



**“The impact of picture-cued strategy enhances the speaking skills in English in students of
First Grade”**

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List of Acronyms

1. EODP: English Open Door Program
2. EFL: English as a Foreign Language
3. MINEDUC: Chilean Ministry of Education
4. L2: Second language
5. YL: Young Learners
6. ZPD: Zone of Proximal Development
7. SIMCE: System of Medition of Education's quality

I. Introduction

Background and context

From an early childhood education, oral expression plays a fundamental role in language acquisition. Children build their vocabulary and acquire sounds, words, phrases, sentences, and messages that they will later use to communicate to interact with their family, peers, and their social environment, helping them develop social skills such as assertiveness, empathy, and peaceful conflict resolution (Al-Harbi, 2020). By being able to express themselves clearly, children develop greater self-confidence and self-esteem, and they become more open to expressing emotions and feelings. When children grow, academically, they can express their doubts and contribute knowledge to different subjects, develop critical thinking, and debate ideas, which makes them successful learners.

Nowadays, English is a language for international communication and a source of knowledge. To advance in higher education, English language proficiency is necessary. In this context, speaking is one of the most important skills that students should master to communicate in English fluently and clearly. In general, speaking can be defined as a form of verbal communication, through which information is exchanged through the language, contact and understanding are established, and the interlocutor is affected in accordance with the communicative intention of the speaker (Azimbayeva & Murodova, 2021).

In Chile, great importance has been attached to the teaching of English. In fact, in 2003 the Chilean government launched the English Opens Doors (EOD) program to support the teaching of English to students from 8th to 12th grade. In addition, in 2012, the Ministry of Education (MINEDUC) published the curriculum proposal for the teaching of English in the first cycle (Ministry of

Education, 2012), taking into consideration that many schools already incorporated the teaching of English from the first year of primary school. This proposal aims to address the disparity between private and public schools in the country. Nowadays, it is common for private schools to start teaching English as early as pre-basic or first grade. This is a fact that could explain the good results achieved by these schools in the SIMCE test. Due to the characteristics of the environment, English is taught in our country as a foreign language (English as a Foreign Language, EFL), which means that most students do not have opportunities to speak or practice the language in everyday life, outside the classroom. Teaching English to first-grade students makes a positive contribution to the Chilean education system, as it allows students to be exposed to English from an early age and help them to face the language in a more natural, playful, and fluent way. Therefore, students have the opportunity to interact with peers, enrich their learning, and are easily motivated to face the tasks and challenges taking part in their learning process.

Developing speaking skills in a second language is a challenge for teachers due to reasons such as students' lack of motivation to learn English or the inappropriate techniques used by the teacher in teaching speaking skills. Hughes (2016 p. 90), states the teaching of speaking depends on the existence of a classroom culture of speaking and that the classroom needs to become a “talking classroom”. This will provide students with confidence when speaking activity is a regular feature of the lesson. Immediately, students’ speaking skills will be improved. In this context, to teach young learners an L2, a method or strategy must be used that is motivating and has a positive impact on them. A suitable resource for this purpose is visual learning. It is defined as the process of absorbing information through visual formats (Raiyn, J. 2016). Likewise, to facilitate the development of speaking skills, visual learning using images or pictures has become a recurrent

strategy in many classrooms. Therefore, visual environments help students to understand information better and develop their visual thinking (Raiyn, 2016). In addition, it helps students to better understand and retain information by associating words and ideas with images, stimulates and guides them to speak, helps them to foster their imagination, accommodates their interests, and allows them to express ideas and make the learning process more interesting and motivating.

Problem statement

For most teachers, developing speaking skills in first-grade students is a complex objective to achieve. Teachers feel frustrated when realize the students do not use English to communicate ideas or interact with each other in class. Most of the time, the strategies applied do not work, or the students do not show the motivation they should, due to the class's diversity or the activities' authenticity are not considered. According to this context, the researcher observed that students did not produce sentences or communicate in English. Otherwise, was easier for them to speak in Spanish to avoid the frustration they feel when do not remember vocabulary, and expressions, or understand instructions or explanations in English. It is possible to understand that the Pandemic influenced this situation, the school routine changed and as a result, students did not have a structured and systematic education. In addition, it is also possible to realize that in most families, English is not spoken which became a factor that influenced speaking skill development. To provide a solution to this problem an Action Research (AR) was chosen. *“In action research, teachers and other school personnel take on the role of researchers and study their own practice within their classrooms and schools”* (Efron & Ravid, 2019). For this study, the AR developed was qualitative research, which was based on the communicative approach that the Ministry of

Education (MINEDUC) promotes in the proposal for young learners. This proposal emphasizes the use of the English language in the classroom through authentic, meaningful, and diverse communicative activities so that students are engaged in their learning and acquire English language, knowledge, and skills in an enjoyable, consolidated, and equal-opportunity manner.

Purpose of the study

Speaking is a difficult skill to develop in second language acquisition, due to as a productive skill it requires the speaker to generate language in real time, using vocabulary words, grammatical expressions, and accurate pronunciation to be clear and be understood by others. In primary school, children are building and learning the English language. They need attractive and meaningful materials, considering motivating strategies by the teacher to let them feel engaged and have the perception they are learning and making progress in expressing ideas, asking and answering questions, giving opinions, and communicating with the teacher and classmates.

Thus, the purpose of this research is to determine whether the use of picture-cued strategy improves speaking skills in first-grade students. To develop the research, the researcher focused on the following question: How will picture-cued improve the First-Grade students' speaking skills?

Objectives of the study

Based on the research question above, the general objective of this research is, to identify how the use of picture-cued improves First Grade speaking skills. From the general objective, the following four specific objectives are derived:

- 1) To identify the level of speaking skills of First Graders students.

- 2) To examine how picture-cued strategy improves speaking skills.
- 3) To describe teachers' and students' perceptions towards the use of picture-cued in class.
- 4) To reflect on decisions and procedures taken in the study to succeed with the objectives.

From these objectives, the research questions are as follows:

- 1) What is the level of speaking skills of first-grade students?
- 2) How the use of picture-cued improves the speaking skills of First-grader students?
- 3) What is the perception of teachers and first-grade students about the use of picture-cued for speaking?
- 4) What were the reflections on the decisions and procedures of the implementation?

Significance of the study

The importance of this study lies in the development of the ability to speak English from the first year of primary school, using picture-cued to motivate students to become involved in their learning. The systematic use of picture-cued by the teacher contributes students to learning vocabulary and expressions in a more entertaining, natural, and challenging way. The incorporation of this strategy in the daily lessons will contribute significantly to students learning vocabulary, understanding instructions, using structures, working in groups, and interacting in a social context. Furthermore, it seeks to strengthen what MINEDUC proposes in its educational proposal in relation to students learning in real contexts and being able to understand and apply the use of the English language in their daily lives. Due to the limited study of the development of

speaking skills in young learners in Chile, this study fosters to contribute with a fascinating strategy to their teaching and learning.

II. Conceptual Framework

Theoretical construct

This study aims to improve the speaking skills of young learners (YL) through picture-cued activities to develop communication. The sociocultural theory of Lev Vygotsky is meaningful for this study. He states that development and learning occur in a social context. Children develop cognitively by interacting with adults or peers and can achieve more with their support than individually. “The human learning means a specific social nature and a process through which children enter gradually in the intellectual life of people surrounding them” (Vygotsky, 1934). The principles of the sociocultural theory contribute to the use of picture-cued as follows:

1) Zone of Proximal Development (ZPD)

“The ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.” (Raymond, 2000) Pictures can be used to scaffold and help YL articulate thoughts that they would find difficult to express on their own. Teachers can help them to elaborate sentences and narratives with pictures. For example, A teacher shows a picture to students and helps them to describe it, providing vocabulary and sentence structures as needed.

2) *Scaffolding*

“The role of teachers in supporting the learner’s development and providing structures to get to the next level” (Raymond, 2000)

The role of pictures is to scaffold students in producing speech by offering visual context. This temporary support strengthens learners' confidence and enhances their speaking skills over time. As an example, by using a picture of a family, the teacher can encourage students to describe what they observe, assisting with words and phrases.

