery of the theoretical contents of the subjects with the practical classes. Teaching resources are crucial in any educational system. They make the transmission of knowledge more dynamic and allow it to take place according to different models and forms, which is vital considering that not everyone learns in the same way (Cohen & Raudenbush, 2000).

Picture strip stories

The application of teaching resources creates a meaningful way of learning and makes the classroom environment more productive, dynamic, and energetic. That is why the implementation of picture strip stories build an active role and reinforces knowledge by developing students' creativity and critical thinking skills. Through their stories and characters, picture strip stories develop the imagination and allow for the creation and development of new experiences (Purba & Marbun, 2019).

A picture strip story is a set of text and graphic elements intended to express a story or idea. It is presented through vignettes or boxes containing illustrations that give structure to the story and show the action, the scenery, and the characters. These can be divided by spaces and have different dimensions. The sequence is from right to left and from top to bottom. For that purpose, it is necessary to consider the elements that comprise it, such as vignettes, illustrations, text balloons, onomatopoeias, sketches, kinetic figures, icons, and signs (Kiftiah, 2014).

Kosdian (2016) stated that the picture strip story is a series of drawings that constitute a story that may or may not include text. It is one of the bases for children's learning and intellectual development. Through picture strip stories, it is possible to make learners understand things faster, their brains work with more awareness, and

their desire to express themselves is enhanced. Picture strip stories will always be fascinating for students and therefore an essential factor in the learning process.

Picture strip stories are authentic resources that allow students to learn a language beneficially and positively, and help them develop their learning and creativity. Their ludic aspect and their richness (cultural, lexical, and grammatical) promote a different way of working with students in the class (Riska,2021). Picture strip stories can be used to tell a story by associating the image with the student's ideas. It can be adapted to different genres such as short stories, science fiction, drama, poetry, daily life, historical events, etc. It is a means of creation related to art and literature.

The use of picture strip stories in the classroom is one of the possibilities, as it provides students with a different way of learning a language, as they will be able to express themselves both orally and in writing. They can offer students a more enjoyable way to learn English, as they can learn different aspects related to the target language, for example, vocabulary, grammar and cultural issues, etc. (Mukmin, 2021). The use of this resource facilitates oral production, thus allowing for a better understanding of the content of the text. Therefore, picture strip stories are an effective tool that not only motivates but also allows the teachers to create and modify their material as they consider appropriate for the lesson. The humor, developed through picture strip stories, improves the classroom and a broader understanding of the information while developing English language skills.

In the field of English, the use of picture strip stories as a didactic resource promotes different skills, such as speaking skills (Rifa'at,2018). It is an attractive and productive way to study the contents because it allows learners to approach them innovatively, presenting students with engaging material and motivating them to accelerate the teaching and learning process. Moreover, picture strip stories are a

resource that can be used in any setting where classes are taught, and it is not necessary to depend on technology to implement them (Purba & Marbun, 2019).

Wulandari et al. (2014) established that the role played by picture strip stories is highly valued because they provide support to teachers and students. The learners feel like the main character of their formative process, actively participate in giving their meaning, provide a logical sense of the picture, interact with their classmates and strengthen their speaking skills. The function of picture strip stories in education presents great communicative and motivational support. Picture strip stories are a very effective technique for promoting students' speaking skills because they create a comfortable and relaxed environment for them. Riska (2021) argued that picture strip stories provide information that is effective for learning because they facilitate the understanding of the content to be developed so that students become engaged and focus their attention on it. However, several aspects must be considered when selecting them. Hence, these resources must be appropriate to the context and the age of the students to stimulate their interest and thus increase their learning success.

According to Astuti (2012), the selection of picture strip stories should be a responsibility that the teacher can undertake individually, taking into account the characteristics of their group of students. The stories should have a positive message that makes the students think. Depending on the grade level in which the story is used, it will have different levels of complexity. Thus, it is necessary to go over the vocabulary of picture strip stories before beginning so that students have an idea of what will be talked about during the use of the picture strip stories for a better understanding of the events that occur in the story. In the end, it is necessary to carry out activities to reinforce students' knowledge which should be presented in a didactic and attractive way. For this reason, picture strip stories are so necessary because they open up a world of creativity for the learners, motivating them to engage even more intensively with speaking, and making them practice their initiative. In this case, that

would be the first goal: to make learners realize that speaking is a critical part of communication and to foster English language learning.

Likewise, Novianda (2017) supported the use of picture strip stories as a motivational tool because they can tell a story, provide vocabulary, introduce characters, convey important values, and address a variety of topics. It also allows students to cooperate during the learning process. Hence, picture strip stories provide students with experiences because they can follow the story and easily recognize the characters and their settings by using pictures. Then, picture strip stories are helpful for the acquisition of a second language because the visual images also give clues to guess the meaning of words and provide a context with authentic dialogues that are close to their interests and reality. For instance, picture strip stories provide several benefits, such as enhancing communicative skills. In addition, it promotes a better understanding of the English language. On the other hand, it develops critical thinking and entertains and amuses due to its content. Using picture strip stories of different thematics will allow us to approach those topics in the classroom in a creative way and will stimulate their interest and curiosity

In this case, the use of picture strip stories will be a great promoter for the development of imagination and creativity in the students, with simple, playful, entertaining, and effective activities for the improvement of speaking skills, which allows them to achieve that security that they need at the moment of giving information during the learning process (Putriani, 2016). This is an effective way to perform some oral activities even when trying to solve a problem.

Dependent variable

English language

The English language has become one of the linking languages between people of different cultures and nations. It is widely used in business relationships, marketing, technology, education, science, and politics. In a globalized world like the one we live, the common factor that connects people is the English language. Learning English facilitates the development of students' skills because the knowledge of a foreign language implies the achievement of many competencies and attitudes (Delahunty & Garvey, 2020).

Therefore, a person who can communicate in English has many benefits: it gives access not only to current and relevant information from primary sources but also to communicate with people from all over the world. It is the language that many countries have chosen to establish its learning in their curriculum to ensure that their students have better opportunities for work, study, and business with other countries where the same language is spoken. The English language has progressed worldwide, it is used in academic, scientific and technological areas, so it has become a real need to learn. It can be stated that English is one of the most transcendental in the era of globalization (Estliden, 2017).

As a foreign language, English is one that many countries have included in their curriculums to improve the chances of their students to work, study and do better deals with other countries that speak English. In Ecuador, learning English is compulsory. However, students in both basic and diversified educational units have not been able to learn and speak the language proficiently (Dutta, 2020).

English language skills

The language skills are listening, speaking, reading, and writing. Each of these can be divided into sub-skills. Language skills refer to specific observable and definable components, such as writing. These skills can be acquired through learning or innate in the individual. According to this view, it is assumed that the teacher is in charge of providing and motivating activities that help students to enhance all their skills to acquire a foreign language more interesting and possible(Husain, 2015). Developing the four skills facilitates the understanding of a language and improves the speaker's communicative and even cognitive skills. The development of each skill will enable the student to understand, express, argue, and analyze. The four English language skills are classified in two ways. Additionally, the skills are divided into active skills or productive skills: speaking and writing; and receptive skills or passive skills: reading and listening (Markstrom, 2019).

Productive skills include receptive performance, in which the speaker and writer produce language to communicate. The writer produces a graphic representation of the message, while the speaker generates spoken utterances of his or her message, accompanied by to make it more understandable. On the other hand, receptive skills include productive performance, apparently beginning with listening or reading something; however, beyond this activity, the listener has to distinguish the qualities of the sound when listening, while the reader must differentiate the graphic signs. (Markstrom, 2019).

Productive skills

Productive skills are more communicative than receptive skills and are the basis of the learning process, thus allowing the student to achieve communicative competence. Productive skills are speaking and writing, learners performing these

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skills need to produce language. They are also known as active skills. It is fundamental to mention that productive skills are those that allow the learner to produce language either orally or in writing, thus enabling communication and allowing the learner to express ideas and thoughts. Productive skills are divided into speaking and writing (Ulashovna, 2020).

Speaking is one of the productive skills considered in foreign language learning and consists of the active use of language to express and communicate meaning that is understandable to others. Through speaking, people can transfer information to others to make them understand what they are discussing. People can also learn about their feelings and connect with others. This skill is considered one of the most important and challenging skills because it involves real time information processing; for this reason, students often avoid speaking and never have the opportunity to strengthen themselves through practice (Gomathi, 2021).

At the same time, writing is the most complete English language productive skill in terms of grammar. The reason is that the audience, the readers, are unlikely to know the tone of voice, facial expressions, gestures, or a real-life situation that will help them understand the message. However, a written text must create a context and make clear references and connections to the message through language (Lee et al., 2020).

Speaking skill

Speaking has been defined as an active skill by which language is manifested as an expression of feelings, needs, thoughts, emotions, desires, and emotions. In this context, it is a crucial step in the communicative process of English language development. It is one of the most important and challenging skills because it involves processing information in real time. Therefore, students often avoid speaking and

never have the opportunity to strengthen themselves through practice. At the same time, it is possible to improve the skill through constant practice and study (Qureshi, 2013).

In the same way, speaking skill is considered an important undervalued skill. It emphasizes that speaking skill is the combination of the functional and structural aspects of language to communicate. Speaking is the skill in which students must be assessed through real life situations. In general terms, it is the ability to express ideas through the combination of the functional and structural aspects of language in a fluent manner (Hussain, 2017). Nevertheless, speaking is considered one of the most difficult productive skills because students present different challenges when expressing themselves orally in a new language, some of them are insecurity, frustration, and pronunciation problems, among others. However, these barriers can be overcome by using the skills in an interactive way that allows learners to grow personally.

Speaking skill arises as a human need to express feelings, desires, emotions, ideas, etc., and thus share them with other individuals, but the ideas must be structured clearly and concisely. Based on the previous definitions, it is important to keep in mind that speaking skills in specific situations are more extensive than speech because they require the use of paralinguistic elements to complete their final meaning. Therefore, it not only implies an adequate knowledge of the language but also includes several nonverbal elements (Sudarmo, 2021).

For successful speaking skill development, the teacher must design creative activities that allow students to be active and perform in English. The following points should be considered, such as creating topics related to the learners' interests and experiences and encouraging them to perform better in oral presentations. Learners should be motivated with dynamic activities to gain confidence and find English exciting and interactive. Therefore, the teacher should always be creative and active

and provide entertaining activities to make the teaching and learning process more enjoyable (Rao, 2019).

