

## Información Importante

La Universidad de La Sabana informa que el(los) autor(es) ha(n) autorizado a usuarios internos y externos de la institución a consultar el contenido de este documento a través del Catálogo en línea de la Biblioteca y el Repositorio Institucional en la página Web de la Biblioteca, así como en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad de La Sabana.

Se permite la consulta a los usuarios interesados en el contenido de este documento, para todos los usos que tengan finalidad académica, nunca para usos comerciales, siempre y cuando mediante la correspondiente cita bibliográfica se le dé crédito al trabajo de grado y a su autor.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, La Universidad de La Sabana informa que los derechos sobre los documentos son propiedad de los autores y tienen sobre su obra, entre otros, los derechos morales a que hacen referencia los mencionados artículos.

**BIBLIOTECA OCTAVIO ARIZMENDI POSADA**  
UNIVERSIDAD DE LA SABANA  
Chía - Cundinamarca

Reinforcing Students' Speaking Skills through Visual Literacy with Images

Edith Pimienta

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

Directed by Hope Goodwin

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

September, 2013

Declaration

I hereby declare that my research report entitled:

### **Acknowledgements**

I am so grateful to:

My parents for their support and encouragement. With this project, I am giving back to them a small part of what I have received.

Professor Luz Dary Arias and my thesis director Hope Goodwin for their support, and especially for their guidance that they gave me throughout this process.

My professors in the Master' program at La Universidad de La Sabana for sharing their knowledge and experience with me, and for their suggestions and opinions in order to achieve this project.

The students who participated enthusiastically and made this research possible.



### **Abstract**

This project aims at reinforcing students' speaking skills using visual literacy materials, "images". The participants of this study were 16 EFL undergraduate students from Universidad Santo Tomas in Bogotá, Colombia. Data collection instruments included a questionnaire, teacher's journal and students' log. These instruments evidenced the importance of using images for students to communicate orally. The researcher found that using images in the class stimulated the students to give opinions and share their thoughts. Students also showed motivation in the class, fully participated and responded enthusiastically in the different activities. As for pedagogical implications, the teacher-researcher became more aware of the opportunities that the use of images creates due to the fact that different individuals can have different perceptions from the same image.

**Key words:** visual literacy, images, speaking skills.

### **Resumen**

Este proyecto tiene como objetivo reforzar la habilidad oral de los estudiantes por medio de la competencia visual "imágenes". En este proyecto participaron dieciséis estudiantes de la Universidad Santo Tomás en Bogotá, Colombia. Los instrumentos de recolección de datos incluyeron un cuestionario, un diario del profesor y un cuaderno de anotaciones de los estudiantes. Por medio de estos instrumentos se evidenció la importancia de usar imágenes para que los estudiantes mejoren su habilidad oral. El investigador encontró que el uso de imágenes en la clase estimuló a los estudiantes a dar sus opiniones y a compartir sus pensamientos. Los estudiantes mostraron también motivación, tuvieron una

buena participación y respondieron positivamente durante las diferentes actividades. Como implicaciones pedagógicas, la profesora-investigadora se volvió más consciente de las oportunidades que el uso de imágenes crea debido a que cada persona puede tener diferentes percepciones de la misma imagen.

**Palabras claves:** competencia visual, imágenes y habilidades orales.

**Table of contents**

Acknowledgements .....5

Abstract .....7

Resumen.....7

Chapter One: Introduction.....10

    Background and Purpose .....10

    Description of the problem situation .....13

    Rationale .....14

Chapter Two: Theoretical framework .....16

    Literature review .....16

    Literacy .....17

    Visual Literacy .....18

    Speaking in a foreign language .....22

Chapter Three: Research Design.....25

    Type of study.....26

    Action Research.....27

    Context.....28

    Role of the Researcher .....29

    Ethical considerations .....30

    Questionnaire.....31

    Teacher’s journal.....32

    Data collection procedures .....33

    Action plan .....35

    Validation process.....35

Chapter Four: Pedagogical Intervention.....37

    Implementation .....38

    Description of an implementation class.....41

Chapter Five: Data Analysis and Findings.....44

    Collecting and analyzing the data .....46

Procedures for data analysis .....	47
Data display and verification .....	49
Chapter Six: Conclusions .....	57
Pedagogical implications .....	61
Limitations .....	62
Further research .....	63
References .....	64

### TABLE OF FIGURES

Figure 1. Action Research Cycle (Sagor, 2000) .....	27
---	----

### Table of Tables

Table 1. Research Design Context .....	26
Tabla 2. References .....	34
Tabla 3. Timeline .....	35
Tabla 4. Sample Triangulation Matrix (Sagor, 2005) .....	37
Tabla 5. Implementation Timeline .....	42
Tabla 6. Categories and Subcategories .....	50