3) *Mediation*

Mediation tools are those devices that facilitate a person’s relationship with the world (Kozulin, 2018). Pictures can be used as a mediational tool. It facilitates the cognitive process and language development. Using pictures, YL organizes their ideas or thoughts and translates the visual information into a spoken language. For example, the teacher displays a picture of a family in a park and asks students to talk about the activities they see, it facilitates their thinking and speaking process.

4) *Social interaction*

According to Vygotsky (1978), important learning by the child occurs through social interaction with a skillful tutor. The guide by the teacher promote interaction among students and using picture-cued can initiate group discussions and pair activities, promoting communication and collaborative learning. Example: Students work in pairs to discuss a picture, asking and answering questions about it, thereby practicing conversational skills.

5) *Cultural context*

The role of culture is relevant in this theory. Teachers might consider its effects on the learning environment (McLeod, S. 2020). Example: The teacher shows pictures from different cultures to discuss traditions and customs, fostering both language skills and cultural understanding.

Conceptual Construct

Picture-cued strategy: refers to the use of images or visual prompts to acquire vocabulary, stimulate discussion, and encourage speaking in English. According to (Evison, 2017) cited in (Maming, K, 2019) picture-cued is the description of what something looks like. It is a representation of something such as a person or scene. Meanwhile, (Burn, 2018) cited in (Maming, K, 2019) states that pictures will help us to initiate a new topic or catch students' interest as they look and talk about them. About the use of this strategy, (Tambunan *et al.* 2022) state this learning has the characteristics of Active, Innovative, Creative, and Fun. In addition, (Putri & Taufina, 2020) added that by using pictures students are more confident in delivering their work in public. As Byrne, 1980; Moore, 1982; Wright, 1989 cited in (Lavalle & Briesmaster, 2017) suggests that pictures can reduce speaking and participation anxiety among learners when acquiring a second language, while increasing motivation.

Level of speaking Skill: It represents the baseline speaking abilities of first-grade students, assessed to understand their starting point before the intervention. The assessment tools might include observational checklists, speaking activities, or teacher assessments to gauge initial skills. Concerning the level of speaking skills, a previous study conducted by (Mamin. K, 2019) states

that low level of speaking skills has reason such as students being shy and nervous to speak and take part in the conversation if the teacher asks them to speak. Moreover, this study evidenced that the lack of vocabulary influences the lack of speech and students' confidence. Based on this context, (Na & Nguyen, 2022) refers to learning vocabulary is an essential component of learning new languages in general and is the first step in learning English in particular. Therefore, introducing vocabulary at an early age is beneficial to the students to facilitate communication. In another study conducted on a first grade (Lestari & Sholicah, 2022) states that the traditional teaching can create a dull environment, which might lead to kids being bored owing to a lack of contact between students and professors, which influence the low level of speaking skill. These studies provide an interesting view about the causes that influence the low level of speaking skills which is meaningful and connects to this research.

Improvement in Speaking Skills: It is related to the change in students' ability to speak English, measured after implementing the picture-cued strategy. It is composed of post-intervention assessments similar to the initial evaluations to measure changes and improvements. In a similar study carried out by (Murni. A, 2018) on a second grade, demonstrates English speaking skills improved after using the describing picture strategy. It concluded that the describing picture strategy is effective in teaching and learning English speaking skills. In addition, in another study conducted by (Muflihah & Authar, 2019) in elementary students the researcher empowered students' understanding of vocabulary by using pictures. As a result, using pictures to teach vocabulary helped students to master both kinds of vocabulary passive and active, even students were able to use that vocabulary to construct sentences as well as pictures made the learning environment joyful.

Likewise, (Lavalle & Briesmaster, 2017) had significant improvements among students of eighth grade between pre and post-tests by using picture-cued about situations and vocabulary previously seen in class, students had significant improvements in aspects such as vocabulary and grammar, discourse management, pronunciation, and interactive communication. These studies contribute to this research by demonstrating that picture-cued is an effective tool to improve student's performance in speaking skills.

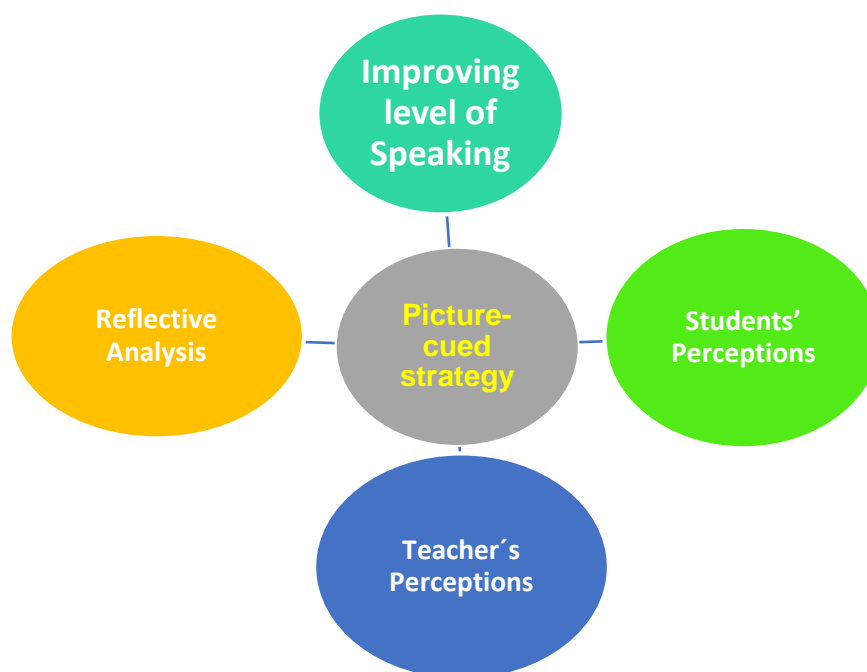
Students' Perceptions of Picture-Cued Learning: The students' attitudes and feelings about the use of picture-cued in learning English, can influence engagement and effectiveness. Data was collected through student feedback, interaction, or post-intervention. In a previous study conducted on a first-grade related to the use of pictures in stories (Purba & Marbun, 2019) refers different perceptions from the students. Some of them revealed it was able to increase their enthusiasm for learning in class, meanwhile, some students had a negative perception mentioning the class became noisy so it disturbed their concentration.

Teacher's Perceptions of Picture-Cued Learning: The teacher's observations in the classroom during the intervention and student interactions provide relevant information about the process using the picture-cued strategy. Data was collected by an observation form after the intervention class. Observations carried by (Lestari & Sholicah, 2022) on a first grade demonstrated improvements in aspects such as enthusiasm, attention, and confidence after the use of pictures in class. The use of the strategy encouraged students to speak up, motivated students to investigate what they saw in the picture, and motivated students to be challenged and to speak in English. Along the same line, teachers from research by (Elhussien et al. 2020) on a first grade, notice the

description of pictures has a strong influence on encouraging oral communication since this technique is flexible and develops in students' positive attitudes towards the oral practice.

Reflective Analysis: It consists of a critical reflection on the educational practice and decisions made throughout the study to meet the objectives. It includes reflections on the activities' design, implementation process, and outcomes, likely documented in research journals or discussions. According to the importance of reflective journals in education, (Helyer, 2015) states it help teachers think critically about their professional development. In addition, (McDermott, et at. 2019) refer students' voice in the educational process can add value to improving Education. These studies contribute to reinforce the relevance of researcher know about reflect on each procedure during the implementation to succeed the objectives.

Figure 1: *Conceptual Framework on the impact of picture-cued strategy on speaking*



This diagram (Figure 1) provides a structured view of the interconnectedness of picture-cued strategy with all elements of the conceptual framework. Its relevance lies in its effectiveness in improving students' speaking skills, which has a positive impact on both students' and teachers' perceptions. In addition, reflections to improve pedagogical practices in relation to strategy are beneficial to achieve learning that meets the objectives.