Speaking sub skills:

It is a constant ambition of all people to speak fluently in a second language. Therefore, it is crucial to know what sub kills must be developed to become a good speaker. Lackman (2010) established that the speaking sub-skills include: fluency, accuracy with words and pronunciation, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, and using discourse markers. On the other hand, Spratt et al. (2011) emphasized in their book the TKT Course that some of the sub-skills are making use of grammar, vocabulary, functions, registering to speak appropriately, using features of connected speech, body language, producing different text types, oral fluency, and interactive strategies. Considering the different points of the authors about subskills to evaluate the students' speaking, it was taken into consideration the next which are: vocabulary, grammar, fluency, and pronunciation because these criteria will be integrated into the Cambridge A2 Flyers test.

Fluency

Lackman (2010) argued that fluency refers to the ability to use words correctly in an appropriate context and to be able to express orally or in writing smoothly and clearly. It characterizes by the smooth and fluent production of utterances without excessive hesitation or pauses, which can be achieved through practice and repetition. It refers to the easy communication and transmission of a message. It allows the speaker to transmit ideas and information to the target audience in an understandable way, with an adequate rhythm and avoiding unnecessary pauses that could affect comprehension.

Vocabulary

Khan et al.(2018) emphasized that vocabulary is the set of words that a speaker has to communicate with each other. They are part of a particular language and are known to the people who speak it. A rich vocabulary helps us to have a wide range of words available to describe certain events and feelings. It makes it easier to talk about different topics in detail and to say exactly what we feel or want. The use of a variety of effective strategies will enhance the learner's ability to increase vocabulary.

Grammar

Grammar is the set of rules that determines the proper functioning of a language. It allows us to understand the structure of words and helps us to organize and combine them correctly in the sentence. Knowing grammar will provide a clear and precise way to express ideas and thoughts, demonstrating a high level of knowledge and mastery of the language Lackman (2010).

Pronunciation

Pronunciation is understood as a necessary part of speaking, which includes important elements such as tone, rhythm and accent. Having a good pronunciation generates more confidence and security to perform in any situation. Therefore, correct pronunciation helps to ensure that others understand the message that is being communicated and hear it more clearly (Gilakjani, 2012).

Speaking is a communicative skill that allows people to give information about a specific topic. According to Hussain (2017), it is the process of creating and sharing

meaning with verbal and non-verbal symbols in different contexts. It is an essential part of language learning and definitely contributes to the learner's success during the language learning process. Therefore, it requires the application of methods that promote this skill, such as the communicative language teaching method. It is focused on the interaction between students who produce conversations during most of the class time using the target language. It enhances communication through different techniques. For this study, it was useful to implement specific speaking strategies as picture strip stories.

This strategy helps to develop speaking skills by describing images using real material, and it uses visual aids to transmit ideas. Thus, this strategy may be implemented by using the following process. First, it is mandatory to activate the previous vocabulary and grammatical structures. Subsequently, groups of students are formed to encourage communication, the transmission of knowledge, problem solving, and interaction. Next, the teacher gives the picture strips to each group of students, and the students look at them, try to understand them, predict certain situations, and negotiate to create a story with the idea of all the classmates in the group. Then the students tell the story in their own words. This activity is essential to foster students' creativity and imagination (Riska ,2021).

1.2   Objectives

General objective

-       To analyze the effectiveness of using picture strip stories to develop speaking skill.

Specific objectives

-       To diagnose the proficiency level of the students in the speaking skill.

-       To identify the benefits of picture strip stories that enhance students' speaking skill.

-       To determine how picture strip stories improve the development of speaking skill.

Description of the fulfillment of objectives

The general objective was achieved through the development of the specific objectives proposed in the research. In this way, it was possible to diagnose the students' language level through the use of pre-test and post-test based on the Cambridge A2 Flyers Test; this instrument was necessary for gathering information and elaborating the results. Similarly, it required the application of a rubric to assess and score speaking skills. It consisted of three criteria, grammar and vocabulary, pronunciation, and interactive communication, giving an average of 5 points.

The second objective of this research required collecting and analyzing information, which was obtained through an extensive review of articles and papers

by different authors dealing with the topic of picture strip stories and speaking skills. Once the researcher read and chose the information from the bibliographic sources, it was necessary to identify the benefits of picture strip stories on speaking skill as proposed by various authors.

Finally, it was necessary to implement picture stories in the lesson plans to determine how this strategy improves the development of speaking skills. Hence, it was shown that the students developed and reinforced their speaking skills. Thus, once the treatments were carried out, a post-test was administered to test their progress. The post-test showed a significant improvement, as the picture strip stories positively enhanced the students' oral expression development.

CHAPTER II.- METHOLOGY

2.1.   Materials

In order to develop the research and obtain the necessary data for its development, different resources were used, including human, physical, financial, and technological. According to Cherry (2022),resources are necessary elements, and their primary function is to achieve a specific goal. It shows that most studies require many different resources for their accomplishment. Thus, the participation of the seventh grade students of the Unidad Educativa "Capitán Giovanni Calles",was established. In this way, those learners had the opportunity to work with the proposed experimentation that provides significant benefits.

Additionally, it was required to use journals, articles, papers, and online books to support the conduct of the research. Subsequently, the Cambridge A2 Flyers standardized test designed for children between 7 and 12 years old was applied. Besides, teaching materials such as visual aids and school supplies were needed to fulfill the lesson plan activities. Furthermore, the SPSS (Statistical Package for Social Sciences) software was handled because it is an application that allows the researcher to analyze statistical data and verify the validity and reliability of the instrument.

2.1.1.   Population

According to Shukla (2020), the population refers to the total number of individuals, objects, or events that have the same characteristics. Hence, the participants for the research were from the Unidad Educativa "Capitán Giovanni Calles" of Pelileo city, a private institution that provides education at the levels of Initial Education, General Basic Education, and Baccalaureate. Therefore, the study was conducted with 25 students from the seventh grade of General Basic Education

who contributed to the investigation. The students' age range is between 11 and 12, including 9 females and 16 males in total.

Table 1

Population

Population	Sample	Percentage
Male	9	36%
Female	16	64%
Total	25	100%

Note: Seventh grade of EGB of Unidad Educativa "Capitán Giovanni Calles"

2.1.2 Procedure

It was possible to collect data with the collaboration of students and the authorities to achieve the objectives of this research. First of all, it was necessary to send a document to the coordination of the Unidad Educativa " Capitán Giovanni Calles" to work with the students of the seventh grade in this process. Secondly, a meeting was required with the teacher in charge of this class to coordinate the schedule. After that, the lesson plans were presented to begin the treatment in face-to-face classes.

Therefore, a total of ten face-to-face interventions were carried out over eight weeks to apply the instrument and obtain the results. For this purpose, it was necessary to apply a pre-test and post-test and to administer the lesson plans. Hence, the lesson plans had a duration of forty minutes, which focused on the English book called "Time to learn". The pre-test and post-test lasted approximately eighty minutes. The study was carried out in the educational institution "Capital Giovanny Calle" with twenty-five students in the seventh grade of EGB. The data were collected using a Cambridge Assessment rubric of the speaking section.

The first intervention aimed to diagnose the students' speaking level using a pre-test from Cambridge A2 Flyers. For that purpose, the students performed this test individually, and it took about 2 to 3 minutes. The pre-test was focused on the speaking section of part 1 which was about finding the differences between two pictures. Furthermore, a rubric was implemented to assess speaking skills based on three criteria: vocabulary and grammar, pronunciation, and communicative interaction.

The second intervention began with the application of the first lesson plan, which aimed to talk about daily routines using the present simple tense. Thus, the vocabulary related to daily routines was briefly introduced, and the grammar of the Present Simple Tense was explained. Finally, picture strip stories were used to activate the knowledge acquired in class so that the students could orally reproduce what they had learned. For this activity, learners were divided into groups and given fifteen minutes to tell a story using picture strips.

The third session focused on recognizing the different members of the family. First, a warm-up was introduced with a tongue twister. Secondly, the family vocabulary was taught, and the students described their family photos based on the vocabulary they had learned. Finally, students formed groups and narrated a story using picture strips. Therefore, students were given fifteen minutes to discuss, share ideas, and negotiate to create a story orally.

The fourth session centered on describing real life situations using the present continuous. First, an activity was presented to start the class called "Do for your partner" to engage the students in the learning process. Subsequently, grammar related to the present progressive was taught, and different activities were accomplished to integrate grammar. Finally, picture strips were used in the lesson to help students incorporate the content learned and reproduce it orally. Therefore, students were given

fifteen minutes to discuss, share ideas, and negotiate to create and present a story orally.

The objective of the fifth session was to tell and ask for the time. Thus, a song was presented to start the class about time. Next, a clock made of foam was shown to the class in which different elements and how to tell and ask for the time were described. Finally, the students practiced their learning by using picture strips to narrate a story relating to time vocabulary. Therefore, students were given fifteen minutes to discuss, share ideas, and negotiate to create a story orally.

The sixth session was about describing free time activities in a realistic context. First of all, a game of guessing leisure activity was introduced, using mime to guide. Then the vocabulary of the different free time actions was introduced. Finally, students formed groups and narrated a story using picture strips to practice speaking skills. Therefore, students were given fifteen minutes to discuss, share ideas, and negotiate to create and present a story orally.

In the seventh session, the objective was to recognize common prepositions of place. Thus, an activity about the hanged man was introduced, in which the students had to guess the topic of the class. Subsequently, teaching resources such as a box and teddy bear were employed to teach the prepositions of place. Finally, picture strips were applied for students to practice speaking skills by narrating a story.

The eighth session was focused on talking about the abilities using the modals can and can't. For this purpose, it started with the presentation of an activity based on putting the superheroes on a chart based on the activities they can and can't do. Subsequently, the grammar of modals was presented through different activities. learned. For this activity, learners were divided into groups and given fifteen minutes

to tell a story using picture strips. Therefore, students were given fifteen minutes to discuss, share ideas, and negotiate to create a story orally.

Session nine was about describing different jobs and occupations. First, an activity called Who am I? was introduced, in which the students had to guess the jobs and occupations according to the descriptions given by the teacher. Then the vocabulary on the topic was introduced, in which paper dolls were provided to the students to practice the vocabulary. Finally, picture strips were applied for students to practice speaking skills by narrating a story.

In the last session, the post-test of the speaking part was applied by taking section 3 of the Cambridge A2 Flyers test based on narrating a story. The teacher showed four images that told a story and talked to the student about the first image. The student had to continue the story and described the other three pictures. The title of the story and the names of the main characters were provided by the teacher. Thus, the test lasted about 2 to 3 minutes per student.

2.1.3 Techniques and instruments

A2 Flyers is a Cambridge test for young learners (YLE) that introduces children to authentic English and helps them build confidence and improve their level of proficiency. This test is at level A2 according to the Common European Framework of Reference for Languages (CEFR). It covers the four language skills writing speaking, listening, and reading, and includes engaging activities customized to the level. The test is designed for children in school from 7 to 12 years old (Cambridge Assessment English, 2018).

