Picture Description to Enhance Oral Production in Young EFL Learners

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Abstract

The present article reports results of an action research that was performed with 16 students from a private elementary school located in Guayaquil. Mixed methods were applied and the sample was selected by convenience. This study addressed the following research questions: 1. To what extent does picture description impact fluency in young learners? 2. What difficulties are found in the process of picture description? In order to answer these questions a speaking test adapted from the Young Learners Pre-A1 Cambridge assessment, an oral performance rubric and field notes were instruments implemented. Findings evidenced that picture description techniques using photos with real life situations enhanced learners’ oral production and engaged them to orally produce L2 language with confidence and fluency. Data analysis shows that the innovation had a high impact for learning of this population (Cohen’s $d=1.65$). It is concluded that young learners need to emotionally connect their immediate context with the learning content to recall prior knowledge. However, applying familiar pictures was not an easy task because parents were afraid to let their children share pictures in class.

Keywords: picture description, oral production, fluency, young learners.
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Resumen

El presente artículo informa resultados provenientes de una investigación de acción que fue realizada a 16 estudiantes del nivel elemental de una escuela privada ubicada en la ciudad de Guayaquil-Ecuador. Métodos mixtos fueron aplicados y la muestra fue seleccionada por conveniencia. Este estudio abordó las siguientes preguntas de investigación: 1. ¿En qué medida la descripción de imágenes impacta la fluidez oral en aprendices jóvenes? 2. ¿Qué dificultades son encontradas durante el proceso de descripción de imágenes? Con el propósito de responder estas preguntas un test oral de Cambridge de nivel Pre-A1 para jóvenes aprendices, una rubrica para evaluar dicha habilidad y una nota de campo fueron instrumentos aplicados. Los descubrimientos evidenciaron que las técnicas de descripción de imágenes usando fotografías relacionadas con situaciones de la vida real mejoraron la producción oral de los estudiantes y los motivaron a producir oralmente su segundo idioma el cual es inglés como lengua extranjera con confianza y fluidez. Los análisis de los resultados muestran que la aplicación de la innovación tuvo un alto impacto para el aprendizaje de esta población (Cohen’s $d=1.65$). Es concluido que los jóvenes aprendices del idioma necesitan conectarse emocionalmente con su contexto inmediato y con el contenido de aprendizaje para recordar su conocimiento previo. Sin embargo, la aplicación de esta estrategia de usar fotografías de su contexto inmediato no fue una tarea sencilla debido a la falta de confianza de los padres de familia en permitir que sus hijos compartan este tipo de fotografías con sus compañeros de clases.

*Palabras clave:* descripción de imágenes, producción oral, fluidez, niños.
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Teaching communicative skills to young learners, especially in a second language, implies a complex process in which learners and teachers have to deal with different needs, abilities, and learning styles to achieve communication (Arifin, 2018). Because of this, Ecuador in its program of English as a Foreign Language (EFL) implemented teaching approaches where learners have to make use of the learned language such as Content and Language Integrated Learning (CLIL) and Communicative Language Teaching (CLT) (Ministerio de Educación, 2016). With this outlook, authorities and the educational community are aware that learning a second language makes sense if only this leads to communication (Richards, 2006).

The curriculum is connected with second language acquisition theories, but it does not respond to the real needs of the current educational community for young learners. For instance, the curriculum proposes CLIL as the main approach where teachers have to combine subject content areas with the target language in use, which in some cases is not easy to handle because of the needs or context of the institutions (McDougald, 2016). This represents a challenge because the subjects in the National Curriculum, with exception of English, are in Spanish (Ministerio de Educacion, 2017).

The institution where this research was conducted also faces this national problematic. Given the circumstances, the institution has decided to implement a bilingual program, starting with Science as a content area, English, and English Lab. As this is the first year of the implementation of the bilingual program, learners are facing challenges in speaking.

According to Adhikari (2010), there are common problems in speaking that a teacher can face when teaching this skill such as fluency, accuracy and confidence to express ideas. In addition, in a study conducted with young EFL learners, the lack of
motivation, and few opportunities to speak can be determining causes that lead to speaking difficulties (Al Hosni, 2014). The same situation was observed in a group of 16 young learners in second grade. During the observation, learners evidenced poor confidence and fluency to express ideas in L2. Furthermore, it was noticed that the materials that the teacher implemented to prompt speaking such as flashcards, audios and videos were not engaging for them.

Participants were assessed with a placement test from Cambridge Assessment English to determine their real English level. According to the results, participants were in a Pre-A1 level regarding to the Common European Framework of Reference for Languages (CEFR). There are no performance criteria for the level Pre-A1 in the English Language Learning Standards. This national document has explicit indicators that start from: A1 at the end of 9th year General Basic Education, A2 at the end of the 1st year Bachillerato and B1 that Ecuadorian students will have to reach at the end of 3rd year Bachillerato (Ministerio de Educación, 2012). So, to carry out the research, it was necessary to take into account the standards from the Common European Framework of Reference regarding speaking and fluency in convergence with the Pre-A1 level which belongs to the real level of the population.

Previous studies evidenced improvement in speaking using pictures. According to the National Research Council (2000), visual aids should help learners to transfer language learning and cultural experience. Visuals also prompt learners to improve communicative skills, raise learners’ motivation, interest, active participation, set the context, and have the potential to scaffold learning (Afraz, Taghizade, & Taghinezhad, 2018; Lavalle & Briesmaster, 2017; Nalliveettil & Ali, 2013). In addition, the use of these aids makes the teaching and learning process easier and engaging. It helps young learners to better abstract the message, and build their speech (Afraz, Taghizade, & Taghinezhad, 2018).
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With the purpose of providing a solution to the encountered problematic with the participants’ difficulties in speaking and based on the mentioned studies, this action research explored how to enhance oral production skills in young learners using picture description.

Literature Review

In this section there are theories and authors that better explain the theoretical points of the variables of this study. The independent variable relies on picture description. The dependent variables are observed as oral production development in young learners and young learners’ language learning.

Picture Description

“Picture” is defined as “A visual representation (of an object or scene or person or abstraction) produced on a surface” (Power Thesaurus, 2006). These teaching tools can improve “communicative skills” in the way that teachers can use images to raise motivation, set context, upgrade pronunciation, and language competence. It enables learners’ interest and imagination. It also makes the teaching and learning process more engaging (Lavalle & Briesmaster, 2017).

In a study conducted by Nalivieettil and Ali (2013), visuals break down the traditional procedure of teaching to the extent that this tool empowers learners to participate actively in the classroom. In addition, the research evidenced that pictures can motivate learners to practice critical thinking skills. Students can see, think, and talk, using the learned target language and acquire a real understanding of the vocabulary in connection with students’ knowledge and experience.

The usefulness of pictorial aids lights up class participation and interaction especially in young learners. This fact was evidenced in the study conducted by Afraz, Taghizade, and Taghinezhad (2018); the authors stated that photos encourage learners to be more willing to
share ideas and opinions with their peers. Moreover, another finding was that graphics are effective to create strategies where teachers can keep talking during extended periods of class, and providing learners opportunities to interact.