III. Methodology

Research Design

This research considers mixed methods. The mixed-methods approach proposes to cross boundaries between worldviews and blend (or combine) qualitative and quantitative research methods and techniques into a single study (Efron & Ravid, 2019).

This research aims to investigate the effectiveness of picture-cued in enhancing the speaking skills of first-grade students by employing a mixed-method approach that integrates both quantitative and qualitative data. The quantitative component will focus exclusively on analysis, including pre- and post-tests to measure improvements in students' speaking skills, with statistical analyses to determine the significance of changes observed, providing objective evidence of the effectiveness of the interventions. The qualitative component will include observations and a perceptive scale of students to capture the nuances of their experiences and perceptions, providing a deeper insight into how picture-cued influence speaking skills and identifying any challenges or unexpected outcomes. By combining these approaches, the research will benefit from the strengths of both quantitative and qualitative methods, ensuring a robust and well-rounded analysis of the

effectiveness of the picture-cued in improving first-grade speaking, thereby, increasing the validity and reliability of the results.

Description of participants

The research was implemented in a First Grade at a private school in Villarrica commune. The participants in this study were 19 students. 8 of them were girls, and 11 were boys, whose ages ranged between 6 and 7 years old. None of the participants had a diagnosis for a specific delay or learning difficulty. The selection of participants is based on the possibility of working with the own- grade students, the need to help them improve their speaking skills, and taking into consideration the diversity in personality and motivation they show to learn new things. It was possible to realize, that the students show motivation, and enthusiasm and get involved in all kinds of activities.

Data collection method and its procedure

In this study, data was collected using qualitative research.

“Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research”

(Bhandari, P. 2023)

To identify the level of speaking skills of First-grade students the researcher applied a speaking pre-test taking into consideration the procedure and rubric described in the Handbook for Teachers,

2018. *“The test provides a reliable and consistent measure of how well a child is doing in learning English”* (Handbook for Teachers, 2018 p.3)

This year, the students in first grade were all a new group for the teacher, and four of them were new students in the school. For this reason, having a clear view of all student's performance in speaking skills was crucial. The researcher applied the test, explaining the purpose of it to the students to let them know what she was expecting them to do and reduce anxiety. The speaking was assessed using the rubric and the procedure described in the test, which considers aspects such as explaining to the students what is required, asking the students to point out objects on the scene picture, giving instructions to place some cards in different places on the scene, asking some questions about the scene pictures, asking the students to describe an object from the scene and asking about four object cards. The cards used were related to vocabulary food, objects, the family, and some adjectives. After the application of the pre-test, it was necessary to create and apply an implementation plan. The researcher also applied a learning style survey to obtain information about the different learning styles of these students and consider them when planning the activities. The implementation plan considered three English classes per week, in which the unit about the family would be addressed and within each class, a time of 20 minutes was set aside for the implementation plan during four weeks. At the beginning of this implementation, students work in pairs using ten cards about family members. They had the challenge of identifying and learning the names of all of them. Then, structures such as “Who is this?”, “This is my...” were incorporated into the interactions. They were manipulating pictures, asking and giving answers. After some sessions, students worked in groups, and six new keywords were added, this time about adjectives.

In addition, new structures were integrated to help them describe family members. For example: She or he is my mum or dad; she or he is pretty or handsome.

To examine how the use of picture-cued improves speaking skills, an implementation plan was designed. It considered the number of sessions in which the strategy picture-cued will be work with the students, the objectives to achieve, activities according to the students' English level of speaking skills, vocabulary words and expressions to describe pictures by the students. After four weeks of implementation the same sample in the pre-test was used as a post-test, by employing the same procedure to verify whether strategy improve students' speaking skills.

To describe teachers' and students' perceptions towards the use of picture-cued in class, first, the researcher designed a perception scale for students. This tool consisted of eight statements and emojis that represented the answer always, sometimes, and never. The researcher decided to use emojis because they are fun and useful for students to express emotions and ideas, especially for those who do not like to speak in public. According to Sexton and Beegle (2020), students use the emoji language daily and teachers can connect this known graphic language to the academic language that leads to school achievement and success. The researcher also designed an observation form. The act of observation provides a powerful insight into the authentic life of schools and classrooms (Efron & Ravid, 2019). In this context, observations were conducted in the classroom to capture the interactions and behaviors of the students using the strategy picture-cued.

To build the observation form, the researcher was reflecting on three dimensions: the student's interaction, use of vocabulary, and use of expressions in class. Then select the most suitable option

from the following: always, most of the time, sometimes, rarely, never. This tool was applied to each three classes.

To reflect on decisions and procedures taken in the study to succeed with the objectives and consider that teachers become more effective when they are encouraged to examine and assess their work and make decisions to improve it, a reflective journal was written. The relevance of this tool is described as follows

“This documentation will reveal patterns in classroom interactions, illuminate constraints and possibilities unnoticed in your hectic classroom life, and allow you to monitor your subjectivity and be mindful of the different roles you take in the study”

(Guillemin & Gillam, 2018).

The researcher took into consideration a sample guide, and then modified questions to make the instrument suitable for the research. This instrument considered 15 reflective questions and was applied after three sessions.

Data collection validation

In action research, validation is important to demonstrate scientific validity and rigor in its methods to produce meaningful results. After the design process of the instruments such as the observation form, reflective journal, and perception scale, a validation letter was sent to three colleagues to ensure theoretical validity. The validation was obtained from them.

The researcher took into consideration the suggestions given and adjusted to the use of these instruments for being applied with success.

Ethical considerations

Incorporating children in this action research to know about their views on the picture-cued strategy is meaningful to the validity of this study, also ensuring that they will benefit from their participation. Considering they are young learners, permission from their parents was required to provide confidentiality and privacy. To comply with the protocol the following steps were taken: First, a consent letter was given to the Headmistress of the school. At the same time, a conversation about the implementation plan and the objectives were discussed to allow the researcher to carry out the investigation. Once, she signed the letter, the researcher immediately sent an informed consent letter to parents by mail to obtain permission to develop the implementation plan with all the participants, ensuring their understanding of the research, procedure, and their rights to withdraw their children at any time.

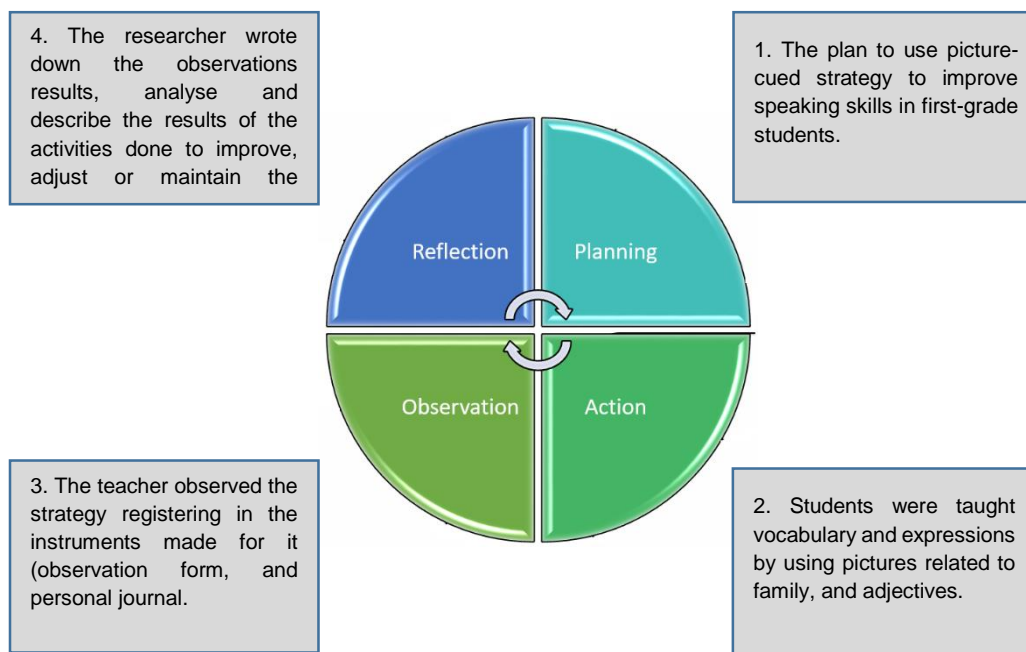
Action Research Plan

“Action research is any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn” (Mills, 2018)

This AR design includes four stages such as planning, implementation, reflection, and adjustments based on feedback, knowledge, and experience gained during the process.