This research was conducted using the Cambridge exam to assess the speaking proficiency of the targeted students to perform a pre-test and a post-test. The pre-test

was conducted using the A2 flyers from the first part, which involves identifying the differences between two pictures. On the other hand, the post-test was taken from the third part, which focuses on telling a story. In this section, the examiner describes the first picture and gives the students directions to continue the story, asking the learners to infer, predict, deduce, guess, and imagine. It took three minutes for learners to complete these parts (Cambridge Assessment English, 2018). In addition, learners were assessed on the four speaking sub-skills: vocabulary, grammar, pronunciation, and interactive communication. Finally, a Cambridge A2 level rubric was provided to assess speaking performance. The total score of the rubric was 15 points, composed of three evaluation criteria that get 5 points respectively.

2.2. Methods

2.2.1 Research approach

This research adopted a quantitative approach. Creswell and Creswell (2018) stated that the quantitative approach is applied to obtain objective statistical information on the causes of the current situation because this approach allows for evaluating the relationship between the variables under study. In addition, it used real data collection at the Unidad Educativa "Capitán Giovanni Calles" for the respective validation of the research through a pre-test and post-test. Likewise, this approach applied numerical measurement to test hypotheses through data collection and statistical analysis (Jick, 2013).

2.2.2 Research modality

Field based research

The modality implemented was field research by gathering information from direct sources in the place of the events and interacting with the participants from the Unidad Educativa "Capitán Giovanni Calles" specifically with students in the seventh grade of General Basic Education allowing the collection of relevant information for the research study and, therefore, specifying the data obtained. This field modality aimed to gather information directly from the population under real scenarios (Bailey, 2014).

Bibliographic-documentary Research

In this research, a bibliographic-documentary method was used because it aimed to analyze, identify, expand and deepen different perspectives, theories, conceptualizations, and foundations based on books, articles, texts, and journals in which the topic of the study and the criteria of different authors can be found (Ahmed, 2010). In addition, it relied on other research that will help us to support it theoretically.

It is critical to note that bibliographic-documentary research is not only a transcription of texts or a summary of papers but also the study and acquisition of information about the research topic (Leong & Austin, 2006).Thus, it was a bibliographic work because a complete bibliographic search was conducted to obtain the information and theories that support the research from multiple authors. In addition, it was a documentary work because the data collected during the application of the tests were documented following the correct writing procedures.

2.2.3 Types of research

Correlational level

According to Singh (2021), correlational research occurs when it is intended to identify the relationship or association between different events. Therefore, this study was focused on correlational research to evaluate two variables used during the investigation and formulate the established hypotheses. Hence, it was necessary to use this research level to identify the relationships that exist between picture strip stories and speaking skills and examine the impact generated during the research. At the same time, this level of research offered the possibility of having a perspective and overview of the realism of students between the variables studied (Pawar, 2020).

2.2.4 Research Design

Pre – Experimental Design

The research used a pre-experimental design because it involved only a group of seventh-grade students, so the results and effects of the experimental proposal concern just the sample of learners in the experiment (Peralta, 2004).The picture strip stories were introduced as a didactic resource for students to practice students speaking skills through different interactive activities according to the independent variable (Pawar, 2020). Additionally, a pre-test was implemented, followed by the application of the experimental proposal, and lastly, a post-test was applied based on the Cambridge A2 Flyers exam.

CHAPTER III.-RESULTS AND DISCUSSION

3.1.   Analysis and discussion of the results

3.1.1 Pre-test results

This table illustrates the frequency of students' scores on the pre-test. Thus, the table reflects the three criteria of the speaking skill rubric, which consist of grammar and vocabulary, pronunciation, and interactive communication. In addition, the Cambridge Flyers test was created on a scale of 1 to 5 for each criterion, with 1 being the lowest score and 5 being the highest score. Finally, the overall average score was over 5 points.

Table 2

Pre-test results

Flyers Speaking Rubric Scale

Criteria	1	2	3	4	5	Percentage	Average/5
Grammar and Vocabulary	8%	60%	32%	0%	0%	100%	2,24
Pronunciation	8%	56%	36%	0%	0%	100%	2,28
Interactive Communication	8%	64%	28%	0%	0%	100%	2,2
							2.24

Note: Pre-test scores obtained by the participants before the treatments

Analysis and interpretation

The table shows the frequency of the 3 parameters that were used to diagnose the speaking level of 25 students. In the first criterion, 8% of the students got a score of 1. Then 60% of the students obtained a score of 2 and 32% of the students had a score of 3. Hence, 0% of the students could not achieve a score of 4 or 5. As a result, the students scored an average of 2.24 for this criterion. According to the pronunciation criterion, 8% of the students obtained a score of 1. Thus, 56% of the students reached a scale of 2. Additionally, 36% of the students had a score of 3. Nevertheless, 0% of the students reached a scale of 4 or 5. The average of the criteria was 2.28. Finally, in the interactive communication criterion, 8% of the students got a scale of 1. In contrast,64% of the students scored 2. In addition, 28% achieved a score of 3. Meanwhile, 0% of the students did not reach a scale of 4 or 5. As a result, the students obtained an average of 2.24 in this criterion.

It was found through the speaking skill test that the student has a greater level of difficulty in the interactive communication sub-skill, as it was the criterion with the lowest average. Therefore, it was reflected that the students had a problem responding adequately to some instructions, questions, and visual indications with some support. Likewise, students have pauses and hesitations during the interaction. In addition, it was noted that students have difficulties with the sub-skill of pronunciation because it was hard to understand, and some sounds were quite unclear. Similarly, it shown that the students have unlimited knowledge of vocabulary. Hence, students had problems with grammatical structures. Thus, it is required to implement communicative strategies to improve interaction. Moreover, it is crucial to introduce didactic materials to reinforce knowledge and help students acquire vocabulary and grammar properly. Additionally, it is essential to include exercises and interactive activities to enhance pronunciation.

3.1.2 Post-test results

The table below represents the frequency in percentages of the student's scores on the post-test after the implementation and the sessions using the picture strip stories. Thus, the table reflects the 3 criteria of the speaking skills rubric, consisting of grammar and vocabulary, pronunciation, and interactive communication. In addition, the Cambridge Flyers test was created on a scale of 1 to 5 for each criterion, with 1 being the lowest score and 5 being the highest. Finally, the total score was out of 5 points.

Table 3

Post-test results

	Flyers Speaking Rubric Scale						
Criteria	*1*	*2*	*3*	*4*	*5*	Percentage	Average/5
Grammar and Vocabulary	0%	16%	64%	20%	0%	100%	3,04
Pronunciation	0%	16%	60%	24%	0%	100%	3,08
Interactive Communication	0%	16%	64%	20%	0%	100%	3,04
							3,05

Note: Post-test scores obtained by the participants after the treatment

Analysis and interpretation

The table illustrates the data collected after applying the post-test. It shows the frequency of the 3 parameters that were used to diagnose the speaking proficiency of 25 students after the treatment and the sessions using the picture strip stories. In the first criterion, no student scored 1. Then 16% of the students obtained a score of 2.

Hence, 64% had a score of 3. Next, 20% of the participants obtained a score of 4. Therefore, the students could not achieve a score of 5. As a result, the students scored an average of 3,04 for this criterion. According to the pronunciation criterion, no student scored 1. Eventually, 16% of the students obtained a score of 2. Thus, 60% of the students reached a scale of 3. Additionally, 24% of the students had a score of 4. Nevertheless, 0% of the students reached a scale of 5. The average of the criteria was 3,08. Finally, in the interactive communication criterion, no student scored 1. Consequently, 16% of the students got a scale of 2. In contrast,64% of the students scored 3. In addition, 20% achieved a score of 4. Meanwhile, 0% of the students did not reach a scale of 5. As a result, the students obtained an average of 3,04 in this criterion.

A positive and significant improvement was evidenced in the post-test because students' overall average scores increased. Consequently, students were able to improve speaking skills like interactive communication as their responses were adequate to almost all instructions, questions, and visual prompts with little support. Likewise, learners respond promptly, with few hesitations and pauses. In addition, participants could use an extended range of vocabulary to communicate. At the same time, the students were familiar with some grammatical structures and were clear about what they wanted to express. Regarding pronunciation, most of the participants' pronunciation was comprehensible. However, there were still some deficiencies with the accent and intonation of some words. Therefore, it was evident that picture strip stories have been a pedagogical tool that helped in learning and improving speaking skills. In addition, it allowed contextualizing the topic being studied in class. The picture strip stories fostered communication and interaction among the students, as they develop their imagination through their stories and characters and encourage creativity by offering a new and innovative context.

3.1.3 Pre-test and post-test results

The table contains a comparison of the results obtained from the pre-test and post-test used to diagnose the proficiency level of the speaking skill of 25 students. It denotes the average of each of the rubric criteria which were vocabulary and grammar, pronunciation, and interactive communication. Each of them had a score of five points. In addition, it shows the difference between the initial and the final results, which allows the researcher to identify the improvement of the students' speaking skill after the treatments conducted using the picture strip stories.

Table 4

Pre-test and post-test results

Speaking Criteria	Pre-test Average	Post-test Average	Difference
Grammar and Vocabulary	2,24	3,04	0,80
Pronunciation	2,28	3,08	0,80
Interactive Communication	2,20	3,04	0,84
Total	2,24	3,05	0,81

Note: Comparison and difference of pre-test and post-test averages

According to the comparison of the results from the pre-test and post-test, the students' speaking skills improved significantly. It noted that each of the criteria evaluated before and after increased. The average of the vocabulary and grammar criteria was 2.24 before and 3.05 after treatment, so there was a difference of 0.8. For pronunciation, the score was 2.28 before and 3.08 after treatment, so there was a difference of 0.8. Concerning interactive communication, the average was 2.24 before and 3.05 after treatment, so there was a difference of 0.81.

It is evident that there was significant progress in the students' speaking skills through the use of picture strip stories. The students improved their interaction by being able to exchange ideas and participate more effectively. Likewise, this resource encouraged collaboration and increased students' comfort during the learning process. Moreover, the students became the protagonists in the learning process. At the same time, learners were encouraged to put into practice what they had learned by using the picture strip stories and interacting with their classmates in groups. Therefore, it was shown that picture strip stories played a crucial role as teaching resources in the classroom. In addition, it was a motivator in the learning process as its comprehensible language and pictures catch the attention because of the wide variety of topics that make picture strip stories an engaging resource to work in the classroom.