## Chapter One: Introduction

### Background and Purpose

The purpose of this research is to investigate the use of images as supplemental material for reinforcing speaking in EFL undergraduate students from Universidad Santo Tomas whose English level is A2, according to the Common European Framework. The



English program of the university focuses on the development of communicative skills. Therefore, the students need a successful performance in speaking in order to pass to the next level and to achieve their professional degree from the university. Most students experience difficulties when called upon to speak and often do not participate in classroom speaking activities. As a consequence, they feel frustrated when they are unable to express their opinions during reading and listening lessons. This affects their desire to continue their studies. In addition, students can, at times, feel not only frustrated but also bored with the activities given that the material mandated by the language department used in class might not be interesting to them.

After considering the previous difficulties, the researcher decided to start an investigation project that guided her to find solutions in order to help not only her students but others in the English language program.

The purpose of this study is to reinforce speaking with visual literacy by using images. According to Burmark, students react in different ways physiologically and psychologically when they see the same image, thus feeling able to express their ideas through a comment or a joke (Burmark, 2002). Students' personalities, cultural backgrounds, ages and moods influence their responses. Having different responses based on the same image can enrich the class because students are able to exchange opinions and thoughts. Each image has meaning which can be taken or decoded by every student in different ways (Braden, 1996). Thus, by having different images students could start speaking and consequently participating in the class.

The rationale is expressed in terms of the need to reinforce speaking skills through visual literacy because according to Cox and McNease, (2006) “a picture is worth a thousand words”. When the teacher shows the students images related to the topic of the lesson, it stimulates their memories, causing them to use their background knowledge and prior experiences to identify and interpret an action, an activity, or a text. For instance, if the lesson is to use adjectives to describe feelings and actions, the teacher can show images of people expressing different moods, thus stimulating the students to participate in a speaking activity. Taking into consideration the image used, the teacher asks students questions about how they feel when they fail an exam. These questions address students' feelings and spark discussion among them; this is a clear example of how images can foster speaking skills.

Sagor (2000) defines Action Research as “A disciplined process of inquiry conducted by and for those taking the action, the primary reason for engaging in action research is to assist the actor in improving or refining his or her actions” ( p. 1). Therefore, the researcher chose this type of research project to help her grow professionally by being more aware of her role as a teacher and exploring a strategy that could contribute to her students' language development.

Before closing this section, it is worth mentioning that the English Program followed at Instituto de Lenguas Fray Bernardo de Lugo O.P. is based on the development and improvement of communicative skills in the four areas of language: speaking, reading, writing and listening. The institute provides its teachers with materials, such as books, audio recordings and videos in order develop specific skills.

This chapter describes the problem, presents the research question and objectives, and discusses the rationale.

### **Description of the problem situation**

This study focuses on a class of 16 English students between the ages of 18 and 21 from Universidad Santo Tomas. The level of the students is approximately A2 according to the Common European Framework, and they are learning English as a requirement to graduate from the university. To pass this level, students must be able to effectively speak about their last vacation, describe the appearance of others, ask for items in a store, make a claim, formulate and answer questions about what others are doing, give simple instructions, write an email about their country, talk about the weather, natural disasters, use some grammatical structures, and specific vocabulary. The students in this group are not able to communicate with fellow students in the class or express their ideas individually. Even though they have been studying English for a year, focusing on their speaking skills, they have not been able to achieve the minimum score on their evaluations to successfully meet the requirement of the course.

Taking into consideration the current context and situation, several activities such as music, dialogues, movies, images and role plays in order to motivate students to speak were implemented. The activities evidenced more motivation in students when they were using images.

Taking into account the aforementioned information, the researcher wanted to investigate the reinforcement of the speaking skills in a group of university students through the use of images. This aim was inspired in part by Harmer, when he asserts that is

easier and more attractive to discuss and speak about something when they had supporting images (Harmer, 2007). Also, Burmark was helpful with her idea that through image-rich instruction, students can learn and develop their L2 in an appropriate way and environment (Burmark, 2002). Giving students a setting and a task with which they feel comfortable could boost their motivation to participate in the class activities. Therefore, there was motivation to start a conversation with the help of the pictures because students could give different opinions, interpretations, and insights that they wanted to express and share with their classmates.

Hence, this qualitative action research sought to answer the following research question:

- What is the role of images in the reinforcement of students' speaking skills?