The Action Research shown in figure 2 is designed as follows

Figure 2. *Action Research designed*



The week before the implementation the researcher was talking to the students about the implementation and the use of the strategy picture-cued.

Then, the Pre-test was applied. The speaking part took 1 session. A learning style survey was applied to know the learning style of the participants to plan the activities and it took 1 session. The pictures used in the pre-test were related to family, school materials, and adjectives to describe people. Some students could recognize some family members and school supplies, but no adjectives or expressions.

The implementation plan took 4 weeks. For its development 3 English sessions were done per week, lasting 20 minutes.

It is important to mention that the school attaches great importance to the use of English, this is the reason why participants have 6 English hours of English per week.

All the sessions were planned according to the unit in study which was related to the Family.

Pairwork and group work were considered to emphasize interaction among participants.

The researcher showed big cards to the students and asked them to repeat keywords about family, adjectives, and structures. Also, the researcher gave the same cards to the participants, but in a small size. They showed the cards according to the researcher's questions.

During week 1, from a universe of 10 keywords about family, 3 of them were teaching class by class.

In week 2, keywords about family members and structures such as Who's this? and This is my, was worked.

For week 3, keywords about adjectives (there were 6 in all) such as pretty, handsome, tall, short, young, and old were introduced.

Finally, in week 4: Structures She's pretty and He's handsome were worked class after class.

In the last session, the post-test was applied in 1 session. All the participants were considered.

In an extra session, the perception scale was applied. The students showed enthusiasm in choosing the emoji that was suitable for their answer.

IV. Results

This chapter will analyse the results of the AR implemented for 4 weeks of intervention at a First-grade. This research investigated the impact of picture-cued strategy in improving speaking skills in aspects such as vocabulary and use of expressions.

To carry out the first objective, related to the level of speaking skills of first-grade students it was necessary to apply a Speaking pre-test (Cambridge sample, Pre-A1 Starters, 2018).

The following illustration shows the results of the speaking pre-test (diagnostics).

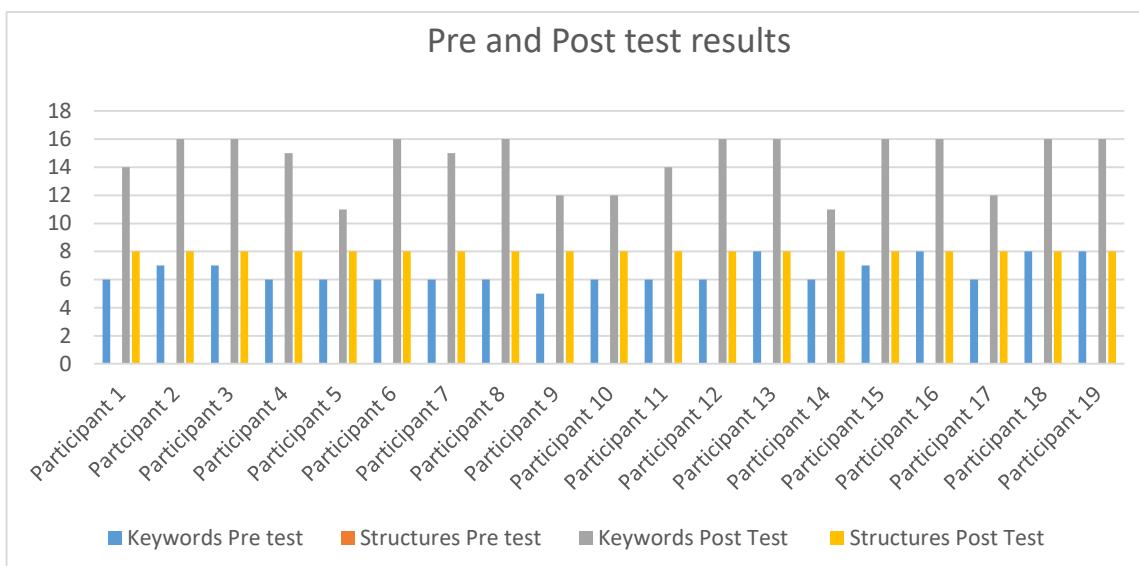
Table 1: *Pre-test results. Level of speaking skill in first-grade students*

Test's Item	Min	Max	M	SD
Vocabulary	5	8	6,53	0,92
Structures	0	0	0	0,00

The 19 students, in the Item *vocabulary* obtained a *minimum* of 5 points and a *maximum* of 8 points from a total of 16 points. Meanwhile, the *mean* in the same Item was 6.53 and the *standard deviation* was 0.92. Concerning the Item *structures*, the results were 0 for the *score*, *mean*, and *standard deviation*. In conclusion, these results demonstrated that the level of speaking skills of first-grade students was low.

To investigate specific objective two related to examine how picture-cued strategy improves speaking skills, a post-test was applied. It was the same diagnostic applied to the students at the beginning.

Figure 3: *Pre and Post test results*



The figure above demonstrates that participants improved their speaking skills being able to manage more vocabulary words and expressions to describe family members according to the topic in study. Additionally, it shows the social interaction among students had a positive impact helping to increase the results.

To cover objective three about to describe teachers' and students' perceptions towards the use of picture-cued in class, the researcher designed a perception scale for the students considering eight statements in which the children had to listen to the statements and circle the emoji that most represented them according to their perception of the use of picture-cued in the classroom.

Table 2: *Student's perception scale of the use of picture-cued strategy.*

	Statements	Always	Sometimes	Never
1	I like to do speaking activities with English together and my classmates.	15	4	0
	Percentage	78%	21%	0%
2	I feel embarrassed when I have to speak in English in front of my classmates.	14	5	0
	Percentage	73%	26%	0%
3	I am happy when I can speak in English about what I see in a picture.	10	8	1
	Percentage	52%	42%	5%
4	I like to speak in English when I rely on picture-cued.	10	8	1
	Percentage	52%	42%	5%
5	When I use picture-cued, I find it easier to speak English.	11	8	0
	Percentage	57%	42%	0%
6	When I use picture-cued, I manage to learn vocabulary and expressions faster.	14	5	0
	Percentage	73%	26%	0%
7	Describing images by speaking in English, through Picture-cued, motivates me to learn more.	18	1	0
	Percentage	94%	5%	0%
8	Using "picture-cued" in class motivates me to use the expressions we learned.	18	1	0
	Percentage	94%	5%	0%

Regarding the most positive perception (7 and 8) most participants (94%) agreed they feel motivated to describe images using the picture-cued strategy. The use of this tool motivates them to speak using the expressions learned more easily.

Likewise, it is noteworthy that an important portion of participants (42%) agreed they sometimes like to participate using picture-cued to describe images. However, according to perception statement 3 about feeling happy when students can speak what they see in a picture, and statement 4 about liking to speak relying on pictures, 5% of participants referred to disagreement.

In addition, an observation form was designed to gather information about the teacher's perception of the picture-cued strategy. The researcher reflected on three dimensions such as participation of students, the use of vocabulary, and the use of structures, taking into consideration 7 descriptors to collect data.