**Oral Production Development in Young Learners**

Having mentioned the definitions and the impact of picture description on young EFL learners’ learning, the next step to take into account when using visual aids to prompt speaking skills is the significance of oral production development.

When oral production takes place, it is well known that this ability involves a cognitive and affective process. The cognitive process has three stages, which are conceptualization, formulation, and articulation. The affective process includes psychological implications and motivation (Burns & Hill, 2013).

Since early ages of childhood, in the first language (L1) children are constantly being stimulated to speak. The environment itself is a field of immersion where infants acquire social interaction skills such as negotiating or offering by making vague sounds that improve with time (Cameron, 2001). It suggests that, in order to develop oral production, it is necessary to go through a natural process of acquisition and learning. Consequently, children are first immersed, then they try to imitate sounds to finally figure out the strategies of how to communicate what they need even if children have not yet acquired a high performance in pronunciation or language competence.

In early stages of children, accuracy is not the prominent goal of language learning. Goh and Burns (2012) pointed out that fluency is one of the oral production skills that teachers and educational curriculums should embrace first. The authors also confirmed that, “intercultural competence” is one of the main bases to develop fluency and be able to become an independent user in L2.
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Thus, spoken production has become one of the most important evidences of language learning that teachers and parents want to witness. Fluency and accuracy should be involved during interaction to achieve language competence (Nunan, 2018). To do so, teachers should provide enough opportunities to use the learned language, but when teaching young learners, the learning activities have to be interesting and prompt children’s enjoyment during the process to increase positive feelings (Szpotowicz, 2012).

**Fluency**

Taking into consideration that the present research is oriented to Pre-A1 young learners, the information gathered before shows us that fluency should be one of the focus points of this study in order to develop learning activities that raise young students’ oral production.

To begin with, fluency is the ability to use the learned language with a smooth natural speed. It is more focused on the form rather than the accuracy of the language (Hartmann & Stork, as cited in Yang, 2014a). There are four abilities that learners have to develop to achieve fluency including the speed, coherence, connect expressions with context and creativity to communicate a message (Filmore, as cited in Yang, 2014b).

Furthermore, learners have to go through stages that lead to their development of the fluency process such as cognitive, linguistic, and affective factors. First of all, the cognitive factors involve conceptualization, selecting the information with coherent meaning, formulation which enables them to select words for grammar structure, and articulation using their organs to produce sounds (Levelt, as cited in Wang, 2014). Second, the linguistic factors to enclose pronunciation, grammar, and vocabulary. Finally, the affective factors that have to do with anxiety and self-restriction (Wang, 2014).

A study conducted in China concluded that fluency should be continuously trained with “patience, effort and time” (Yang, 2014). Thus, teachers should enhance oral fluency
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step by step, keeping in mind the factors that influence the fluent speaking development based on the students’ level and needs to help learners to achieve communication success in a real-life situation.

**Young Learners Language Learning**

Once established an overall overview of oral production development, it is necessary to address young learners’ language learning to perceive what could be done when teaching a second language during the early stage of students' childhood.

According to Nunan (2018), “a young learner covers a broad chronological span of years from birth up until the onset of puberty” (p. 1). Over this period of development, Nunan pointed out that teachers should be aware of cognitive, emotional, and physical changes that influence behavior, mental, and physical needs. Therefore, a teacher has the responsibility to protect learners from dangers surrounding them, and offer clear instructions about what is expected for them to achieve.

Ghosn (2013) has argued that to scaffold children during language learning, it is important to select effective materials and strategies according to their level of maturation. For instance, teachers may use the following methods and suggestions:

- The recasting method to prompt naturally the correct use of the language.
- The chunking method instead of individual words to slightly process the language in their brains.
- To Prompt extrinsic and intrinsic motivation.
- Take into account the linguistic development and neurological facts in young learners.
- To consider their language exposure to the first and second language.
- To think of linguistic developmental patterns between L1 and L2.
Young learners can achieve high performance in language learning when teachers set a comfortable environment in the classrooms. Besides, the same study concluded that the use of “mixed approaches” and engaging literacy activities such as chants, songs, rhymes, and students’ learning styles, can make the learning process more successful (Intihar, 2006).

To raise language learning it is essential to consider that the quality of the material is one part of the teaching success. It is also significant to keep in mind the students’ attitude towards language acquisition. Thus, materials and a good attitude during the process can help students to learn meaningfully. They are prominent requirements specially to enhance fluency in speaking skills. With this overview, it is easy to realize that content materials play a prominent role in young students (Ausubel, 2002).

**Communicative Language Teaching**

Regarding approaches to teach a second language especially to young learners, studies confirm that the Communicative Language Teaching (CLT) is a successful and well-known communicative approach especially in English Language Teaching (ELT) which embraces communication and linguistic competence. The principal goal of this approach is to highlight that besides the importance of linguistic forms, the communicative meanings and functions of the language make a deep impact on language learning and acquisition (Jabeen, 2014). As a matter of fact, people want to learn any language to communicate a message and not only to know about the structure of sentences and meanings of isolated words.

This approach contains characteristics and principles that stand out among other approaches. It looks for real communication and language function, it is learner-centered, it fits the teacher’s role as a facilitator and sets meaningful and communicative tasks that
involve sharing information, negotiation, and interaction (Richards & Rodgers, as cited in Desai, 2015).

The main principles include: meaning is more important than language structures, accuracy comes later with practice, the language is constantly used in the classroom, learning activities should integrate the four main skills, the L2 should be learned by social interaction instead of memorization of isolated words or chunks, mistakes have a prominent importance during the process and the leaning tasks have to be collaborative among students and teachers providing context for real situations (Desai, 2015).

The CLT principles are settled down to balance what is to “productive and receptive skills” to achieve interaction and taking into account multiple learning styles to acquire and learn the second language at the same time. In this context, the role of the teacher is as observer and facilitator providing strategies, tools, feedback, and advice to overcome speaking difficulties and to foster students to keep trying (Alhodiry, 2016; Chen, 2015; Krashen 2013; Lessard, 2018; Phillips, 2010; Richards, 2006; Tomlinson, 2013; ).

**Second Language Acquisition and Learning**

To better understand and apply the CLT approach, it is fundamental to observe the difference between Second Language Acquisition (SLA) and learning. The acquisition of a second language is unconscious and very similar to the acquisition of the first language. In the initial stages of this process, interaction, meaning, and understanding are first addressed. Conscious learning and grammar rules do not play a relevant role in language acquisition (Krashen, 2002).

Language Learning is a conscious process. According to Krashen (2013), people learn a language when they have to know and study the form of the language such as sentence structure, and grammar rules, for example. It enables learners to develop language competency and accuracy.
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There are factors that teachers have to be aware of when teaching a second language. One of the most important factors is the impact that the first language (L1) has on the second language (L2) development. For instance, when using a second language, learners deal with positive and negative transfer (Koda, Ellis, as cited in Sultana, 2018). Positive transfer refers to the similar features from L1 to L2, meanwhile the negative one occurs when the differences of L1 interfere in the L2 causing learning problems.