3.2. Verification of the hypothesis

It was necessary to use the IBM SPSS software for the respective verification of the hypothesis. The Shapiro-Wilk normality test was also applied to analyze the difference in the distribution of the observed data. Subsequently, the Wilcoxon test was used to compare the averages of the pre-test and post-test.

3.2.1 Alternative hypothesis

H1: Picture strip stories do have a positive contribution on speaking skill.

3.2.2 Null hypothesis

H0: Picture strip stories do not have a positive contribution on speaking skill.

3.2.3 Shapiro - Wilk normality test

It was required to apply a normality test called Shapiro-Wilk due to the fact that the sample size of the population is less than thirty students. Thus, this test was applied to analyze the data distribution and then calculate the sample mean and variance. Thus, this test allowed the researcher to analyze if the data obtained came from a normal or non-normal distribution.

Table 5

Shapiro - Wilk normality test

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	,849	25	,002
Post-test	,823	25	,001

Note: Testing the distribution of the data using Shapiro-Wilk normality test

Analysis and interpretation

The attached table provides the results of the normality tests of the dependent variable. The Shapiro-Wilk test was used because the sample size is >50. Therefore, the p-value = 0.002 for the pre-test and 0.001 for the post-test. These values did not exceed the significance level of 0.05, reflecting that there was no normal distribution and a non-parametric test was needed.

It was stated that the data obtained from the sample did not follow a normal distribution because many values were low or high in the results. Therefore, the average was not exactly in the middle of the whole distribution. Thus, the probability

levels in both the pre-test and post-test were lower, requiring the application of the Wilcoxon signed-rank test because the data were not normally distributed. Hence, this test allowed the respective verification of the hypothesis

3.2.4 Wilcoxon test

The Wilcoxon non-parametric test was used in the analysis. It was necessary to use this test because the data obtained did not have a normal distribution. Therefore, this test allowed the researcher to compare the results of the pre-test and post-test averages. Consequently, this test was applied to identify the rejection or acceptance of the hypothesis.

Table 6

Wilcoxon signed-rank test

		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	23[b]	12,00	276,00
	Ties	2[c]		
	Total	25		
a. Post-test < Pre-test				
b. Post-test > Pre-test				
c. Post-test = Pre-test				

Note: Non-parametric Wilcoxon signed-rank test to compare data.

Analysis and interpretation

        Table 6 contains the data obtained with the use of the Wilcoxon signed-rank test, which was applied to compare the mean rank of two related samples, the pre-test, and the post-test, and to determine if there were differences between them. In this way, it was shown the sum of the positive and negative ranges of the test obtained from the students who applied the corresponding tests. Hence, there were 23 positive ranges, and consequently, there were no negative ranges. Additionally, there were 2 ties for a total of 25. As a result, there was a mean range of 0,00 and another mean range of 12,00 The sums of these ranges gave the results of 0,00 and 276,00.

        It was shown the difference between the two contrasted variables, the pre-test, and post-test, having three cases of groups with positive ranges, negative ranges, and ties. The majority of the sample shown positive ranges giving a total of twenty-three students who had significant progress in the post-test. Similarly, there were two tied scores. It indicated that students did not make progress, as the pre-test and post-test scores were the same.

Table 7

Wilcoxon statistics test

	Post-test - Pre-test
Z	-4,414[b]
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative rank	

Note: Hypothesis testing using Wilcoxon test

Analysis and interpretation

Table 7 shows the results of the test statistic and the p-value. The test statistic Z was -4,414. On the other hand, the p-value was 0.000. Hence, the null hypothesis was rejected because the p-value was less than 0.05, and the alternative hypothesis was accepted. Therefore, it was concluded that the picture strip stories produced a positive effect on the students' speaking skills.

In this way, it was demonstrated that the picture strip stories had a positive effect on the speaking skill because this technique facilitated learning by improving the comprehension and retention of the contents. The picture strip stories stimulated the imagination and provided opportunities to communicate in a meaningful context. In addition, it helped students to relate their experiences to the knowledge acquired during the learning process and thus facilitated interaction, participation, and communication. Furthermore, it promoted the speaking skill and sub-skills such as vocabulary and grammar, pronunciation and communicative interaction.

3.2.5 Discussion of the results

The implementation of the picture strip stories has shown changes in the students' speaking skills such as vocabulary and grammar, pronunciation, and interactive communication. Thus, there was a satisfactory improvement because there was an increase of 0.81 in the post-test average. Therefore, picture strip stories are a tool that promotes learning and communication and awakens the interest of the students to express their ideas dynamically. In addition, it was evident that students involved the picture strip stories with their reality and experience to build new knowledge.

According to Turnip et al. (2020), picture strip stories are resources of great relevance in the development and construction of knowledge inside and outside the classroom because they encourage communicative skills, imagination, and creativity, among others. Thus, the application of this strategy showed that most of the students improved their speaking level, as it was a viable and innovative didactic tool that allowed the development of learning and helped to practice the language creatively, encouraging participation, concentration, and imagination of the students. For this reason, picture strip stories were a tool that allowed students to express themselves through the content of pictures in sequence, encouraging language learning by acquiring vocabulary or putting grammar into practice (Mukmin,2021).

Purnama et al. (2022) argued that students consider picture strip stories a game that helps them build their knowledge because they put their ideas into practice, as picture strip stories contain several attractive elements that encourage students to use their imagination and put texts, symbols, and visual elements into practice. Consequently, the implementation of picture strip stories helped to reinforce the students' speaking skills.

CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

It was possible to obtain concrete information after applying, analyzing, and processing the data collection, which helped the researcher to draw the following conclusions:

- The pre-test results of the Flyers English Test showed that the students had a low level of speaking skills. It was noted that the grammar and vocabulary used were basic as students employed simple structures and made errors that confused the meaning. Regarding pronunciation, it was comprehensible in most cases. Additionally, learners had unlimited control over word stress. Concerning communicative interaction, learners answered some instructions, questions, and prompts with some support. Although, students hesitated and paused in the middle of the test. Therefore, it was noticeable that the students had a weakness in this skill. As a result, students scored an average of 2.24 out of 5. However, considerable progress in students' speaking skills and their sub-skills was evidenced after applying the picture strip stories, obtaining an average of 3.05 out of 5 points in the post-test. It represented an increase of 0.81 points. Based on this, the treatments with the picture strip stories technique improved the speaking level of the students significantly.

- The following benefits are identified based on the use of pictures to enhance students' speaking skills. Firstly, it emphasizes that picture strip stories play an active role and reinforce knowledge by developing students' creativity and critical thinking skills. Through their stories and characters, the picture strip stories develop imagination and enable students to create and have new experiences. Likewise, picture strip stories are an attractive and productive way for students to engage during the learning process. Similarly, students feel like protagonists of their learning, actively

participating with their classmates and improving their speaking skills. The role of picture strip stories in the classroom provide great communicative and motivational support and create a comfortable and relaxed environment. In addition, the picture stories encourage students' understanding of the content studied. Students are engaged and focus their attention, which stimulates their participation and thus increases their learning. Moreover, picture stories are useful for second language acquisition because the pictures provide clues for guessing the meaning of the words and offer a context that is close to their interests and reality.

- The use of picture strip stories contributed considerably to the student's speaking development and the improvement of their sub-skills, such as interactive communication, as the pictures brought dynamism to the lessons and offered a wide methodological variety. The picture strip stories encouraged students to participate and interact more during the lessons. Likewise, this resource helped students to remember vocabulary and grammatical rules as the information acquired visually was better retained. In addition, the pronunciation was enhanced by practicing in groups with the use of picture strip stories. Thus, it was a technique that promoted students' communicative skills, pronunciation and enriched their vocabulary and grammar.

4.2.   Recommendations

In relation to the previous conclusions, some recommendations are proposed:

- It is suggested to use communicative strategies such as picture strips to develop students' speaking skills because this strategy provides learners with the ability to communicate effectively and confidently in real situations. In this way, students become competent communicators who can use correct grammar and vocabulary in different contexts and are flexible enough to adapt. At the same time, it increases students' engagement and enjoyment in class and has a positive impact on relationships between teachers, students, and their classmates.

- The use of picture strip stories is beneficial for improving speaking skills as it supports the teaching and learning process development. Therefore, the implementation of picture strip stories is necessary because they allow students to explore their imagination, participation, and creativity by stimulating cognitive processes that develop multiple communicative skills. Moreover, picture strip stories may be regularly used as a teaching resource that promotes learning, and allows students to contextualize the topic that is being studied in class.

- Picture strip stories had a significant effect on improving the students' speaking skills and sub-skills. Hence, it has to be applied as a teaching technique because it acts as a facilitator of learning, and students can learn from each other. Additionally, it encourages active communication among the students as it allows them to participate and interact in a meaningful way during the class. Thus, students are guided to master their speaking skills.

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ANNEXES

Annex 1: School approval

Universidad Técnica de Ambato

Consejo Académico Universitario

Av. Colombia 02-11 y Chile (Cdla. Ingahurco) - Teléfonos: 593 (03) 2521-081 / 2822-960; correo-e: hcusecregeneral@uta.edu.ec
Ambato – Ecuador

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 31/10/2022

Doctor,
Marcelo Núñez
Presidente de la Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y la Educación
Presente

Yo, Roberto Aguirre en mi calidad de Rector de la Unidad Educativa "Capitán Giovanni Calles", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Picture strip stories and speaking skill" propuesto por la estudiante Sevilla Villafuerte Génesis Nicole, portadora de la Cédula de Ciudadanía 1804846549, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros ,Facultad de Ciencias Humanas y 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.

Afentamente.

RECTOR

Coronel Roberto Aguirre
1705065496
032831474
liceomilitarcalles@gmail.com

INSTRUCTIVO DEL REGLAMENTO PARA LA EJECUCIÓN DE LA UNIDAD DE INTEGRACIÓN CURRICULAR Y LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL, DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO

	UNIDAD EDUCATIVA "CAPITÁN GIOVANNI CALLES" **EDUCACIÓN GENERAL BÁSICA**	
	PRE-TEST **Subject:** English **Teacher**: Nicole Sevilla	**Level:** 7th EGB **Date:**02/11/2022 **Time:**60 minutes

Test adapted from A2 Flyers Cambridge Exam

https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-

vol1.pdf

ENGLISH SPEAKING TEST

Candidate's name: _____

General information

Objective: To diagnose the level of speaking proficiency.

Instructions

- Here are two pictures.

- My picture is nearly the same as yours, but some things are different.

- For example, in my picture there is one glove, but in your picture there are two.

- Now, identify and describe the differences between the two pictures.

- I am going to say something about my picture. You tell me how your picture is

  different.