Table 3: *Observation form chart of the use of picture-cued strategy*

	STATEMENTS	ALWAYS	MOST OF TIMES	SOMETIMES	RARELY	NEVER
1	The participant maintains attention in class.	16	3	0	0	0
	Percentage	84%	15%	0%	0%	0%
2	The participant listens to instructions and then carries out the activities.	16	3	0	0	0
	Percentage	84%	15%	0%	0%	0%
3	The participant participates in class when picture-cued exercises are shown.	19	0	0	0	0
	Percentage	100%	0%	0%	0%	0%
4	The participant raises his/her hand to interact.	10	4	4	0	1
	Percentage	52%	21%	21%	0%	5%
5	The participant accepts oral practice challenges presented in class.	19	0	0	0	0
	Percentage	100%	0%	0%	0%	0%
6	The participant does his / her best to overcome challenges.	19	0	0	0	0
	Percentage	100%	0%	0%	0%	0%
7	The participant participates in classes by meeting with different classmates, especially when he/she has to speak in English.	19	0	0	0	0
	Percentage	100%	0%	0%	0%	0%

Regarding the statements with the highest frequency (3, 5, 6, 7), the researcher observed that most of the participants liked to participate in using the pictures for speaking and interacting with peers (100%). Furthermore, they accept challenges and overcome them. It was probably due to the motivating and attractive the strategy was for them. On the other hand, it was possible to observe

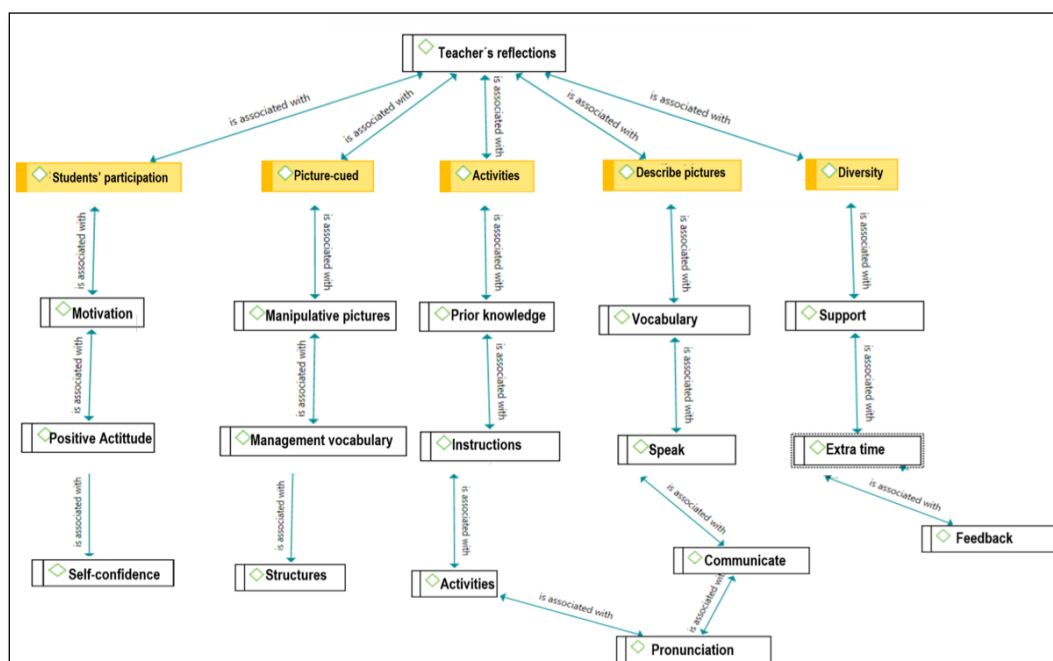
that in statement 4, some participants managed to participate and follow instructions less frequently than others (21%). Meanwhile 5% of participants referred did not like to interact in class.

Diversity in the classroom was also a topic to work on, providing more time for interaction, more scaffolding, reiterating instructions, and motivating in participation.

For the objective four, in relation to reflect on decisions and procedures taken in the study to succeed with the objectives, the researcher took into consideration a sample guide for making a reflective journal.

This tool was meaningful in the process for guide the implementation by mean reflections of the sessions according to aspects such as Student's Participation, Picture-cued, Attitudes, Describe Pictures and Diversity.

Figure 4. *Conceptual Network on the reflective journal*



Regarding the *conceptual network* associated with the *teacher's reflection journal*, five important aspects were distinguished. The first is related to *students' participation* in the picture-cued strategy. Based on the teacher's reflection most of the students maintained a positive attitude and motivation to get involved in the activities of the different sessions. This led them to reinforce their self-confidence and the connection to their learning. They showed enthusiasm in listening to the instructions; also, they took turns to speak and repeat vocabulary words and expressions. Students whose do not participate in traditional class, showed motivation working. Other students liked to touch and observe the pictures and sometimes spoke in front of the class.

Concerning the *strategy picture-cued*, students were attracted to explore the vocabulary cards and use them to remember concepts and structures. Their attitude was positive and they were willing to learn. For example; during the recess out of the classroom, they used to ask "When we are going to use the pictures?" "I like to use them to speak with my friends" other students refer "my favourite picture is grandpa, the old one", Some girls used to say "Miss, "I am pretty" while a boy around say "I am handsome, Miss".

According to the *activities*, it was of great importance to consider the students' prior knowledge, their learning style and interests to succeed in learning. At the same time, a structured lesson with clear instructions, ensuring comprehension was essential to achieve progress during implementation. Activities such as challenge to classmate to remember as much as possible, family members were fun for them. Also, they showed excited when describe a favourite family member. Using picture-cued helps the *diversity* in the classroom in aspects such as touching the material, seeing colorful pictures, working and learning with others, and feeling integrated and helped by classmates. On the other side, it was a challenging aspect from the perspective of support, providing extra time for interactions, as not everyone felt ready at the same time. In this way, it was possible to keep students motivated, providing positive and immediate feedback throughout

the process. Systematic monitoring was essential for the achievement of the research objectives.

V. Discussion

About the first objective related to the level of speaking skill, the results of the pre-test in this study showed the student's level of English was low. The study evidenced students do not manage family vocabulary and did not master qualifying adjectives and structures to make descriptions. It can be argued that teaching vocabulary is needed to make students speak and interact with peers. (Na & Nguyen, 2022) highlight, that vocabulary learning is an essential component of new language learning in general, and is the first step in learning English. Furthermore, in the AR was possible to observe students felt unconfident about speaking in front of others, which was directly related as (Mamin. K, 2019) stated, to a lack of confidence or nervousness when speaking in front of others, hence interaction with the target language does not progress positively. On the other hand, it is relevant for the research to mention that traditional classes and the strategies to be used have an impact on the level of speaking skills. (Lestari & Sholicah, 2022) states that traditional teaching can create a dull environment, which might lead to kids being bored owing to a lack of contact between students and professors. In relation to this point, the use of picture-cued which is an Active, Innovative, Creative, and Fun strategy (Tambunan *et al.* 2022), is suitable to improve the results in this research.

According to the second objective related to how picture-cued improves speaking skills, the results of the post-test demonstrated the picture-cued strategy improves the speaking skills of first grade students. This finding aligns with previous study on the use of the strategy facilitates students learning vocabulary, expressions and social interactions, progressing in describing pictures. As (Mufflihah & Authar, 2019) states, students were able to use vocabulary to construct sentences as

well as pictures made the learning environment joyful. The results demonstrated that picture-cued is an effective tool to improve student's performance in speaking skills.

In relation to the third objective, perception of teachers and first-grade students about the use of picture-cued the results suggests most students had a positive experience and feeling motivated to describe pictures meanwhile others feel attractive to the strategy but according to their personality speak in public is an ability that has to develop deeper. These results confirmed what a study conducted by (Purba & Marbun, 2019) refers in relation to some of students were able to increase their enthusiasm for learning in class, meanwhile, some students had a negative perception because of the noise during the interaction which disturbed their concentration. In this case, the management by the teacher is relevant to avoid this experience.

Concerning the teacher's perceptions towards the strategy, the results of the observation suggest most of the students like to participate in class when picture-cued exercises are shown, moreover, they accept oral practice challenges and do their best to overcome them, likewise, they have no problem when meeting different classmates to speak and apply the vocabulary and expressions. In other studies, the same perceptions were found (Lestari & Sholicah, 2022) states students demonstrated enthusiasm, attention, and confidence by using pictures in class. They expressed themselves, inspiring them to explore the details of what they saw in the pictures, also felt motivated to face challenges and speak in English. Meanwhile (Elhussien et al. 2020) notice the description of pictures has a strong influence on encouraging oral communication since this technique is flexible and develops students' positive attitudes towards the oral practice.