There are two objectives that can be correlated with this question:

- To explore the role that visual literacy plays in the reinforcement of the spoken production.
- To identify students' perceptions of the use of images when facing speaking activities.

### **Rationale**

The purpose of this research was to investigate the role images play in the reinforcement of students' speaking and also to identify students' perceptions when using images in order to effectively communicate with others.

Taking into account students' problems when speaking, this study introduced a strategy for developing speaking in class by using visual literacy in the learning

environment. The research design was thought out in a way that students' educational and personal needs were met.

With respect to students' affective needs, lack of attentiveness, discipline, and motivation, the teacher supplemented the schools' textbooks with visually enriched materials that students found enjoyable, useful, and meaningful (Appendix A). From the researcher's experience, students fully participated when provided this kind of visual and colorful materials in a lesson or class activity. At their current level, the students have speaking sessions in which they must be able to communicate effectively, use some grammatical structures and specific vocabulary in L2 and the researcher's intention was to help them develop these skills in the spoken performance.

Different authors have written about the power of images and pictures when teaching a second language and their power to stimulate speaking in a class. According to Goldstein (2008), "images do not have fixed, predetermined meanings and they are socially constructed and culturally dependent" (p. 9). Ausburn & Ausburn (1978) claim that "visual literacy includes the group of skills which enable an individual to understand and use visuals for intentionally communicating with others" (p. 291). Visual literacy becomes an important tool to motivate and thus reinforce speaking skills in students. Teachers do not have to create something exceptional because we are surrounded by visual images.

In conclusion, with this study the researcher wanted her students' improve their speaking skills. As an additional goal, the researcher hoped to be able to make classroom speaking activities more enjoyable and meaningful and to have a long-term impact on students' further development of their English language skills.

The following chapter presents the theoretical framework and includes a discussion on previous research in the use of images and speaking skills. Chapter three contains a description of the research design. Chapter four displays the pedagogical implementation detailing how the activities were developed and how the data was collected. Chapter five shows the analysis of the data collected and the study findings. Chapter six discusses the conclusion, pedagogical implications, limitations and further research. The reference list and appendixes are included at the end of the document.

## **Chapter Two: Theoretical framework**

### **Literature review**

Wherever we go, we need to read, interpret and send messages. In order to do so, we activate our visual memory sparked by previous experiences and prior knowledge. Taking into consideration the purpose of reinforcing speaking through visual literacy with images, and also that students need to develop their ability to obtain meaning from images, the following three constructs will be discussed: “Literacy”, “Visual Literacy” and “Speaking.”

### **Literacy**

Vasquez (2003) claims that “literacy is used to represent a variety of skills and strategies used by learners including reading, writing and drawing, and so forth when negotiating and constructing meaning” (p.118). In addition, McVicker (2007) says that “literacy is being broadened to include literacy skills necessary for individuals, groups, and societies to access the best information in the shortest time and to identify and solve the most important problems and then communicate this information” (p.85).

According to the National Institute for Literacy (<http://novel.nifl.gov/nifl/faqs.html>, 2012), visual literacy entails various aspects, “Literacy not only involves competency in reading and writing, but goes beyond this to include the critical and effective use of these in peoples’ lives, and the use of language (oral and written) for all purposes”. Foley (1994) claims that “literacy will be used broadly to refer to the mastery of language, in both its spoken (or augmented) and written forms, which enables an individual to use language fluently for a variety of purposes” (p. 184).

A widely accepted definition of literacy is the ability to use language for different communicational purposes. Since the purpose of this study was to reinforce students’ speaking skills using images, the researcher concentrated on the development of this skill in

order to help participants learn to use literacy skills to encourage speaking and consequently communicate with others. With respect to this, Kendrick & McKay (2004) suggests that “becoming literate means more than being able to read, write or code; it means acquiring the ability to use a variety of representative forms for conceptualizing and expressing meaning” (p. 110). We have the ability to provide concepts and opinions through various means of communication. By interpreting what we see in an image, we activate our visual memory and consequently become able to interact with other people using this medium.

### **Visual Literacy**

Riesland (2005), in his article *Visual Literacy and the Classroom*, defines visual literacy as the ability to communicate and understand through visual means. He explains how images are significant in communication and when explaining the use of visual literacy in the classroom, he emphasizes on the need of evaluating visual messages by asking: What am I looking at? How is this message effective? What does this image mean to me? Through these questions, students become prepared to communicate when expressing their feelings, thoughts, and opinions about a certain image. Different opinions, interpretations and insights, which can help to start a discussion, or an enriching conversation, can be drawn from students. Visual literacy is the skill which includes the ability to understand and recognize the power that images have.