Set 2/1. Candidate's copy

FLYERS SPEAKING. Find the Differences

Set 2/1. Examiner's copy

FLYERS SPEAKING. *Find the Differences*

Test adapted from A2 Flyers Cambridge Exam

https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf

ENGLISH SPEAKING TEST

Candidate's name: _____

General information

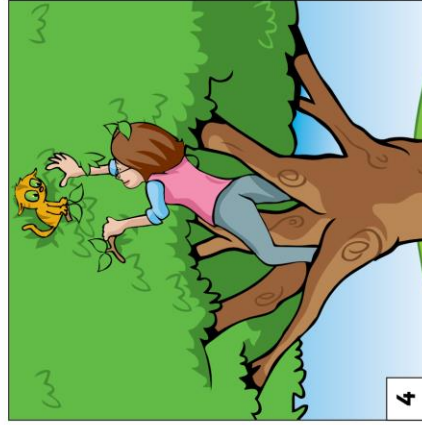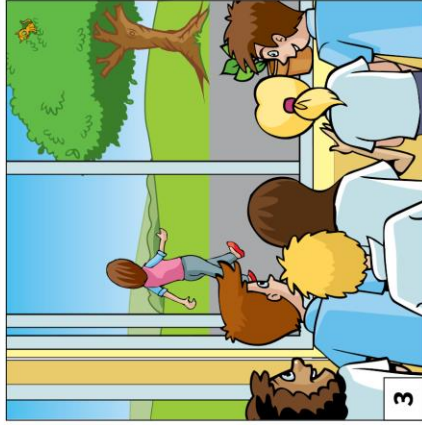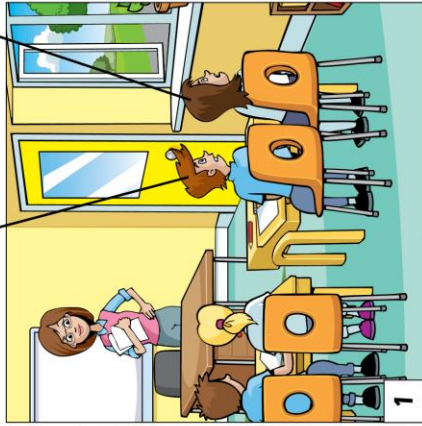**Objective:** To diagnose the level of speaking proficiency.

Instructions:

- Look carefully at the pictures.
- These pictures tell a story. It is called 'The Brave Teacher'.
- Nick and Anna look out the window of the classroom. The teacher looks unhappy because they do not pay attention.
- Now, it is your turn. Tell the story.

The Brave Teacher

Annex 3: Rubric

	Vocabulary and grammar Range Control Extent Cohesion	**Pronunciation** Individual sounds Stress Intonation	**Interaction** Reception/Responding Support required Fluency/Promptness
5	• Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. *and*, *but*, *when*, *then*, *because*).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and*, *but*, *when*, *then*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally, responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		

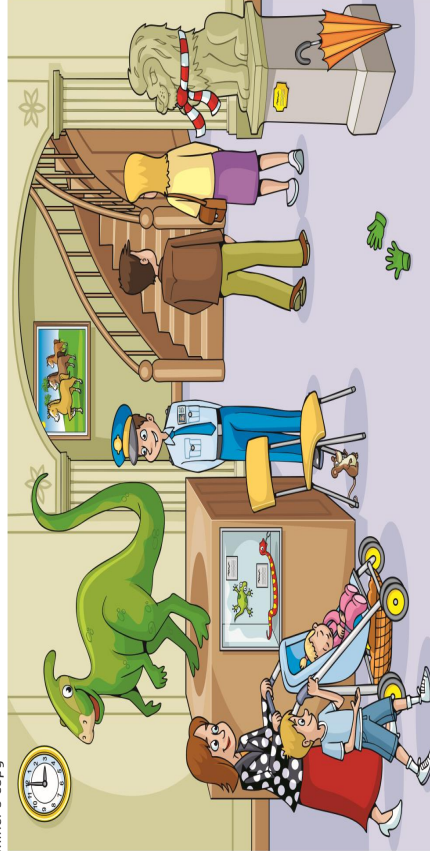Note: Source: A2 Flyers Speaking Rubric. Done by: University of Cambridge

Lesson Plan 1	
Teacher: Nicole Sevilla	**Date:** November 2nd, 2022
Grade: Seventh grade EGB	**No. of students:** 25
Time: 80 minutes	**Topic:** Pre-test
General objective: -To diagnose the students' speaking proficiency through a pre-test.	**Specific objectives:** - To give students a clear explanation of the instructions before taking the test. - To monitor the students' speaking level using a pre-test adapted to the A2 Flyers Cambridge Exam.

Stage	Procedure	Materials	Time	Interaction
Engage	- The teacher introduces herself to the whole class. - The teacher presents an activity about Find someone who. - The teacher asks the students to find someone in the class who matches the teacher's description.	Classroom	10 min	T-Ss
Study	- The teacher gives the students an explanation of the aim of the pre-test. - The teacher carefully explains the structure and procedure of the Flyers speaking exam.	Whiteboard Markers	10 min	T-Ss
Activate	- The teacher hands the exam individually.	Pre-test Rubric	60 min	T-Ss

Resources

Pre-test

Set 2/1. Candidate's copy

FLYERS SPEAKING. Find the Differences
Set 2/1. Examiner's copy

FLYERS SPEAKING. Find the Differences

Note: Source: A2 Flyers Speaking Part 1 – Sample Test. Done by: University of Cambridge

Rubric

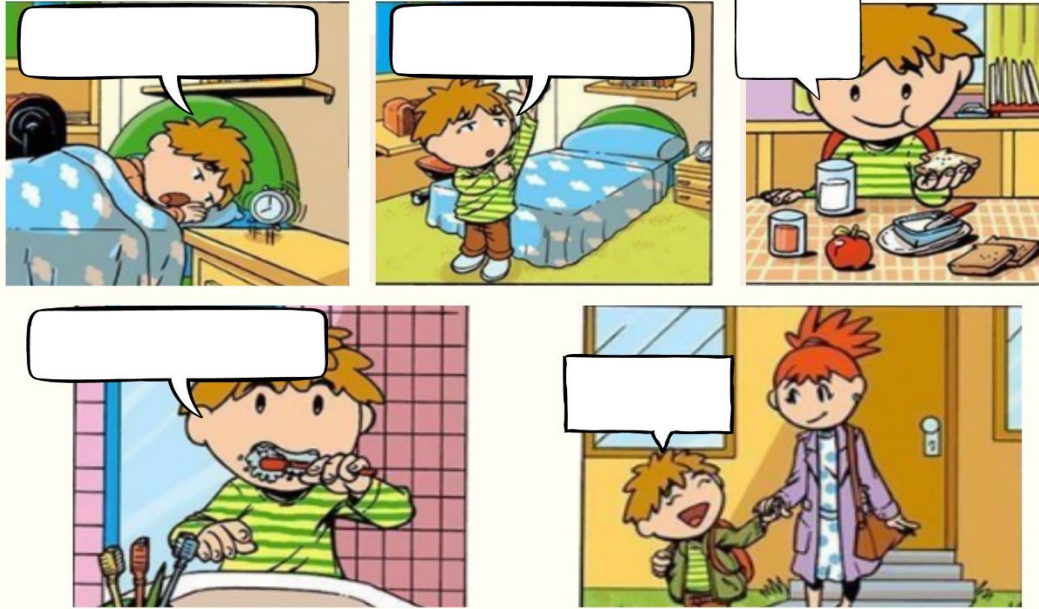|	**Vocabulary and grammar** Range Control Extent Cohesion	**Pronunciation** Individual sounds Stress Intonation	**Interaction** Reception/Responding Support required Fluency/Promptness
5	• Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. *and*, *but*, *when*, *then*, *because*).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and*, *but*, *when*, *then*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally, responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		

Note: Source: A2 Flyers Speaking Rubric. Done by: University of Cambridge

	Lesson Plan 2			
Teacher: Nicole Sevilla		**Date:** November 4th, 2022		
Grade: Seventh grade EGB		**No. of students:** 25		
Time: 40 minutes		**Topic:** Daily Routines.		
General objective: To talk about daily routines using the present simple tense.		- To describe the daily routines. - To create sentences using the present simple.		

Stage	Procedure	Material	Time	Interaction
Engage	– The teacher asks the students What day is it today. Then the teacher prompts a student to go in front of the class and write the date on the whiteboard. – The teacher introduces a game called "Sleeping Pandas".	Whiteboard Markers Desks Chairs	10 min	T-Ss Ss-Ss
Study	– The teacher introduces daily routine vocabulary using flashcards. – The students listen to the teacher and repeat the vocabulary. – The teacher gives each student a handout about the vocabulary of daily routines. Then students complete it individually. Finally, students compare the answer with the teacher. – The teacher explains the conjugation of the present simple with the use of daily routines in the first and third person on the whiteboard and gives different examples.	Flashcards https://n9.cl/67jzj Whiteboard Markers Worksheets Notebooks Books	15 min	T-Ss
Activate	– The teacher asks the students to divide into groups of four. – Each group receives a story in the form of a picture strip. – First, the students look carefully at the picture strip story and give a title. – Then, students take their time and try to predict what they think will happen in each picture sequentially. – Next, students try to negotiate to create the story with their ideas. – The teacher asks each group of students to orally narrate the stories they created.	Picture strip stories Pencils Pens	15 min	S-S

Resources

Flashcards

Lesson Plan 3				
Teacher: Nicole Sevilla		**Date:** November 7th, 2022		
Grade: Seventh grade EGB		**No. of students:**25		
Time: 40 minutes		**Topic:** My family members		
General objective: **-**To recognize different members of the family.		**Specific objectives:** -To describe the family members. -To introduce the family members		
Stage	**Procedure**	**Materials**	**Time**	**Interaction**
Engage	– The teacher greets the whole class. – The teacher presents a tongue twister related to family members.	Whiteboard Markers	10 min	T-Ss
Study	– The teacher introduces family members' vocabulary using flashcards. – The students listen to the teacher and repeat the vocabulary. – The students take out their family picture and describe it (the teacher previously asked each of her students to bring a photo of their family).	Flashcards https://n9.cl/svd20 Pictures Photos Notebooks Books Pencils Pens	15 min	T-Ss
Activate	– The teacher asks the students to divide into groups of four. – Each group receives a story in the form of a picture strip. – First, the students look carefully at the picture strip story and give a title. – Then, students take their time and try to predict what they think will happen in each picture sequentially.	Picture strip stories Pencils Pens	15 min	SS

	− Next, students try to negotiate to create the story with their ideas. − The teacher asks each group of students to orally narrate the stories they created.			