About the fourth objective of the study, reflections on the decisions and procedures of the implementation, the results of the research reflect the decisions taken during the implementation.

After class, the researcher found a moment to reflect on the work done by the students and the researchers' practices it has relation to (Helyer, 2015) mentions journals reflection in education are important because it help teachers think critically about their professional development. In addition (McDermott, Shank, Shervinskie & Gonzalo, 2019) state students' voice in the educational process can add value to improving Education it is reflected in the observation in class, the perception and performance of the students along the study. All the elements or situations detected in the sessions such as some students no participation help the researcher improve and learn about the process to find a way to support them and encourage to speak in activities.

This study has important implications for teachers of English, especially those teaching in the early stages of second language acquisition. For the researcher, action research is an important tool in finding better and more effective strategies to improve this learning process and boost students' performance. According to the researcher's experience, significant results were obtained from an observed reality and problem that could not remain unresolved. Action research applies to all areas of knowledge and allows teachers to enrich themselves professionally, which has an impact on the entire educational community because it encourages them to work cohesively and increase the excellence of teaching practices.

Throughout the implementation, it was observed that the students were participative and motivated, which contributed to many of them maintaining a positive attitude, which allowed them to improve their self-confidence when interacting. Regarding the picture-cued strategy, it allowed students to have physical material to touch, share, and interact with, which facilitated vocabulary acquisition incorporating the use of structures to describe pictures.

In relation to the activities, students were able to incorporate prior knowledge, which contributed to the learning of vocabulary and expressions to order their ideas and describe family members more easily.

The challenge of describing pictures related to family members was meaningful for the students in learning vocabulary, as well as for them to produce sentences in the target language and to reinforce pronunciation.

Diversity in the classroom was a relevant aspect to address. There were no students diagnosed with a learning disorder or difficulty, however some students did not want to participate. To attend to this situation, they were given emotional support, extra time, personal assistance, and more feedback in interactions to encourage them to participate, respecting their paces and learning process.

Limitation of study

The primary objectives of this research were achieved predominantly from a qualitative perspective, aligned with the action research design and classroom activities. Students' perceptions provided key insights into the impact of the picture-cued strategy. However, several external factors may have influenced the outcomes: changes in the school schedule prevented the implementation of the strategy on some days, some students were absent due to health issues affecting the consistency and comprehensiveness of the strategy application, and a week-long holiday at the end of the first term disrupted the continuity of the intervention. These factors could have affected the overall results and the accurate assessment of the strategy's effectiveness.

VI. Conclusion

The study aimed to identify how the use of picture-cued strategy improves First Grade speaking skills. In accordance with this objective, the results of this project indicate that the students improved their speaking skills. The analysis of the data confirms that the students perceived an improvement in vocabulary management, and grammatical structures. The students experienced a strategy that helped them to learn in a fast, motivating, and entertaining way. Moreover, they were able to apply what they had learned in the intervention to describe pictures and relate new knowledge to their real context to achieve meaningful learning. According to this evidence, it is possible to affirm that the picture-cued strategy improved the students' oral skills.

Picture-cued strategy contributes to the communicative approach promoted by the Ministry of Education in Chile. Due to the versatility that the strategy possesses, it is appropriate to develop and strengthen aspects such as the acquisition of vocabulary from an early age, which is a fundamental part in a second language acquisition. Furthermore, teaching expressions using this strategy facilitates the development of the ability to speak in the target language. The use of Picture-cued in the class might be part of school routine to foster the social interaction in such a way that speaking in English becomes a natural and understandable process for the students.

This study is significant for teachers due to it invites them to reflect on their pedagogical practices to detect shortcomings in the teaching and learning process. Moreover, it suggests teachers to investigate and apply innovative strategies to improve the quality of learning, considering the reality and needs of students, ensuring that they acquire meaningful learning that enhances their motivation and self-esteem in the classroom. Furthermore, teachers can make relevant

contributions to the school community by sharing strategies and knowledge with colleagues to carry out projects that promote and improve the English language in young learners.

The picture-cued strategy is beneficial for learners due to it is an attractive, versatile, and user-friendly material to generate a first contact with the language. Furthermore, the use of this strategy by the students helps them to learn vocabulary and expressions in a fun way, so they can apply them to real contexts. Therefore, it has a positive impact on their learning, self-esteem, and confidence to strengthen their oral skills.

Action research contributed to the successful development of my study due to its systematic and cyclical functioning. Each stage served as a guide for the next. In addition, the constant reflection on my teaching practices during the implementation supported the detection of situations that required improvement for the benefit of the whole educational community. In this context, the speaking skills of students. Action research is an approach that every teacher should use to seek continuous improvement in the different issues in the school environment.

One disadvantage of action research relative to other research methods is its lack generalizability. Because action research often aims to solve specific, localized problems within a particular context, its findings might not be easily applicable to other settings or broader populations.

This action research suggests that teachers incorporate picture-cued in class daily to foster children's vocabulary learning, develop comprehension of expressions, and promote oral interaction. Furthermore, it is important to consider the quality and variety of picture resources, which might be suitable to the age of the learners and their interests. Likewise, activities for learners might be reliable, motivating, and challenging so that students like to learn and enjoy learning. Another relevant aspect is to promote the work in pairs or groups to enhance the process

of social interaction, and learning from and with others, developing at the same time, an appropriate environment for learning keeping the discipline and order in de class. Moreover, guidance by the teacher and clear and specific instructions concerning the activities enable students' understanding and confidence, involving them in their learning process and promoting the achievement of speaking skills. In addition, positive feedback and monitoring group by group make students feel valuable for each endeavor they do to accomplish each activity or challenge. In this context, providing extra time for students with difficulties in expressing themselves in front of others is meaningful for them as they feel understood. This motivates students to feel committed to learning by doing their best to achieve the objectives. Another relevant aspect to take into consideration is extending the time for implementation to have adequate time in case of changes in school organization.

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Anexo

This Item contains the material used during the implementation.



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GENERAL BÁSICA
 Course: Proyecto de Innovación en Enseñanza del Inglés II: diseño de la implementación

Carta de Consentimiento Informado Padres y Madres

“The impact of task based learning using picture-cued enhance the speaking skills in English in students of First Grade”,

MA Pilar Andrea Vega Araneda
 Universidad Católica de Temuco

Su hijo(a) ha sido invitado(a) a participar en el estudio “The impact of task based learning using picture-cued enhance the speaking skills in English in students of First Grade” a cargo de la investigadora Pilar Andrea Vega Araneda, candidata a Magister en Didáctica de la Enseñanza del Inglés en Educación Parvularia y Educación General Básica de la Universidad Católica de Temuco. El objetivo de esta carta es informar a usted sobre el propósito del proyecto de innovación para tomar la decisión de aprobar o no la participación de su hijo(a) en este estudio.

¿Cuál es el propósito de esta investigación?

El objetivo de este estudio es identificar cómo el aprendizaje basado en tareas mediante imágenes mejora las destrezas orales en estudiantes de Primer Año Básico A. Para cumplir con este objetivo, se desarrollarán diferentes actividades en la asignatura de inglés, las cuales ayudarán a mejorar la habilidad oral de los estudiantes.

¿En qué consiste la participación de su hijo(a)?

Para participar en este estudio necesitamos: (1) que usted como padre, madre o apoderado legal firme este consentimiento informado que permite la evaluación; (2) que su hijo(a) acepte participar a través de este documento; (3) que su hijo(a) participe voluntariamente a dos sesiones de evaluación, donde se aplicará una prueba internacional de Inglés (Starters) en dos instancias, al comienzo y al final de la investigación. Los estudiantes contarán con todos los materiales necesarios para las evaluaciones antes mencionadas. Al finalizar la evaluación, se generará un informe detallado de rendimiento y éste le será enviado vía mail. Es importante que usted tenga presente que la participación en este estudio es voluntaria.