Even though the social belief that more English and the restricted use of L1 in L2 classes ensure success language acquisition, Sultana (2008) argued that it is essential to manage an equilibrium in the use and development of the L1 and L2 for successful output, content knowledge, facilitation in transferring L1 features in L2, and language skills.

Backward Design

All the concepts mentioned before converge with each other into a planning sequence using backward design principles which suggests that before planning any didactic unit, teachers first have to think of the desired results, then to determine the acceptable evidence to finally plan the learning experiences. To do so, in this research the innovation applies those principles making use of the understanding by design approach (UbD) that has been thought as a practical teaching tool to prioritize endurable learning experiences and reduce risks along the teaching procedure (Yurtseven & Altun, 2016).

To sum up, teaching speaking is a complex process that involves linguistic and non-linguistic factors. Hence, to enhance young learners in their oral production through picture description, this study raised two questions:

1. To what extent does picture description impact fluency in young learners?
2. What difficulties are found in the process of picture description?
Innovation

This innovation was applied to 16 students from second grade whose English proficiency level is Pre-A1. The Understanding by Design (UbD) plan was implemented during the second quimister of class (Appendix 1). Students carried out the academic activities normally, so that the investigation did not represent any impediment for their current schedule. The activities developed were adapted to the current content of the Annual Curriculum Planning and Didactic Unit Planning.

The innovation was developed during a lesson plan using backwards design principles. The duration of the implementation lasted four weeks with 36 periods in total. Regarding the materials, not only pictures were used. Chants, toys, songs and flash cards helped to promote the recreation of a “literacy environment” to prompt active and passive interaction, curiosity, and enjoyment. They served to elicit previous knowledge and language experiences. Activities out of reach of the students’ level were not considered. Lessons were planned with clear steps to follow, showing respect towards their process of learning.

Methodology

The present study is an action research process. This follows a “look, think and act” model to the extent that a phenomenon is observed and analyzed to provide a possible solution (Hine, 2013). This research used the mixed method. According to Afraz, Taghizade and Taghinezhad (2018), a mixed method is commonly applied in studies regarding to Second Language Acquisition (SLA) because it gathers quantitative and qualitative data collection in order to analyze the information and draw conclusions from multiple points of view. In the ongoing section, there is a brief description of the participants. Furthermore, the instruments to collect data are explained to provide a clear understanding of the study and its findings.
Participants

The sample was selected by convenience. “Convenience sampling is selecting participants because they are often readily and easily available” (Taherdoost, 2016). According to the author this non-probability sampling technique is least expensive, time consuming and most convenient. Because of this, 16 young learners, seven years old (14 boys and 2 girls) were taken from a private religious institution located in the south of the city of Guayaquil Ecuador. With regard to the English level of the students, even though they studied English as a second language last year (first grade), students were Pre-A1 young learners. During this school year 2019-2020, the institution decided to implement a bilingual program where learners receive a total of 10 hours of English per week. The socio-economic status of parents was both the working and the upper class which placed them in the middle class.

Instruments

In order to answer the first question, to what extent does picture description increase young learners’ fluency in their oral production? learners were assessed with a speaking test adapted from the speaking section of the Young Learners Pre-A1 Cambridge assessment (Appendix 2). Its methodology made use of visual aids (poster and flashcards) in which students had to orally describe what they saw and listened to questions to answer. This speaking test was taken before and after the application of the innovation.

The instrument had an introductory section and four parts. To introduce the test, the teacher greeted students and gave a small demonstration about the required procedures. In the first part there was a set of questions to elicit vocabulary knowledge. In the second and third stage, the evaluator asked questions and displayed a set of cards with pictures to identify description and inferring abilities. In the fourth and fifth sections, learners answered questions with regard to familiar topics of their daily life and followed
instructions using the flashcards to measure fluency and interaction. Each part was assessed from 2 as the lowest achievement to 5 as the highest. The maximum total score was 20/20.

In addition, an oral performance rubric was implemented with the help of a second English professor as observer and evaluator who first was well informed about the parameters and competences to be assessed (Appendix 3).

The rubric included four criteria including vocabulary, organization, fluency and interaction. The parameters are: 2 (poor), 3 (fair), 4 (good) and 5 (excellent) with a total score of 20. Each criterion had descriptors to measure each parameter.

To answer the second research question what difficulties are found in the process of picture description? a field notes instrument was use by the researcher to record data from observation of the learners’ oral competency to document “contextual information” identified during the implementation and reinforce findings beyond the common research process (Phillippi & Lauderdale, 2017, p.381). The researcher gathered information with respect to vocabulary, interaction, sequence of ideas, oral description, and the ability to infer meaning from context using a set of pictures related to their lives. (Appendix 4)

**Data Analysis**

Qualitative and quantitative results collected with the instruments enabled in-depth analysis for future research. Data obtained from the speaking pre and posttest and the speaking rubric were entered in a spreadsheet of Excel, organized and transferred to the SPSS program to get descriptive statistics. Samperi, Collado, and Lucio (2014) pointed out that descriptive statistics summarizes quantitative data to carry out global generalization and description of the obtained information.

For quantitative data analysis, the t-test allowed to measure each sample twice to realize the difference among the means and if this information was statistically significant (Derrick, Toher, & White, as cited in Guerrero, 2019). The data from the mean, number of
participants and standard deviation were also entered in an online calculator to determine the effect size of the innovation for learning.

Regarding qualitative data, the information was collected through field notes. This procedure was performed using observation and taking notes about what happened, looked like a simple action (Wolfinger, 2002). All the notes were coded by using key words and statements to name the findings into a list.

**Ethical Standards**

To carry out the study, the current director of the institution approved the permission to proceed with the research and apply the innovation with the current population of 16 students, all of them young learners from second grade. The participants of the study were not mentioned or photographed, and the implementation of the innovation was an adaptation of the didactic unit plan. Therefore, parents were not addressed with a consent letter. Notwithstanding, they were informed about the learning activities and the unit goals by email with a copy for the authorities of the institution.

**Results of the Study**

The following findings collected during the application of the innovation allowed to answer the research questions. With respect to the first research question: *To what extent does picture description increase young learners’ fluency in their oral production?* Pre-test findings showed low grades of fluency which was attributed to the lack of vocabulary, confidence and the scarcity of authentic materials to prompt students to interact with others applying what they learn in the L2. See table 1.
With regard to what extent picture description impacts fluency in young learners, findings evidenced a significant impact (Cohen’s d = 1.65) after the last week of the implementation of the innovation. These results are statistically significant and report a high impact for learning.

The pre and post-test were graded with a rubric. Table 2 shows the results of the four categories: Vocabulary, organization, fluency and interaction.