Resources

Tongue twister

Note:Source: https://www.youtube.com/watch?v=si6eBwZFGh0

Flashcards

https://n9.cl/svd20

<table>
<tr><td colspan="5" align="center">Lesson Plan 4</td></tr>
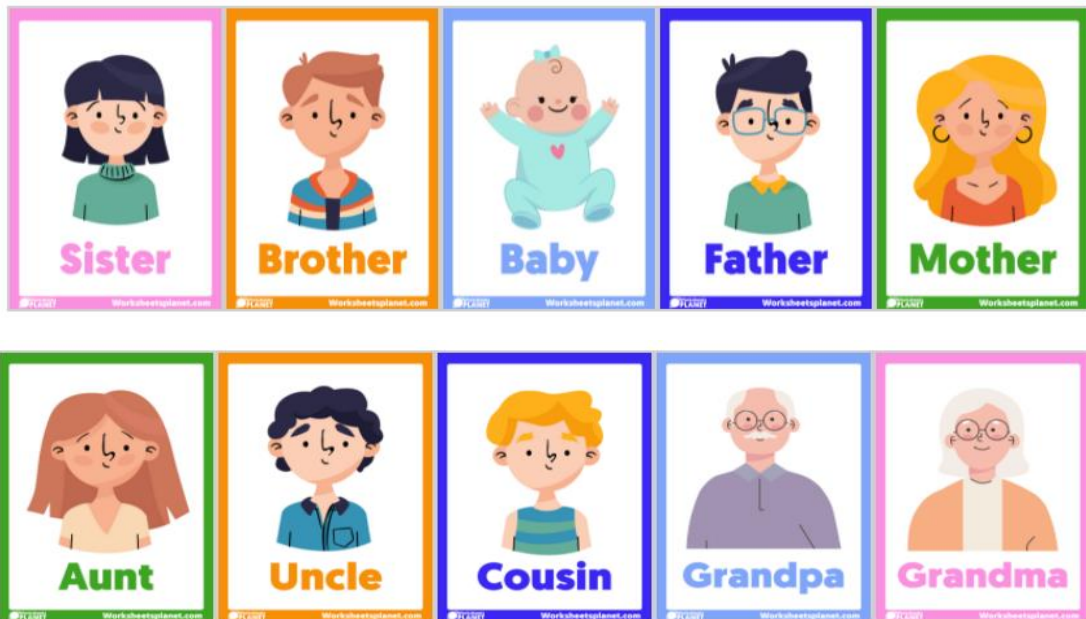<tr><td colspan="3">Teacher: Nicole Sevilla</td><td colspan="2">Date: November 14th, 2022</td></tr>
<tr><td colspan="3">Grade: Seventh grade EGB</td><td colspan="2">No. of students:25</td></tr>
<tr><td colspan="3">Time: 40 minutes</td><td colspan="2">Topic: Present continuous</td></tr>
<tr><td colspan="3">General objective:
-To describe real life situations using the present continuous tense .</td><td colspan="2">Specific objectives:
-   To define present continuous.
-   To identify the different uses of the present continuous.
-   To recognize time expression used with present continuous.</td></tr>
<tr><td>Stage</td><td>Procedure</td><td>Materials</td><td>Time</td><td>Interaction</td></tr>
<tr><td>Engage</td><td>-The teacher involves the students in a warm up activity called "Do for your partner."
-The teacher asks the students to choose their partners to start the activity.
-The teacher gives instructions about the activity to the students. For example: If the teacher says "ear", the students touch their partners' ears.</td><td>Whiteboard
Markers</td><td>5 min</td><td>T-Ss
S-S</td></tr>
<tr><td>Study</td><td>-The teacher begins to teach the present continuous by talking about what is happening in the classroom at the moment.
-For example, we are learning the present continuous right now.
-Then the teacher explains the present continuous grammar such as the use, structure, and conjugation using the whiteboard and book.
-The teacher asks the students to think of a member of their family and say what they are doing right now.</td><td>Whiteboard
Markers
Books
Notebooks
Pencils
Pens</td><td>15 min</td><td>T-Ss</td></tr>
<tr><td>Activate</td><td>-The teacher asks the students to divide into groups of four.
-Each group receives a story in the form of a picture strip.
-First, the students look carefully at the picture strip story and give a title.
Then, students take their time and try to predict what they think will happen in each picture sequentially.
-Next, students try to negotiate to create the story with their ideas.
-The teacher asks each group of students to orally narrate the stories they created</td><td>Picture strip stories
Pencils
Pens</td><td>20 min</td><td>SS</td></tr>
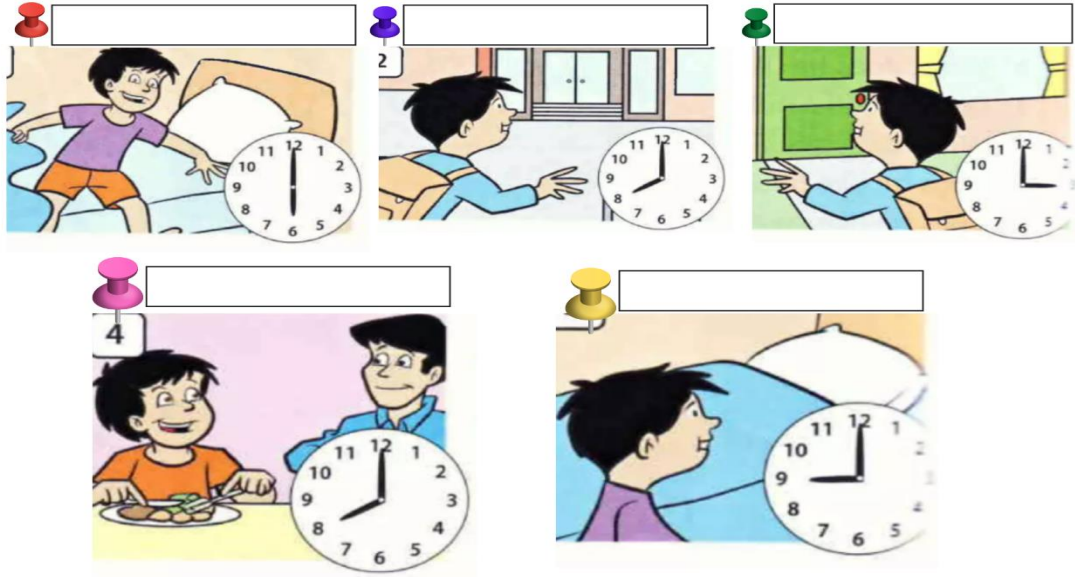</table>

Resources

Note: Source: https://www.canva.com/design/DAFSDeiA2D4/xpOLiz45-akKUWBv6Q2Zdw/view?utm_content=DAFSDeiA2D4&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu

<table>
<tr><td colspan="5" align="center">Lesson Plan 5</td></tr>
<tr><td colspan="3">Teacher: Nicole Sevilla</td><td colspan="2">Date: November 21th, 2022</td></tr>
<tr><td colspan="3">Level: Seventh grade EGB</td><td colspan="2">No. of students:25</td></tr>
<tr><td colspan="3">Time: 40 minutes</td><td colspan="2">Topic: Telling time</td></tr>
<tr><td colspan="3">General objective:
− To tell and ask for the time.</td><td colspan="2">Specific objectives:
- To identify the number of hours in a day.
- To recognize the hour hands on an analog clock.
- To discuss the activities that students do in the morning, afternoon, and evening.</td></tr>
<tr><td colspan="5">Teaching aids: pencils, pens, notebooks, whiteboard, markers, books.</td></tr>
<tr><td>Stage</td><td>Procedure</td><td>Materials</td><td>Time</td><td>Interaction</td></tr>
<tr><td>Engage</td><td>− The teacher starts the class by greeting the students.
− The teacher presents the agenda of the day.
− The teacher introduces a song about "Telling Time".
− Students sing the song with the teacher.
− Students learn common phrases about time.</td><td>https://www.youtube.com/watch?v=BImDM3xetYc</td><td>5 min</td><td>T- Ss</td></tr>
</table>

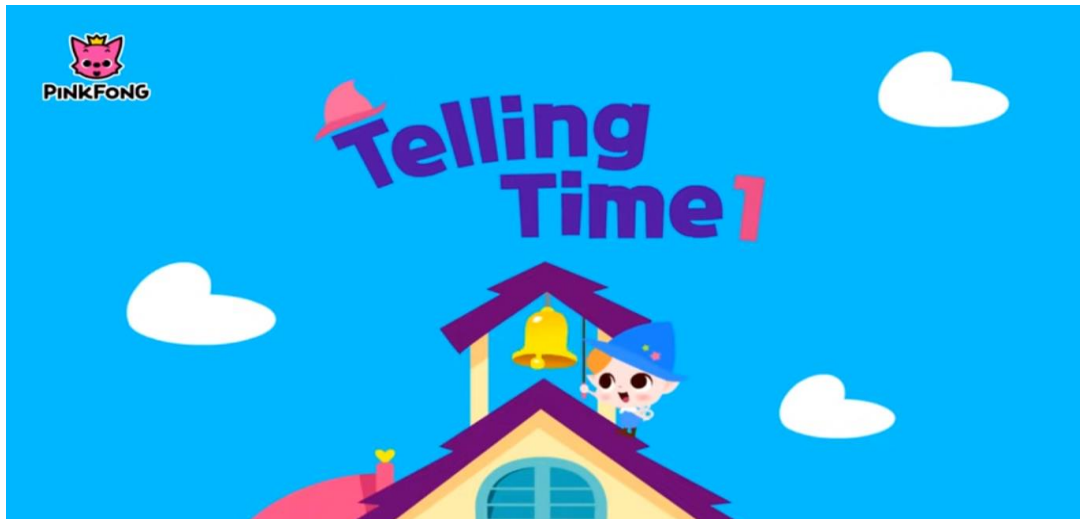| Study	– The teacher presents a clock made of foamy. – Then, the teacher shows the students how the hands of the clock work. – The teacher points out that there are three hands: the minute hand, the hour hand, and the second hand. – The teacher shows flashcards with the time to the students and asks them to repeat the time. – Next, the teacher shows each flashcard to the students one at a time while asking them "What time is it?". – Finally, the teacher shuffles the flashcards and takes them out one at a time without showing the students, then asks students to guess the time, for example, it is 8 o'clock.	Whiteboard Markers Flashcards https://www.eslga mesplus.com/time-flashcards/ Notebooks Books Pencils Pens	15 min	T-Ss
Activate	– The teacher asks the students to divide into groups of four. – Each group receives a story in the form of a picture strip. – First, the students look carefully at the picture strip story and give a title. – Then, students take their time and try to predict what they think will happen in each picture sequentially. – Next, students try to negotiate to create the story with their ideas. – The teacher asks each group of students to orally narrate the stories they created	Picture strip stories Pencils Pens	20 min	SS