¿Cuánto durará la participación?

La participación en este estudio considera 4 semanas. Durante la primera semana, se tomará el test mediante el cual se obtendrá el nivel de Inglés y de producción oral de cada estudiante. Luego, en el desarrollo de las clases de inglés, se considerará un tiempo para la intervención en donde a través de imágenes incorporarán vocabulario, gramática, algunos adjetivos y tendrán la oportunidad de describir nuevas imágenes utilizando los conceptos trabajados, expresándose a través de oraciones y respondiendo a distintas interrogantes.



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¿Qué beneficios puede obtener de su participación?

Estimular la participación y actitud positiva hacia el idioma inglés. Mejorar sus habilidades de comunicación oral y seguridad para expresarse en inglés durante las clases y en otros contextos. Aprender de manera entretenida nuevo vocabulario, sentirse motivados y desarrollar su imaginación.

¿Qué riesgos están presentes al participar?

El niño(a) no corre riesgo alguno al participar de este estudio. Por el contrario, tendrá beneficio inmediato en el desarrollo de sus habilidades orales.

¿Es obligación participar? ¿Puede arrepentirse una vez iniciada su participación?

Su hijo(a) NO está obligado de ninguna manera a participar en este proyecto.

¿Qué uso se va a dar a la información que yo entregue?

Los resultados globales de la investigación se publicarán en informes y artículos que se presentarán en el marco del magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica y en congresos y publicaciones académicas y de divulgación general.

¿Qué pasa con la información y los datos que se entregan?

Se mantendrá confidencialidad con respecto a cualquier información obtenida en este estudio. Solo la profesora que está con los estudiantes conocerá su nombre pues, una vez la información se ingresa a las bases de datos que utilizaremos para análisis, los nombres serán cambiados por pseudónimos. Finalmente, los datos obtenidos en el proceso serán utilizados para actividades académicas.

¿A quién se puede contactar para saber más de este proyecto, o si hay dudas?

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a Pilar Andrea Vega Araneda, profesora de Inglés del Colegio Oxford School, o a su correo electrónico pvega@oxfordschool.cl.



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HE TENIDO LA OPORTUNIDAD DE LEER ESTA DECLARACIÓN DE CONSENTIMIENTO INFORMADO, HACER PREGUNTAS ACERCA DEL PROYECTO DE INVESTIGACIÓN, Y ACEPTO QUE MI HIJO(A) PARTICIPE EN ESTE PROYECTO DE INNOVACIÓN.

Nombre de el (la) participante (Hijo/a)

Curso

Nombre de padre, madre o apoderado legal

Firma de padre, madre o apoderado legal

Fecha

Muchas gracias por su colaboración.



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Carta de Autorización para Proyecto de Innovación Pedagógica

“The impact of task based learning using picture-cued enhance the speaking skills in English in students of First Grade”

Sra. Doris Del Pilar Paredes Dúmenez
Directora Southern Oxford School, Villarrica
Presente

De mi consideración, solicito a Ud. la autorización para realizar una investigación acción que tiene por objetivo identificar cómo el aprendizaje basado en tareas mediante imágenes mejora las destrezas orales en estudiantes de Primer Año Básico A de su establecimiento educacional. La investigación será llevada a cabo durante el primer semestre del presente año y será conducida por la profesora de asignatura, Pilar Andrea Vega Araneda, candidata a Magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica de la Universidad Católica de Temuco.

El estudio es de carácter cualitativo y los datos serán obtenidos utilizando una prueba inicial para identificar el nivel de producción oral y utilización del vocabulario de los y las estudiantes del Primer Año Básico A antes de la intervención pedagógica. Utilizando esta estrategia, los estudiantes reforzarán vocabulario, aprenderán y aplicarán gramática acorde a su edad, desarrollarán su imaginación e interactuarán tanto en grupos, como en parejas describiendo y comparando información contenida en diversas imágenes, a través de la producción de oraciones de manera oral, fortaleciendo de esta manera, esta habilidad en el idioma inglés. Se han contemplado 4 semanas de clases para implementar este proyecto de innovación en las que la metodología se centra en una investigación y reflexión sobre el propio proceso de enseñanza-aprendizaje del curso. Específicamente será la presentación de diferentes imágenes que incluyen el vocabulario de las unidades a estudiar y actividades para reforzar los conocimientos adquiridos durante la implementación pedagógica.

Para garantizar la correcta conducción del proyecto, cumpliendo los requerimientos éticos de la investigación con personas, antes de iniciar la investigación se les solicitará una autorización a los apoderados, mediante un consentimiento informado, para que autoricen a sus hijos e hijas menores de edad a participar, antes de iniciar el proyecto de innovación.

Los datos de los participantes serán estrictamente anónimos y de carácter privado y los resultados de este estudio sólo serán utilizados con fines académicos pudiendo ser publicados en revistas académicas y/o presentados en conferencias con fines informativos para la comunidad educativa.

Una vez concluida esta investigación usted como Director del Southern Oxford School y los apoderados de los estudiantes participantes tendrán derecho a conocer los resultados, los que deberán ser solicitados a la investigadora responsable, profesora Pilar Andrea Vega Araneda. Este estudio no representa ningún riesgo físico, psicológico o académico para los estudiantes, por lo que el objetivo principal apunta a mejorar los resultados académicos de la enseñanza de inglés, junto con contribuir positivamente a la comunidad educativa.

Agradezco de antemano la acogida y valioso apoyo que usted pueda brindar a este proyecto.

Saludos cordiales,

Pilar Andrea Vega Araneda

Investigadora Responsable

Proyecto de Innovación: "The impact of task based learning using picture-cued enhance the speaking skills in English in students of First Grade"

AUTORIZACIÓN DIRECTOR(A)

Yo _____, Director(a) de _____, autorizo la participación de este establecimiento en el proyecto "The impact of task based learning using picture-cued enhance the speaking skills in English in students of First Grade".

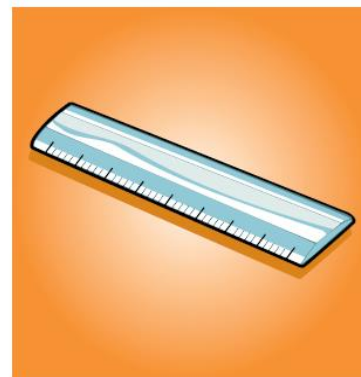
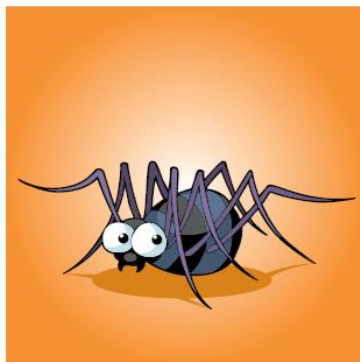
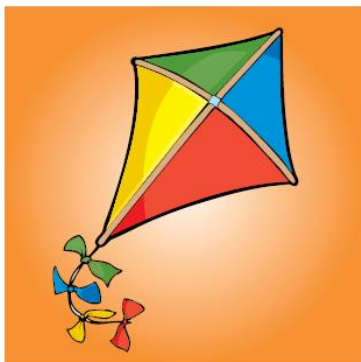
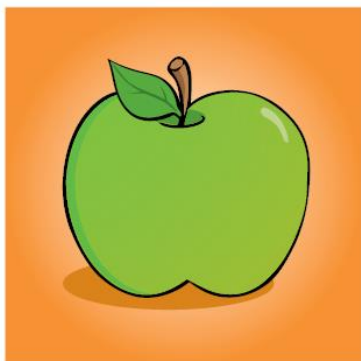
El propósito y naturaleza de la investigación me han sido explicados por la investigadora responsable, Pilar Andrea Vega Araneda, me han quedado claras las implicancias de la participación de nuestro establecimiento en el proyecto y se me ha informado de la posibilidad de contactar ante cualquier duda al investigador responsable del estudio pilar.vega2022@alu.uct.cl y/o a la directora del programa del Magíster Didáctica del Inglés en Educación Parvularia y Educación General Básica, Doctora Lucía Ubilla, cuyo email de contacto es lubilla@uct.cl

Nombre del Director(a): _____

Firma del Director(a) : _____

Fecha : _____

Pre-post test



Pre A1 Starters Speaking

Family members



Adjectives



























DIAGNÓSTICO DE ESTILOS DE APRENDIZAJE

Nombre del alumno: _____

Grado: _____ Grupo: _____ Fecha: _____

Instrucciones: Lee las preguntas y colorea el dibujo de acuerdo a tu respuesta.