Table 2

**Results by components of the rubric**

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th>Organization</th>
<th>Fluency</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>P&lt;0.05</td>
<td>Cohen’s d</td>
</tr>
<tr>
<td>Minimum</td>
<td>3</td>
<td>5</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.68</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Deviation Cohen’s d</td>
<td>0.47</td>
<td>0.36</td>
<td>1.16 high impact for leaning.</td>
<td>1.04 high impact for leaning.</td>
</tr>
</tbody>
</table>

According to these results, it is easy to highlight that the innovation achieved high impact on students’ vocabulary (Cohen’s d = 3.15). The categories like organization (Cohen’s d = 1.16), and fluency (Cohen’s d = 1.04) had almost the same impact. The category which had the least was interaction (Cohen’s d = 0.83).
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It is valuable to mention that to improve vocabulary, fluency, organization and interaction, these 16 young learners needed a lot of practice, time, feedback and motivation to keep improving their skills. The teacher also needed the knowledge of error correction techniques, classroom management and the use of audio-visual aids to manage the problems that were appearing with the use of authentic pictures to enhance oral production.

Concerning the second research question: What difficulties are found in the process of picture description? Data collected with field notes provided information about difficulties to take into consideration when applying picture description to enhance oral production in young learners with a Pre-A1 level.

Vocabulary

From the first week, pictures represented a visual distractor. Their authenticity was relevant for them. Therefore, it was difficult for learners to keep their attention on a specific element of the picture connected with the target language.

Organization

In the second week they faced fear of making mistakes when they tried to produce short sentences or express ideas providing details when they had to describe a picture. In addition, they frequently named isolated words and had problem to use connectors (but, and, or). It was identified that their fear came from their difficulty to order ideas especially in long sentences due to what others think about what is going to be said.

Few students were shy, but the mentioned limitations were an impediment for a good development since the beginning. Consequently, it was difficult to keep trying and managing student’s inhibition to talk and try to order ideas at the same time. During the last week they also faced problems in sentence structure.

Fluency
Students faced L1 interference, lack of coherence when producing lexical chunks to describe pictures, and tended to evoke isolated words instead of using them within a sentence. Moreover, the authentic pictures also represented a distractor to maintain the attention among a determined object from others. For example, if students had to focus their attention on balloons other items like toys or people distracted them to keep learning that chunk of vocabulary, which interfered with coherence. Because of this, their fluency was low in the first six days of the innovation accompanied with the difficulty to express ideas in the first three days.

Interaction

The students’ behavior evidenced excitement while children were sharing pictures. Because of that, learners over used L1, the class became noisy and they did not respect turns to talk. The authentic pictures represented a challenge for them to keep in control the use of their L1 due to these visual aids raised their motivation. They found a big challenge to interact using the L2. In addition, as the visual stimulus was connected with their emotions (pictures about their likes, families and friends), it was difficult to conduct a good class management as they did not manage their self-regulation and behavior to be able to interact efficiently.

Discussion of Results

In the ongoing section, this document opens a discussion based on the results obtained in order to make a connection with certain key theoretical points of this research. It also looks for reviewing the findings and knowledge in the field of the problem.

It was proved that oral production was enhanced gradually using picture description. This fact has been also supported in previous studies where these kinds of visual aids help learners to improve and scaffold communicative skills. (Afraz, Taghizade, & Taghinezhad, 2018; Lavalle & Briesmaster, 2017; Nalliveettil & Ali, 2013). But, to do so the researcher
also had to make use of additional resources such as flashcards, audios, videos and posters to manage the difficulties presented during picture description activities. In addition, tracing the learners’ strengths, weaknesses and providing feedback on the language were essential procedures that made the process more successful.

Vocabulary had the highest impact for learning (Cohen’s $d = 3.15$). One of the key elements that helped students to be successful getting vocabulary during the innovation, was the effectiveness of learning materials and authentic pictures. It was confirmed by Ghosn (2013) who argued that to scaffold learners, materials should be carefully selected taking into consideration the students’ maturation. During the innovation, children could effectively recognize and memorize vocabulary items from authentic pictures, such as parties, friends, and toys. They did not only reinforce the acquired language, but they were constantly interested in learning new words and language chunks to be able to share and describe what they saw. These pictures also raised intrinsic and extrinsic motivation due to familiar photos helped them to recall enjoyable life experiences.

This research supported the fact that students had to go through cognitive, linguistic, and affective factors (Levelt, as cited in Wang, 2014). The factors that influenced the most on language organization of ideas with coherence were the cognitive and linguistic factor. At the beginning the researcher assumed that grammar rules and conscious learning were not important agents in L2 language performance. The researcher assumed that language should be learned by natural acquisition. However, when students faced problems organizing ideas, it was necessary to handle conscious language learning, which according to Krashen (2002) is the study of grammar rules and sentence structure. Therefore, the study emphasized natural acquisition and language learning, both have impact on language development.
About the affective factor, it was noticed that, in the beginning, when students tried to figure out ideas to express them, they faced anxiety which interfered negatively in language production. For this reason, they were more comfortable evoking isolated words and took time and practice to be able to organize lexical chunks and words in their minds. Taking into consideration what Ausubel (2002) said about the importance of students’ good attitude to learn, the researcher encouraged learners’ self-esteem and confidence when they tried to organize ideas in L2 using authentic materials like toys, their familiar pictures, positive phrases, modeling activities and providing clear instructions.

Furthermore, it was also observed that even though pictures regarding to familiar and enjoyable experiences have the potential of reducing students- anxiety, fear of making mistakes, raising students’ attention, and motivation among others, they are not enough to develop speaking competence during fluency activities.

With respect to fluency, the innovation had a high impact for learning (Cohen’s \(d=1.04\)). The results showed that to produce language is necessary to go through an effective and cognitive process (Burns & Hill, 2013). For instance, learners started getting language input with pictures, then they organized words, ideas and lexical chunks into their minds to finally described orally what they saw on their photos. As visuals were personalized and authentic, the affective process was positive because they showed high levels of motivation and interest to participate and share ideas with their classmates.

Even though Goh and Burns (2012) pointed out that fluency should have more importance than accuracy, this study probes that certain level of accuracy should be also part of the process in order to help students to make their message more understandable. This concern also was supported by Nunan, (2018) who stated that fluency and accuracy have the same relevance for language competency. As these participants were Pre-A1 young learners, fluency was prioritized, however constant monitoring and delayed feedback
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was also necessary to help learners to raise their levels of performance in the use and production of L2 to avoid fossilized errors that can be an impediment to communicate a message fluently with a smooth speed, coherence and creativity (Filmore, as cited in Yang, 2014). Therefore, this study supports the fact that in order to develop fluency, teachers have to train the skill day in day out with a lot of effort, time and patience (Yang, 2014).

Interaction also had a high impact for learning (Cohen’s d = 0.83). Pictures had the potential of raising learners’ active participation as the teacher used them to promote meaningful and communicative tasks like sharing information or describing favorite items of their photos (Richards & Rodgers, as cited in Desai, 2015). It was proved that even though learners had not got a good performance of interaction, meaning over form should be more important in the first stages. Accuracy came with time and practice, and errors played a meaningful and prominent role in language learning and production. This finding was also supported by Desai (2015) who stated that L2 should be acquired with social interaction, setting real context as the pictures did in this research, that the domain of sentence structure should be constantly trained, and meaning have to be the goal of interaction avoiding the memorization of isolated grammar and lexical chunks.