Resources

Warm up

Flashcards

Note: Source: https://www.eslgamesplus.com/time-flashcards/

	Lesson Plan 6			
Teacher: Nicole Sevilla		**Date:** November 28th, 2022		
Level: Seventh grade EGB		**No. of students:** 25		
Time: 50 minutes		**Topic:** My free time		
General objective: – To describe free time activities in a realistic context.		**Specific objectives:** - To identify the different activities in leisure time. - To use like + ing for describing leisure time activities. - To define favorite free time activities.		
Stage	**Procedure**	**Material**	**Time**	**Interaction**
Engage	– The teacher presents an activity about guess the mime related to leisure time activities. For example, playing soccer. – The teacher performs a mime and asks the students to guess the mime about the leisure time activities. – Students recognize the leisure time activity through the mime.	Whiteboard	5 minutes	T- Ss
Study	– The teacher plays an audio about free time activities vocabulary. – Students listen carefully and repeat. – The teacher asks students to write in their notebook three activities they like doing in their free time. – Then, the teacher randomly asks students to come to the front and write one of their free time activities on the whiteboard.	Whiteboard Notebooks Books CD Player Pens Pencils Markers	15 minutes	T- Ss
Activate	– The teacher asks the students to divide into groups of four. – Each group receives a story in the form of a picture strip. – First, the students look carefully at the picture strip story and give a title. – Then, students take their time and try to predict what they think will happen in each picture sequentially. – Next, students try to negotiate to create the story with their ideas. – The teacher asks each group of students to orally narrate the stories they created.	Picture strip stories Pencils Pens	30 minutes	SS

Resources

<table>
<tr><td colspan="6" align="center">Lesson Plan 7</td></tr>
<tr><td colspan="3">Teacher: Nicole Sevilla</td><td colspan="3">Date: November 29th, 2022</td></tr>
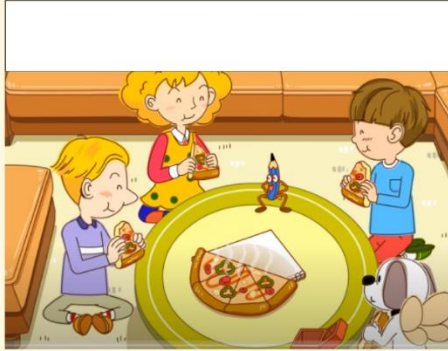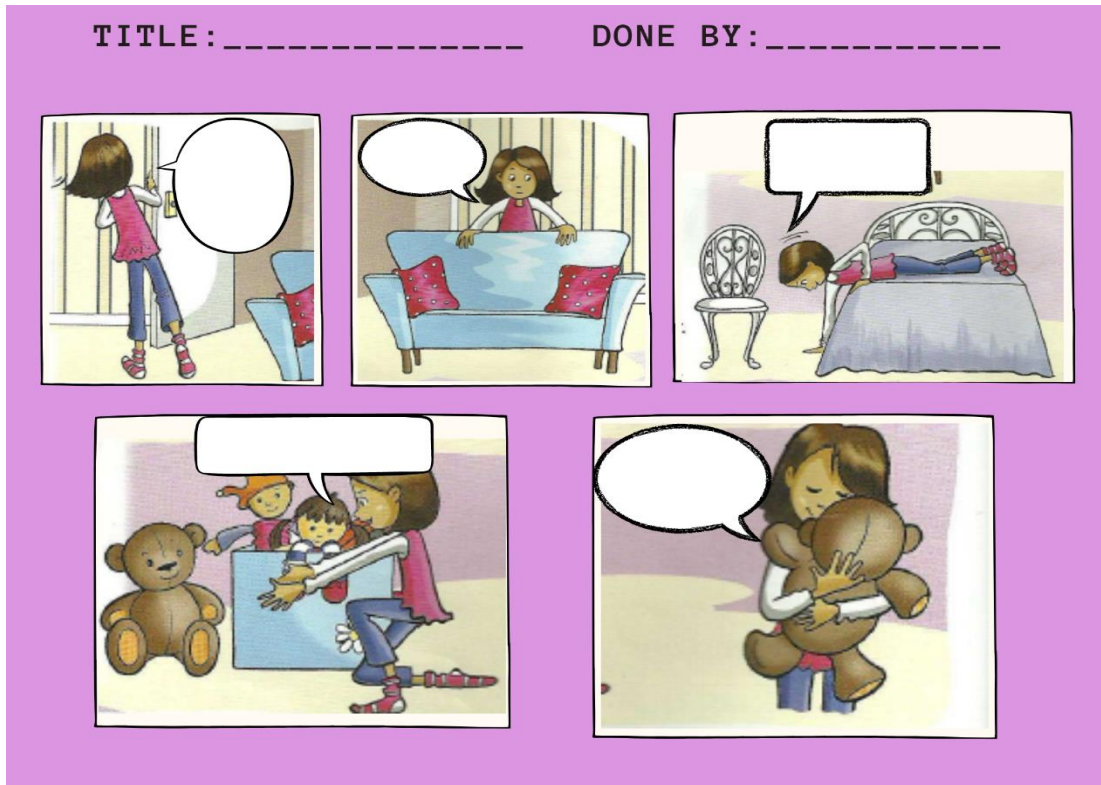<tr><td colspan="3">Level: Seventh grade EGB</td><td colspan="3">No. of students:25</td></tr>
<tr><td colspan="3">Time: 40 minutes</td><td colspan="3">Topic: Prepositions of place</td></tr>
<tr><td colspan="3">General objective:
– To recognize common prepositions of place.</td><td colspan="3">Specific objectives:
- To identify prepositions of place to indicate the position of something or someone.
- To use prepositions of place appropriately.
- To locate objects and people in different places.</td></tr>
<tr><td>Stage</td><td colspan="2">Procedure</td><td>Material</td><td>Time</td><td>Interaction</td></tr>
<tr><td>Engage</td><td colspan="2">- The teacher introduces an activity called "Hangman".
- The teacher gives instructions about the activity to the students.
- Students listen to the teacher's instructions. Then, students take turns participating in the activity.
- Students spell in order to guess the topic of the class.</td><td>Whiteboard</td><td>5 min</td><td>T-Ss</td></tr>
<tr><td>Study</td><td colspan="2">- The teacher brings a box and a teddy bear to class for teaching prepositions of place.
- The teacher brings a box and a teddy bear to class for teaching prepositions of place.
- the teacher places the toy in different positions such as: on, under, behind, next to, in front of, between , and in the box to teach the prepositions of place.</td><td>Whiteboard
Markers
Teddy
Box
Notebooks
Books
Pencils
Pens</td><td>10 min</td><td>T-Ss</td></tr>
<tr><td>Activate</td><td colspan="2">– The teacher asks the students to divide into groups of five.
– Each group receives a story in the form of a picture strip.
– First, the students look carefully at the picture strip story and give a title.
– Then, students take their time and try to predict what they think will happen in each picture sequentially.
– Next, students try to negotiate to create the story with the ideas.
– The teacher asks each group of students to orally narrate their stories they created.</td><td>Picture strip stories
Pencils
Pens</td><td>25 min</td><td>SS</td></tr>
</table>

Resources

Note:Source:https://www.canva.com/design/DAFSgABf2mM/VF2OZdcdVqm0pcY20mNyJQ/view?
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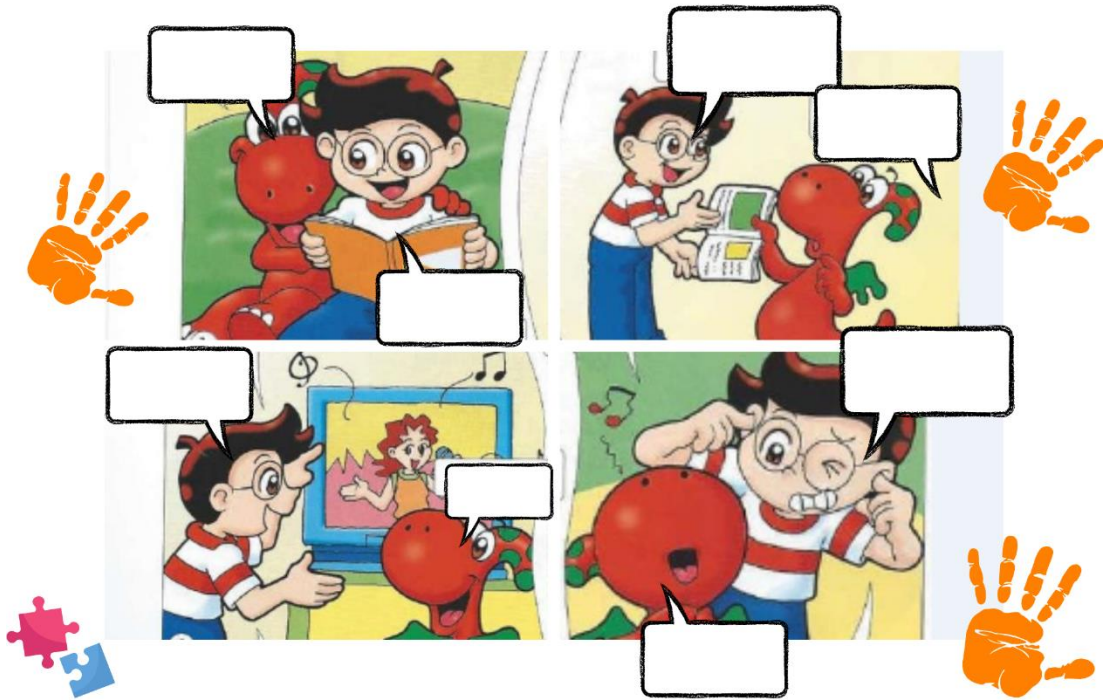page_design_menu