CUESTIONAMIENTO	VISUAL	AUDITIVO	KINÉSTICO
¿Qué te gusta más?	 VER TELEVISIÓN	 OÍR MÚSICA	 JUGAR CON TUS AMIGOS
¿En tu cumpleaños que disfrutas más?	 LOS ADORNOS	 LAS MUÑANITAS	 LA PIÑATA
¿Qué te gusta hacer en la escuela?	 LEER	 ESCUCHAR HISTORIAS	 EXPERIMENTAR
¿Qué regalos prefieres?	 CUENTOS E HISTORIETAS	 CD Y MP3 MÚSICA	 JUGUETES
¿Si tuvieras dinero qué comprarías?	 UNA CÁMARA FOTOGRÁFICA	 UNA BOCINA DE MP3	 PLASTILINAS
¿Cuándo estas con tus amigos te gusta...?	 DIBUJAR	 CANTAR	 JUGAR EN EL PATIO
¿Cuándo tus papás no te consiente tú...?	 TE ENFIADAS	 LLORAS	 HACES BERRINCHE
¿Cuándo sales de paseo tú prefieres?	 IR AL CINE	 ASISTIR A UN CONCIERTO	 IR A LA FERIA

TOTAL V. _____ A. _____ K. _____ CANAL PREDOMINANTE: _____

MODELO. Visual, Analítico y Kinésico Basado en el sistema de programación neurolingüística /Richard B./

Visita: <https://educacionprimaria.mx/> & <https://materialeducativo.org/>






















Escala de percepción de los estudiantes

El objetivo de este instrumento dice relación con recabar información acerca de la percepción que tienen los y las estudiantes respecto de la estrategia “picture-cued” aplicada en clases.

Nombre del estudiante: _____

Curso: _____ Fecha: _____

Escucha y encierra el emoji que más te representa de acuerdo con tu percepción respecto del uso de “picture-cued” en el desarrollo de la clase.

	Afirmaciones	Siempre	En ocasiones	Nunca
1)	Me gusta hacer actividades hablando en inglés junto a mis compañeros.			
2)	Siento vergüenza cuando debo hablar en inglés frente a mis compañeros.			
3)	Me siento feliz cuando logro hablar en inglés acerca de lo que veo en una imagen.			
4)	Me gusta hablar en inglés cuando me apoyo en picture-cued.			
5)	Cuando utilizo picture-cued, me resulta más fácil hablar en inglés.			
6)	Cuando utilizo picture-cued, logro aprender más rápido las palabras claves y las expresiones en inglés.			
7)	Describir imágenes hablando en inglés, a través de picture-cued, me motiva a aprender más.			
8)	Utilizar “picture-cued” en las clases, me motiva a usar las expresiones que aprendimos.			

Observation Form

	<u>Participación en clases</u>	Siempre	La mayoría de las veces	A veces	Rara vez	Nunca
1	Mantiene atención en clases.					
2	Escucha instrucciones para luego desarrollar las actividades.					
3	Se muestra participativo/a en clases cuando se muestran ejercicios picture-cued.					
4	Levanta la mano para interactuar.					
5	Acepta los desafíos de práctica oral presentados en clases.					
6	Hace su mejor esfuerzo por superar desafíos.					
7	Participa en clases reuniéndose con diferentes compañeros, especialmente cuando debe hablar en inglés.					

	<u>Uso de palabras claves</u>	Siempre	La mayoría de las veces	A veces	Rara vez	Nunca
1	Repite las palabras claves relacionadas a la unidad en estudio.					
2	Comprende el significado de las palabras claves.					
3	Ha adquirido y utiliza las palabras claves en sus descripciones orales.					
4	Utiliza las palabras claves aprendidas, en las interacciones con sus pares.					

	<u>Uso de expresiones</u>	Siempre	La mayoría de las veces	A veces	Rara vez	Nunca
1	Repite las expresiones trabajadas en clases.					
2	Comprende las expresiones trabajadas en clases.					
3	Utiliza las expresiones enseñadas en clases.					
4	Utiliza las expresiones aprendidas, con sus pares.					

Reflective journal	
a) <u>Objective of the class</u>	
1	<p>¿He dado a conocer a los y las estudiantes los objetivos que se trabajarán en el plan de implementación? (clase 1)</p> <p>Have I made students aware of the objectives to be worked on in the implementation plan (class 1)?</p>
2	<p>¿He explicado a los y las estudiantes la forma en la cual se trabajará el plan de implementación y les he anticipado lo que se espera que ellos aprendan y desarrollen clase a clase? (clase 1)</p> <p>Have I explained to the students how the implementation plan will work and have I anticipated what they are expected to learn and develop class by class (class 1)?</p>
3	<p>¿He dado a conocer a mis estudiantes en cada clase, el objetivo que se abordará y lo que se espera que ellos realicen?</p> <p>Have I made known to my students in each class the objective to be addressed and what they are expected to accomplish?</p>
b) <u>Contents</u>	
1	<p>¿He sido capaz de considerar los conocimientos previos de mis estudiantes para conectarlos con sus nuevos aprendizajes?</p> <p>Have I been able to consider my students' prior knowledge in order to connect it to their new learning?</p>
2	<p>¿Están los contenidos a trabajar relacionados con los objetivos propuestos en el diseño de la implementación?</p> <p>Are the contents to be worked on related to the objectives proposed in the implementation design?</p>

	c) <u>Activities</u>
1	<p>¿Están las actividades diseñadas considerando distintos niveles de dificultad y desafíos para los estudiantes? ¿Qué incluyen?</p> <p>Are the activities designed with different levels of difficulty and challenge for students in mind? What do they include?</p>
2	<p>¿Son las actividades apropiadas para los distintos niveles de aprendizajes existentes en la sala de clases?</p> <p>Are the activities appropriate for the different levels of learning in the classroom?</p>
	d) <u>Resources</u>
1	<p>¿Es el material de aprendizaje atractivo para los estudiantes y los motiva a explorar e interactuar con él y a través de él?</p> <p>Is the learning material attractive to learners and does it motivate them to explore and interact with and through it?</p>
2	<p>¿Es el material de aprendizaje variado y extraído de diversas fuentes?</p> <p>Is the learning material varied and drawn from a variety of sources?</p>
	e) <u>Evaluation</u>
1	<p>¿Cómo se ha llevado a cabo la evaluación de la estrategia para dar cuenta de aprendizajes efectivos y mejoras en la habilidad oral de los y las estudiantes?</p> <p>How has the evaluation of the strategy been carried out to account for effective learning and improvements in students' oral skills?</p>
	f) <u>Diversity</u>
1	<p>De qué manera se ha tomado en consideración la diversidad existente en la sala de clases?</p>

	How has the diversity in the classroom been taken into account?
	g) <u>Strengths</u>
1	<p>¿Qué fortalezas presenta la estrategia utilizada para mejorar la habilidad oral de los estudiantes?</p> <p>What are the strengths of the strategy used to improve students' speaking skills?</p>
	h) <u>Weaknesses</u>
1	<p>¿Qué puntos se pueden mejorar de la estrategia en cuanto al desarrollo de la habilidad oral de los estudiantes?</p> <p>¿Qué puntos de la estrategia pueden mejorarse en cuanto al desarrollo de las destrezas orales de los alumnos?</p>
	i) <u>Future plans</u>
1	<p>¿Cuáles serán las medidas que consideraré en el futuro para mejorar los puntos débiles observados en esta intervención?</p> <p>What measures will I consider in the future to improve the weaknesses identified in this intervention?</p>