Conclusions and Implications

Before the study, this group of 16 students had constantly a low development in speaking activities. In the searching of a good tool to motivate learner it was noticed that their curiosity and the willingness to learn was increased when they saw a real picture of the researcher’s life. So, to the extent that learners used picture description their oral production was also improved with time and practice.

The quantitative results showed that picture description not only increased their fluency, but the findings also showed that these kinds of tools can improve learners’ interaction, organization of ideas and vocabulary. With authentic pictures they learned
PICTURE DESCRIPTION TO ENHANCE ORAL PRODUCTION

functional language, evoked positive feelings, raised their willing to learn, shared and expressed what they saw.

In order to help student to redirect their attention on one specific vocabulary item, the researcher had to pre-teach the target language and then hand out their authentic pictures, providing constant feedback and use error correction techniques to approach communicative competence. Likewise, they needed a lot of practice and time to inhibit one item from others. This also assisted in reducing students’ use of L1.

Even though learners felt fear of making mistakes, in the second week it was noticed that they started to produce short sentences and answered short questions correctly in the way that pictures stimulated them to use their prior knowledge, and prompted cues to describe details that they observed.

In the third week, they were able to produce short ideas orally, confidently, and coherently; but they were unable to produce long ideas in L2. To push students to express long ideas, the researcher had to approach control practice activities with lexical chunks. After the second week they were able to ask and answer short wh and yes/no questions according to their level of performance, but at the end of the innovation they were unable to produce long lexical chunks coherently.

To deal with their lack of coherence when producing lexical chunks to describe pictures, once again, they had to go through control practice activities, constant delayed feedback, full practice in pairs. Free practice activities were developed in the third week and they were stimulated with authentic concrete material they brought to class (e.g. toys) to push them out of their comfort zone because they showed resistances to produce L2 sentences coherently.

To reinforce coherence and attention on their ideas, it was also necessary to use other visual aids like flashcards, videos, and then go back to the picture again. Without this
practice, it could lead students to a misinterpretation of the visual information. With practice and the benefits of this resource to increase student’s vocabulary, they started evoking isolated words and them producing short sentences and express ideas clearly after the second week. The helpful benefit of sharing familiar pictures lead them to a better interpretation of visual symbols, content connection with their context and quick thinking to interpret what they see and connect it with the L2.

With the purpose of helping students to develop oral production using picture description it is relevant to build students’ confidence, self-esteem, rapport, and a good environment where mistakes are tools to constantly improve. Pictures regarding to their living and enjoyable life experiences like parties are the best tools to build a good relationship among young learners and the L2 process. They let aside their anxiety with the goal of sharing what they see with their peers.

In addition, although pictures were a good tool used during the application of the innovation because they were cheap and accessible, teachers should assume the fact that personal pictures of students’ life have to be acquired with the permission of their parents. Parents also have to be carefully enough, so that the pictures they select bring students’ good memories to avoid bad emotions that can lead them to negative filter during the learning process.

The teacher’s field notes also show that visuals should be carefully managed, strategically conducted, with guidance and constant feedback in their production. Moreover, after observing the gradual improvement of students’ performance describing pictures, the researcher also noticed that it is important to keep in mind the learners’ English level in order to not press students to go beyond their limitations which might lead them to stress, frustration and negative feelings when learning a second language.
Limitations

The research was limited to 16 EFL students from a private school from Guayaquil, Ecuador. The study lasted twenty-five days (4 weeks) with 36 periods in total. The research did not have a control group to compare and contrast results. Even though pictures regarding to learners’ life and experience are accessible, cheap and easy to obtain, at the beginning some parents showed their nonconformity and concern about sending those pictures to the school even though they had approved this procedure by email. The scope of the study was not only the impact that this innovation had on students’ fluency. It also had the potential to improve their behavior and class values, increase the class rapport, build a positive thinking of learning a second language and reduce their anxiety and fear to make mistakes. This was also evidenced in the final activity in a party in class while they shared their albums after concluding the performance task.

Recommendations

After applying this study, it is necessary to keep in mind the following recommendations: It is essential to manage a control and non-controlled group, look for the ways to get more population and extent the duration of the research.

Pictures are also effective to bring memories and feelings; therefore, it is essential that teachers and parents are careful enough that the picture can evoke positive experiences in order to avoid anxiety and stress that could be an impediment for a good learning of L2.

Before a study like this, it is recommended that teachers set the class rules to be able to conduct a good classroom management especially if the researcher has to manage a talkative and kinesthetic class. To do so, it is also recommended a minimum of a three-week of class observation to know students better.

Additionally, to help students to develop the speaking competence better, it is effective to provide constant feedback on their production, the use of the vocabulary
PICTURE DESCRIPTION TO ENHANCE ORAL PRODUCTION

(meaning, form and pronunciation) and keep the focus on fluency. The researcher should plan according to students’ English level and limitations.

Finally, the use of technology let them the opportunity to better enjoy the experience, watching similar situations of children around the world, using audios with visual aids and connecting their pictures with other cultures or classmates.
References


PICTURE DESCRIPTION TO ENHANCE ORAL PRODUCTION


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Appendix 1

Lesson Plan

Instructional design of units for transfer of learning to real life contexts

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Unidad Educativa Salesiana Cristóbal Colón</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second Basic Grade</td>
</tr>
<tr>
<td>Year of study:</td>
<td>16 EFL Young learners seven years old. All the students</td>
</tr>
<tr>
<td>Student description:</td>
<td>have a Pre A-1 CEFR level. There are only two girls.</td>
</tr>
<tr>
<td>(include English Level)</td>
<td>The majority of them come from homes with a good economic situation.</td>
</tr>
<tr>
<td>Professor:</td>
<td>Andrea Verónica Romero Márquez</td>
</tr>
<tr>
<td>Unit title:</td>
<td>Party time</td>
</tr>
<tr>
<td>Weeks:</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Hours:</td>
<td>36 periods</td>
</tr>
</tbody>
</table>

I. Transfer Goal (Stage 1)

Standards the unit will work with: Pre- A 1 CEFR Young learners 2018 updated version

- Spoken Production

Overall Speaking Production

Pre-A1: Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

Sustained Monologue: Describing Experience

Pre-A1: Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.

- Spoken Interaction

Overall Speaking Interaction

Pre-A1: Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

- Identifying Guess and Inferring (Spoken & Written)

Pre-A1: Can deduce the meaning of a word from an accompanying picture or icon.
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Transfer:

I want my students to learn content to orally describe pictures about party time so they can share and express ideas based on what they can see with their friends.