<table>
<tr><td colspan="6" align="center">**Lesson Plan 8**</td></tr>
<tr><td colspan="3">**Teacher:** Nicole Sevilla</td><td colspan="3">**Date:** December 5th, 2022</td></tr>
<tr><td colspan="3">**Level:** Seventh grade EGB</td><td colspan="3">**No. of students:**25</td></tr>
<tr><td colspan="3">**Time**: 40 minutes</td><td colspan="3">**Topic:** Can and can't</td></tr>
<tr><td colspan="3">**General objective:**
− To talk about abilities by using modals can and can't.</td><td colspan="3">**Specific objectives:**
- To define the use of modals can and can't.
- To formulate statements using the modals can and can't.
- To recognize the correct pronunciation of the modals can and can't.</td></tr>
<tr><td>**Stage**</td><td>**Procedure**</td><td>**Material**</td><td>**Time**</td><td>**Interaction**</td></tr>
<tr><td>Engage</td><td>-The teacher draws an empty chart to the students divided into two sections based on the modals can and can't which relates to the abilities of the superheroes.
-The teacher asks the students to look carefully at the chart and tells the students to place the superheroes in the section they consider correct regarding what superheroes can and can't do.</td><td>Whiteboard
Markers
Pictures</td><td>5 min</td><td>T-Ss</td></tr>
<tr><td>Study</td><td>-The teacher briefly introduces the modals can and can't as the definition, use and characteristics to talk about the abilities through examples.
-The teacher asks the students to create a list of the abilities they have and those they do not have and asks them to state those abilities using "can" and "can't".
-The teacher requests the students to create a question using the modal can and to ask any classmate to answer.</td><td>Whiteboard
Markers
Notebooks
Books
Pencils
Pens</td><td>10 min</td><td>T-Ss</td></tr>
<tr><td>Activate</td><td>-The teacher asks the students to divide into groups of four.
-Each group receives a story in the form of a picture strip.
-First, the students look carefully at the picture strip story and give a title.
-Then, students take their time and try to predict what they think will happen in each picture sequentially.
-Next, students try to negotiate to create the story with the ideas.
-The teacher asks each group of students to orally narrate their stories they created.</td><td>Picture strip stories
Pencils
Pens</td><td>25 min</td><td>SS</td></tr>
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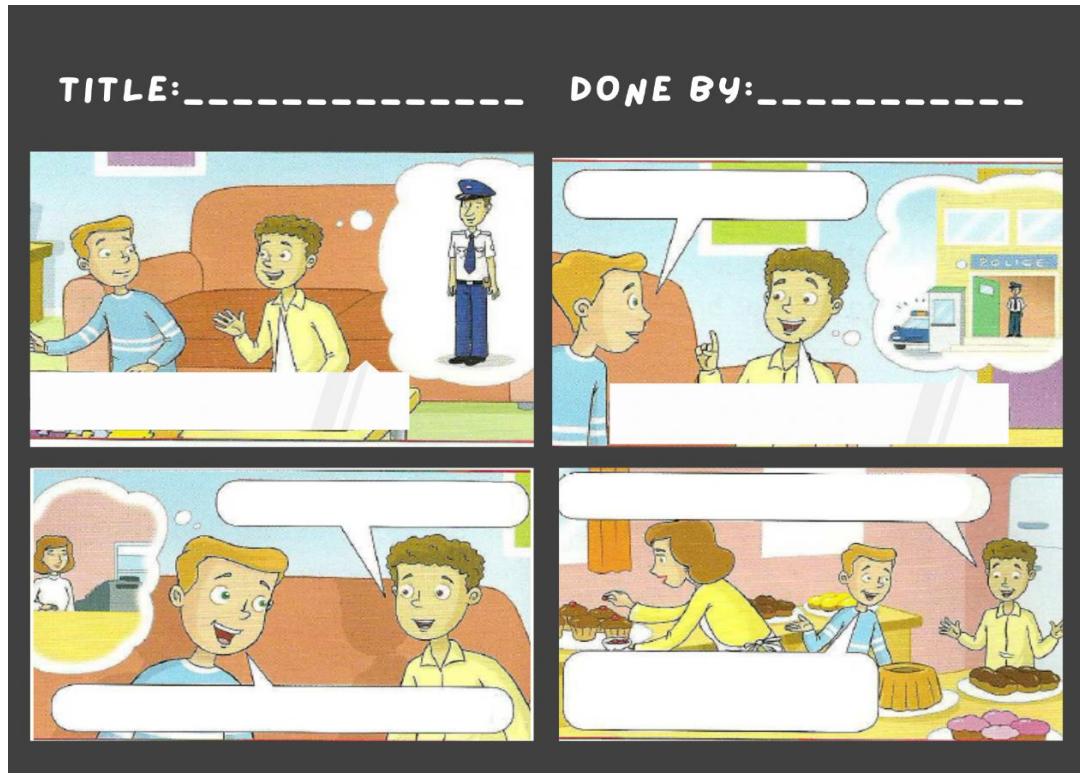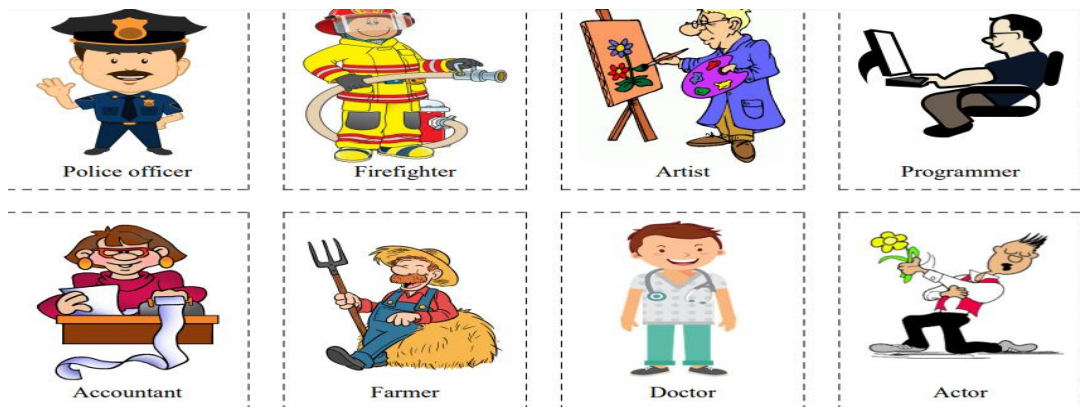
Resources

	Lesson Plan 9		
Teacher: Nicole Sevilla		**Date:** December 12th, 2022	
Level: Seventh grade EGB		**No. of students:**25	
Time: 40 minutes		**Topic:** He is a doctor	
General objective: − To describe the different jobs and occupations.		**Specific objectives:** - To recognize the appropriate jobs and occupations. - To practice jobs and occupations vocabulary.	

Stage	Procedure	Material	Time	Interaction
Engage	-The teacher introduces an activity called Who am I? -The teacher gives descriptions using pictures for the students to guess the profession or occupation the teacher refers to, but without saying the name of it. -Students use yes/no questions to guess the profession or occupation.	Whiteboard Markers Pictures	5 min	T-Ss
Study	-The teacher introduces the vocabulary about professions using flashcards. -Students listen carefully to the teacher and repeat the vocabulary. -The teacher gives each student a paper doll about different professions and occupations for the students to cut out and dress up. -Students cut out and stick on the paper doll, then the students come to the front and present the paper doll and say the profession that the doll represents.	Flashcards https://flashcard.online/wp-content/uploads/2017/04/Jobs.pdf Markers Notebooks Books Pencils Pens	10 min	T-Ss
Activate	-The teacher asks the students to divide into groups of four. -Each group receives a story in the form of a picture strip. -First, the students look carefully at the picture strip story and give a title. -Then, students take their time and try to predict what they think will happen in each picture sequentially. -Next, students try to negotiate to create the story with their ideas. -The teacher asks each group of students to orally narrate the stories they created	Picture strip stories Pencils Pens	25 min	SS

Resources

Note:Source:https://www.canva.com/design/DAFSxgJ-
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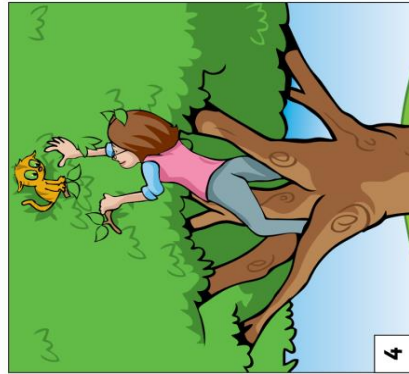7hg&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu
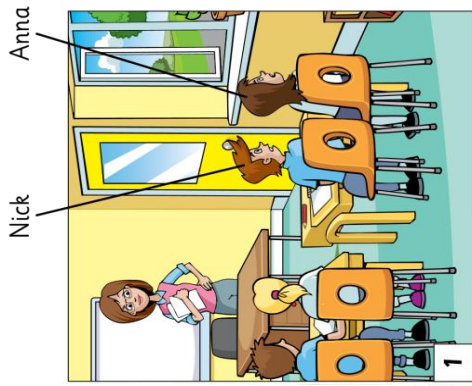
Flashcards

Note:Source :https://flashcard.online/wp-content/uploads/2017/04/Jobs.pdf

Lesson Plan 10				
Teacher: Nicole Sevilla		**Date:** December 19th, 2022		
Grade: Seventh grade EGB		**No. of students:**25		
Time: 80 minutes		**Topic:** Post-test		
General objective: - To evaluate students' speaking skill improvement through a post-test		**Specific objectives:** - To give students a clear explanation of the instructions before taking the test. - To monitor the students' speaking level using a post-test adapted to the A2 Flyers Cambridge Exam.		
Stage	**Procedure**	**Materials**	**Time**	**Interaction**
Engage	- The teacher presents an activity called Change places. - The teacher asks the students to move the desks and place the chairs in a circle. - The students sit in chairs, except for one student who does not have a chair. This student stands in the center of the circle. - the teacher asks the students to "change places if they have a particular characteristic that the teacher mentions. For example, students with curly hair will change places. - Then the students change places as soon as possible, crossing the circle and sitting on an empty chair.	Classroom	10 min	T-Ss
Study	- The teacher gives the students an explanation of the aim of the post-test. - The teacher carefully explains the structure and procedure of the Flyers speaking exam.	Whiteboard Markers	10 min	T-Ss
Activate	- The teacher hands the exam individually.	Post-test Rubric	60 min	T-Ss

Resources

Post-test

Rubric

	Vocabulary and grammar Range Control Extent Cohesion	**Pronunciation** Individual sounds Stress Intonation	**Interaction** Reception/Responding Support required Fluency/Promptness
5	• Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. *and*, *but*, *when*, *then*, *because*).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and*, *but*, *when*, *then*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally, responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		

Note: Source: A2 Flyers Speaking Rubric. Done by: University of Cambridge

Annex 5: Pictures

Document Information

Analyzed document	Thesis_Sevilla Villafuerte Genesis Nicole.docx (D155535374)
Submitted	2023-01-12 01:57:00
Submitted by	
Submitter email	gsevilla6549@uta.edu.ec
Similarity	2%
Analysis address	manuelxsulcag.uta@analysis.urkund.com

Sources included in the report

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Mg. Manuel Xavier Sulca Guale
I.D 1802447548