Breakdown of transfer goal

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they CAN transfer this learning.</th>
<th>B. If we see and hear them do this, then they CANNOT (yet) transfer:</th>
<th>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orally describe pictures about party time on what they can see.</td>
<td>They cannot accurately describe full details about what they can see.</td>
<td>Scaffold the picture description.</td>
</tr>
<tr>
<td>Use learned vocabulary in short oral sentences.</td>
<td>They cannot speak.</td>
<td>Provide opportunities to describe pictures in the classroom.</td>
</tr>
<tr>
<td>Exchange information answering short questions controlling pauses and speed but with certain level of hesitancy.</td>
<td>They cannot describe the pictures.</td>
<td>Make a routine of describing pictures of different areas related to party time.</td>
</tr>
<tr>
<td></td>
<td>They cannot interact.</td>
<td>Provide games and engaging activities to rise students’ motivation to keep trying when using vocabulary and grammar.</td>
</tr>
<tr>
<td></td>
<td>They cannot accurately use grammar and recycle vocabulary making repetitive statements.</td>
<td>Provide multiple opportunities to ask and answering questions to exchange information.</td>
</tr>
<tr>
<td></td>
<td>They cannot provide full details when answering questions.</td>
<td></td>
</tr>
</tbody>
</table>

II. Summative Performance Assessment Task (Stage 2)

<table>
<thead>
<tr>
<th>Goal</th>
<th>To describe pictures about party time providing as many details they can.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Storyteller</td>
</tr>
<tr>
<td>Audience</td>
<td>Classmates and teacher</td>
</tr>
<tr>
<td>Situation</td>
<td>Students will share likes, dislikes and ideas about a birthday party through picture description.</td>
</tr>
</tbody>
</table>
PICTURE DESCRIPTION TO ENHANCE ORAL PRODUCTION

<table>
<thead>
<tr>
<th>Performance</th>
<th>Students will create an album with real photos about their own birthday party. Then, they will share their creations with their classmates, describing pictures and providing as many details they can.</th>
</tr>
</thead>
</table>
| Standards   | Their album should:  
Have real photos about birthday party.  
Show creativity and be connected with the topic.  
Show illustrations about the learned vocabulary.  
In their oral performance class, they have to:  
Name some familiar people or things – such as family, animals, and party objects.  
Provide very basic descriptions of some objects such as how many, colour, size or location  
Respond to simple questions with short answers or a ‘yes/no’ response. |

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

<table>
<thead>
<tr>
<th>What students will need to know</th>
<th>The skills students will need to be able to do</th>
</tr>
</thead>
</table>
| ● Vocabulary about food, family, toys, food, colors, clothes and animals.  
● Home and party basic elements.  
● Connectors: but, and or.  
● Free time activities  
● Fluency  
● Recycled vocabulary learned in the previous unit. | ● Describe pictures about party time.  
● Use learned vocabulary  
● Exchange information with their classmates.  
● Ask and answer short questions.  
● Name and describe objects, animals and people. |

IV. Essential Questions (Stage 1)

Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.

1. Why describing and sharing pictures about party time help me to know better to my friends?
2. Is it interesting to share and describe pictures with others? Why?
V. Learning Activities

Transfer goal: I want my students to learn to orally share their likes, dislikes and ideas about party time with their friends, describing photos or pictures to provide details about what they can see.

**Abbreviated Performance Task:**

You want to tell your classmates and friends about your recent birthday party. Create an album using your photos about the party where others can clearly see and know more about yourself such as friends, family, your favorite food, toys and details you want to show. Share your album with your classmates and provide information about it.

<table>
<thead>
<tr>
<th>Learning Activities (from student’s perspective)</th>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – Test&lt;br&gt;Starters: Pre-A1 Level – (adapted from Cambridge Starters speaking section)</td>
<td>Hook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1 – (10 periods)</strong></td>
<td>Initiating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1 (2 periods) (80 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously ask students to bring photos about their real toys.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Hook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Greet students: Say Hello</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>● Use hand puppets to act out the following questions: what’s your name? and, how are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Use the hand puppets to ask students the same questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Students have to take turns to answer and then ask to the teacher the same.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Warm up</td>
<td>Developing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Show a photo about children greeting one another</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ask students to look at the picture and tell them that the children are saying hello.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Sing the song Mr Star, Mr. Star, how are you? (track 27 cd1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Development Activities</td>
<td>Formative Assessment</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Show students pictures about children playing with toys.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Present real toys and Point and name each item (7 items max)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ask students the same.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Use hands puppets to mime yes/no questions and answers (yes, it is/no, it isn’t).
- In pair and then in groups students use their own photos about toys to ask and answer questions.

### 4. Closing
- Paste flashcards about toys in different sites of the classroom.
- Ask students stand up
- Play the game Simon says: “point to the…”
- Provide feedback about vocabulary and pronunciation at the end.

#### Day 2 (2 periods) (80 minutes)

### 1. Warm up
- Students say a chant about colors clapping hands and miming (track 40 cd1)
- Students stand up, listen a color and point a thing in the classroom with the same color. (they already know colors).

### 2. Development Activities
- Using photos about their toys, students tell others about the toys they have at home.
- Ask students to name the toys they see.
- Point each item and ask: what’s this? What color is it?
- Point group of items to stand out plural forms: These are…
- Students provide details: What are these? What color are these?

### 3. Closing
- Role-play: students work in pairs with flashcards and ask and answer each other what’s this? What are these? What color is it? What color are these? (Teacher mime the activity first with a student).
- Teacher monitors the activity and corrects mistakes at the end. (no during the activity)
- After feedback, students do the role-play again and teacher corrects mistakes.
- Ask students to bring photos about playing with toys with friends for the next class.
### Day 3 (2 periods) (80 minutes)

1. **Warm up**
   - Put a group of toys into a box.
   - Take out a toy and put it behind the box.
   - Mime the toy and ask students what toy is it?
   - Students guess and win a star.

2. **Development Activities**
   - Teacher shows their own personal photos about family and friends.
   - Tell them about each person they see. Stand out: They are my friends; this is my family. He/she is…
   - Once introduce people, ask students: Who is/are she/he/they?
   - Ask students to ask question to the teacher: Who is/are she/he/they?
   - Teacher responds. Then teacher uses the same photos to ask the same questions to elicit students’ responses.

3. **Closing**
   - Students work in groups of 3: They use their own photos to ask and answer questions: what’s this? What are these what color is it? What color are these? Who is/are she/he/they?
   - Using their own photos, students recycle the vocabulary learned in the previous classes.

### Day 4 (2 periods) (80 minutes)

1. **Warm up**
   - Sit students in a circle to sing a song (“My family”).

2. **Development Activities**
   - Show a photo about the teacher’s family and friends.
   - Stand out vocabulary about opposite adjectives (happy, sad, young, old, beautiful, ugly)
   - Teach them a song about family members. (track 11 cd2)
   - Then, show students pictures of friends playing with toys and with a puppet, describe the picture:
     - “They are my friends and family. She is Susy and he is Ben. He is my brother. He is happy. These are my toys. My favorite toy is my bike. It’s green and gray. It’s big”.

### Day 5 (2 periods) (80 minutes)

#### 1. Warm up
- Sing the family song (track 11 cd2)

#### 2. Development Activities
- Describe a picture about the previous class. They have to use real pictures about their family. “They are my family and friends. She is Susy. She is happy. He is Ben and he is young. This is a ball. It’s green.
- Ask students repeat sentences as a controlled practice.
- Put the picture face down and ask questions.
- Do the same with another photo.

#### 3. Closing
- Transition: “clap once, clap twice”
- Encourage a student to describe the same picture with the teachers help. (Print two identical photos and ask the student to perform the same actions).
- Transition: “clap once, clap twice”
- Encourage another student to do the same.
- Students take out their pictures and in pairs tell others about their photos.
- Teacher provides feedback at the end.
- Ask a pair of students to perform the activity to the rest of the class.
- Ask students to bring a family album and his/her favorite toy to the next class.
## Week 2 – (10 periods)

### Day 1 (2 periods) (80 minutes)

1. **Warm up**
   - Students sit down in a circle.
   - Say “My favorite toy is…” (touch a student’s head)
   - Then students complete the sentence, stand up and perform the same activity.

2. **Development Activities**
   - Present a family album and tell students about family members and adjectives.
   - Provide students opportunities to present their own albums.
   - Prompt students asking questions or drilling sentences in case they stuck.
   - Do breathing exercises each 5 minutes and transitions after one participation.
   - Reward student’s participation with happy faces.

3. **Closing**
   - Present a toys box and put 7 students’ toys in it mixing with photos about family members.
   - Sit students in a circle and ask them to take out a photo or toy.
   - Students describe it and bring the box to the next classmate.
   - Provide feedback if necessary.

### Day 2 (2 periods) (80 minutes)

1. **Warm up**
   - Students say a chant about pets. (track 29 cd2)

2. **Development Activities**
   - Students watch a video about wild animals and pets.
   - Show them photos of pets and wild animals.
   - Draw on the board two places. A house on the one half and a Zoo on the other.
   - Write the words HOUSE and ZOO on each side of the board.
   - Categorize the pictures with students’ help. (house and zoo)
   - Say:
“In my house I have a cat. It’s clean and white, but I don’t have a tiger.

- Ask students do you have a cat, tiger, etc.?
- Students answer yes, I do / no, I don’t.
- Then, show them toys about animals. Say them that you won those in a birthday party.

3. Closing
- They have to draw their pet if they have on a piece of paper.
- In pairs, using their drawings, students have to ask and answer questions.
- What’s your favorite animal?
- Do you have a cat, tiger, etc.? yes, I do / no, I don’t.

Day 3 (2 periods) (80 minutes)
1. Warm up
- Students listen a song. I’m a very ugly monster. (track 49 cd2)

2. Development Activities
- Show a picture about zoo and pets.
- Use a hand puppet to ask the question. How many cats, tigers, etc. do you see?
- Answer the question to the hand puppet.
- Invite students to ask you the same question using the puppet.
- Invite another student to ask the same to the rest of the class.

3. Closing
- Students elaborate a hand puppet with a piece of paper.
- They go around the classroom asking how many cats, tigers, etc. do you see?
- Prompt students to request other details about the picture to use the recycled vocabulary.
- Finally, show photos about party time where children are playing with toys about pets and wild animals.
- Let students to name what they see.
Using their photos used in their previous classes, students recycle the vocabulary learned in the previous days (1 and 2).

Day 4 (2 periods) (80 minutes)

1. Warm up
   - Students say a chant. “My clothes” (track 16 cd1)

2. Developing Activities
   - Take clothes and a party hat to the class.
   - Get dressed with all the stuff.
   - Say: I am going to a birthday party. I’m wearing…
   - Ask a student to go to the board and repeat the sentences pointing their own clothing: “I’m wearing…”
   - Ask students do the same. Students repeat in chorus.
   - Ask a student to tell the following question outload: Teacher, teacher, what are you wearing now?
     - Teacher answers “I am wearing…”

3. Closing
   - Teacher says a student’s name.
   - Students ask in chorus what are you wearing now?
   - Students answer and say another name randomly.
   - Ask students to bring a picture of a friend’s birthday party for the next class.

Day 5 (2 periods) (80 minutes)

1. Warm up
   - Students listen a word about clothing and draw the shape in the air or they can touch if they wear it.
   - Then students name the words and the teacher mime.

2. Development Activities
   - Show a flashcard of a girl.
   - Ask questions: What is she wearing today?
   - Show a flashcard of a boy.
   - What is he wearing today? Students work in pairs to ask and answer questions using their pictures.
   - What is he/she wearing?
   - Repeat the steps to perform the same task with the pronoun they.
3. Closing
- Ask students to take out their photos about their last birthday party.
- Students listen and point, then students listen and repeat about clothing.
- In pairs, students say about what are the guests wearing.
- Provide an example about the task.
- Provide Feedback at the end.

**Week 3 – (10 periods)**

**Day 1 (2 periods) (80 minutes)**

1. Warm up
- Students play a memory game using pictures about clothes.

2. Development Activities
- Paste pictures about food on the board (regarding to a birthday party)
- Point and name each item.
- Students listen and point, then listen and repeat
- Say this is food.
- Teach a song (Do you like…?) (track 43 cd4)
- Divide the class in two groups. Group 1 ask the question: do you like...? Group 2 answers yes, yes, no, no.

3. Closing
- In a circle, bring students a picture about food (regarding to birthday party).
- Students hand out the picture asking and answering questions.
- Do you like…?
- Yes, I do / No, I don’t
- Students sing the song again.
- Ask students to bring pictures about party food they like and do not like.
- Using their photos from previous weeks, students recycle the learned vocabulary.

**Day 2 (2 periods) (80 minutes)**

1. Warm up
### PICTURE DESCRIPTION TO ENHANCE ORAL PRODUCTION

- **Do you like…? video song (youtube)**

#### 2. Development Activities
- Students listen to the story (track 49 cd4)
- Write a sentence using icons or pictures to stand out the target language.
  
  I don’t like 🍪 or 🍪, but I like 🍪 and 🍪.
  
  - Read the sentence twice using TPR.
  - Write other sentences with the student’s help and using their own pictures.
  - Then, erase the words and say the examples using only the pictures.

#### 3. Closing
- In groups of three, students have to create sentences using their pictures.
- Provide an example of the activity.
- Sing do you like video song again.

**Day 3 (2 periods) (80 minutes)**

**1. Warm up**
- Memory game using pictures about party food.

**2. Development Activities**
- Show pictures about home and party objects (table, radio, sofa, chair, box, balloons, birthday card, gifts)
- Use a real table, a box, a party hat and a party card.
- Put the card in different places to stand out in/on/next to/under (they already know these prepositions)
- Use TPR to mime locations.
- Do the same with a balloon and the other objects.
- Students listen and follow instructions using the Simon Says game.

**3. Closing**
- Play the game please.
- Only if Ss listen an instruction with the magic word **please** they perform the action.
- Give instructions: “Put the… on the…”
- Students perform the actions taking turns.
Let them to lead the activity by themselves.
Finally, Ss do the same in pairs.
Ask students to bring many photos as possible about their own last birthday party. The photos should show food, animals, toys, family and friends.
Additionally, they will have to bring 6 sheets of card-board of different color size A5.

**Day 4 (2 periods) (80 minutes)**

1. **Warm up**
   - Video: Pepa Pig Birthday Party
2. **Development Activities**
   - Show students an example of a birthday party album.
   - Students paste the photos on the sheets
3. **Closing**
   - Students ask and answer questions about their pictures.
   - Ask students to bring markers, glowing glue, stickers, etc. to decorate the album in the next class.

**Day 5 (2 periods) (80 minutes)**

1. **Warm up**
   - In a magic hat, put many pictures about the learned vocabulary.
   - Use a magic wand and ask students to guess what the picture to be shown next is.
2. **Development Activities**
   - Students continue working on their projects.
3. **Closing**
   - Students practice, exchanging information about their albums in pairs.
   - Ask students to finish decorating their albums at home and get prepare to describe their pictures to their classmates the next class. (Send notes in students’ notebooks)

**Week 4 – (6 periods)**

**Day 1 (2 periods) (80 minutes)**

1. **Warm up**
With the students help, decorate the classroom with party accessories following instructions (“Simon Says…please”). Stand out “thank you, your welcome, sorry”

2. Development Activities

- Students perform their final presentations.

3. Closing

- In the party room, students share some deserts.

**Day 2 and 3 (4 periods) (160 minutes)**

Final Speaking Assessment test

Starters: Pre-A1 Level – (adapted from Cambridge Starters speaking section)

This unit design process was adapted from the Guillot Design Process worksheet (2017) *Design from Your Goals* based on Wiggins-McTighe Backward Design.
Appendix 2

Party Time

Young Learners English Starters word list picture book. (University of Cambridge, 2008)
### Appendix 2

**Speaking Pre and Post-test Rubric**  
Second grade students. Level Pre-A1

Name: ___________________________ Date: _____/_____/_____

<table>
<thead>
<tr>
<th><strong>Level Pre-A1 Speaking Test</strong></th>
<th><strong>Task Type:</strong></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong> Assessing Vocabulary</td>
<td>Listen, look and point. Short answers</td>
<td></td>
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<td>Visual Aids:</td>
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<tr>
<td>− Scene Picture</td>
<td>(Student’s name) what do you see in this picture?</td>
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<tr>
<td></td>
<td>What’s this? / What are these”</td>
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<td></td>
<td>How many toys do you see? / Ok!!</td>
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<td></td>
<td>Is there a family in the party?</td>
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<td></td>
<td>Point to the grandma?</td>
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<td></td>
<td>Who is that? / Is that a boy or a girl?</td>
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<td></td>
<td>What colors do you see? / Good!!</td>
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<tr>
<td><strong>Part 2</strong> Assessing Description Abilities</td>
<td>Describe objects. Answer short questions</td>
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<tr>
<td>Interaction:</td>
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<tr>
<td>− Teacher</td>
<td>(Student’s name) Tell me about the family.</td>
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<td></td>
<td>What’s on the table?</td>
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<tr>
<td>− Student</td>
<td>Where’s the cake? / Very good!!</td>
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<tr>
<td>Visual Aid:</td>
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<tr>
<td>− Scene Picture</td>
<td>Tell me about the robot. And, what color is it?</td>
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<tr>
<td>− Object Cards</td>
<td>Look at these. / Which is the monster?</td>
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<td></td>
<td>What color is it?</td>
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<td></td>
<td>I’m putting the… next to the…</td>
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<td></td>
<td>You (student’s name) put the… (in/on/next to/under) the…</td>
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<tr>
<td><strong>Part 3</strong> Assessing Fluency</td>
<td>Answer short questions</td>
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<tr>
<td>Interaction:</td>
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<tr>
<td>− Teacher</td>
<td>(Student’s name) what is this?</td>
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<td></td>
<td>Do you have a computer? / What color is it?</td>
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<tr>
<td>− Student</td>
<td>What are you wearing now? / Good!!</td>
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<tr>
<td>Visual Aid:</td>
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<tr>
<td>− Object Cards</td>
<td>What’s your favorite toy?</td>
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<td></td>
<td>Do you like ice-cream?</td>
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<td></td>
<td>What’s your favorite food? / Ok!!</td>
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<tr>
<td><strong>Part 4</strong> Assessing Interaction</td>
<td>Short questions and role-play</td>
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<td>Interaction:</td>
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<tr>
<td>− Teacher</td>
<td>(Student’s name), how old are you?</td>
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<td></td>
<td>Have you got a family?</td>
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<tr>
<td>− Student</td>
<td>Who’s your best friend?</td>
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<tr>
<td>Visual Aid:</td>
<td></td>
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</tr>
<tr>
<td>− Scene Picture</td>
<td>Is your best friend a boy or a girl?</td>
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<tr>
<td>− Face to face talking</td>
<td>Ok, thank you (student’s name) / Good bye!</td>
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</tbody>
</table>

Total score: /20  
Observations
### Appendix 3

**Oral Performance Rubric**

Second grade students. Level Pre-A-1

Name: ____________________________  Date: ____/____/_____  

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5 Excellent</th>
<th>4 Good</th>
<th>3 Fair</th>
<th>2 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Name and identify among 8 to 10 vocabulary items.</td>
<td>Name and identify among 5 to 7 vocabulary items</td>
<td>Name and identify among 2 to 4 vocabulary items</td>
<td>No vocabulary items used. 0-1</td>
</tr>
<tr>
<td>Organization</td>
<td>Express ideas in order and sequence when describe language items (objects, people, how many, colors, etc.)</td>
<td>Express some ideas in order and sequence in order and sequence when describe language items (objects, people, how many, colors, etc.)</td>
<td>Express some ideas with hesitancy when describe language items (objects, people, how many, colors, etc.)</td>
<td>Unable to express ideas in order and sequence when describe language items (objects, people, how many, colors, etc.)</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speaks smoothly, with little hesitation and the message is clear.</td>
<td>Speaks with some hesitation, but it does not usually interfere with communication</td>
<td>Speaks with some hesitation, but often interferes with communication</td>
<td>Hesitates too often when speaking, which often interferes with communication</td>
</tr>
<tr>
<td>Interaction</td>
<td>Student listens and answers questions or comments comfortably respecting turns to talk.</td>
<td>Student listens and answers questions or comments with some hesitancy respecting turns to talk.</td>
<td>Student listens and answers questions or comments with hesitation respecting turns to talk.</td>
<td>Student listens and answers questions or comments with hesitation and does not respect turns to talk. Tries to answer before listening the question.</td>
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</tbody>
</table>

Observations:
Research study: Picture Description to Enhance Oral Production in Young EFL Learners:
An Action Research Innovation

Teacher: ____________________        WEEK: _______________

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Students apply the learned vocabulary.</th>
<th>Students interact with their classmates.</th>
<th>Students express ideas in sequence and order.</th>
<th>Students smoothly describe pictures orally.</th>
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</thead>
<tbody>
<tr>
<td>Comments</td>
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STRENGTHS:
________________________________________________________________________
________________________________________________________________________

SUGGESTIONS:
________________________________________________________________________
________________________________________________________________________