Lohr (2007) says that visual literacy “is the ability to understand, use and create with images effectively” (p. 13). The researcher found this definition useful for this study because students might be able to interpret and express ideas when having images as a reference. Each image has a meaning which is taken or decoded differently by each student



as a step to unfold his or her speaking abilities. Also, the way people interpret those images depends on aspects such as their mood, current situation, current needs, nationality, environment, knowledge of the world, educational background, personal and professional needs. Every student's context can enrich vocabulary which fosters the ability to express themselves. With respect to this, messages contained in visual communication are interpreted based on each viewer's visualization.

Stokes (2002) defines visual literacy as the "ability to interpret images as well as to generate images for communicating ideas and concepts." Visualization helps make sense of data which might have been confusing before having contact with an image. This information supports the idea held in this research project that images help in the process of communication between human beings.

Kress (2006) explains the different reactions that people might have when looking at pictures. For instance, some pictures produce attitudes in people that might be shared by most people in a society due to some type of common social values, and these can be called "objective attitudes." Other attitudes that can be triggered in an individual can be caused by each person's past experiences and mindset. The type of attitude produced depends on the nature of this stimuli received by students, such as the color of the image and the kind of picture. Throughout the pedagogical intervention of research work, the researcher always tried to create first a confidence-encouraging atmosphere in the class, and then proceeded to show students different kinds of images in order to encourage them to speak, generate a conversation or at least express opinions about the images. Confirming what has been just said above, it was interesting to see how some of the utterances of the students were almost identical while others differed widely from each other.

The researcher was able to see that different authors have similar and even the same point of view about the power of images and pictures when teaching a second language and their power to stimulate speaking in a class. The rationale for these commonalities was later understood in depth by the researcher when the importance of visual literacy as a tool to reinforce and promote the development of speaking in students was evidenced in many opportunities throughout the pedagogical intervention.

According to Harmer (2007), having a range of pictures is relevant for presenting and interacting with language and having all students involved in speaking activities. Despite the fact that some teachers sometimes use pictures, images, photographs, newspapers, magazines and other educational aids to facilitate learning, they are not necessarily fully aware of the benefits of using this visual material and this is due to lack of in depth-understanding of the underlying rationale of the benefits of using visual images. They know neither the extent to which this activity is beneficial, nor the in-depth reasons of why having some kinds of graphics or pictures can be motivating for students to speak and develop communication and understanding the class. This situation hinders taking full advantage of the use of visual images.

(Becerra, 2006) maintains that

visual literacy is a group of vision-competencies that a human being can develop by seeing and at the same time having and integrating other sensory

experiences. The development of these competences is fundamental to normal human learning. When these competences are developed, they enable a visually literate person to discriminate and interpret the visible actions, object, symbols, natural or man-made, that he encounters in his environment. Through the creative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication (p. 231).

When people observe an image and bring to mind more images related to their personal experiences, they are developing their visual competences. For instance, when people see images about a wonderful, calm place, they start to remember things that they have lived or experienced such as the weather, the smells, the time, and the people that accompanied them at that specific time. These characteristics can allow a visually literate person to differentiate and interpret what is meaningful to transmit in a message. This could also be useful information for the researcher when using an image as a reference in the class in order to have all students' participation and make communication easier. This use of images can help students make a connection between an image and vocabulary, situations and language forms.

Moore (1994) stated that perception is an important component when explaining what visual literacy is and considered it one of the most relevant components because it influences communication and learning. Students can feel free to speak because it is not mandatory for them to express their ideas about the image or use specific vocabulary.

Burmark (2002) explains how meaningful and useful signs are for people who can read them. The same author recognizes the relevance of teaching through visual literacy

and how it can be more meaningful than traditional written reports, essays or verbal instructions. According to the researcher's experience, having supporting images or visual aids such as magazines and images from the internet helps students participate more in class. Thus, students can learn to process words and pictures, and be able to move between text and images when learning.

Cox & McNease (2006) explain the power of pictures when teaching. A picture can stimulate the memory and it can enhance the learning span. These two authors state that because we now we live in a visual world and we are always surrounded by visuals, it is necessary to include visual literacy in our day-to-day classroom activities and take advantage of it.

The relevance of pictures when teaching can help students to speak more in the class, clarify or explain messages included in an image or picture. Oral communication is fostered when students have a picture or image as a support.

### **Speaking in a foreign language**

Regarding speaking, Harmer (2007) asserts that

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English – especially where it is a second language- will have to be able to speak in a range of different genres and situations (p.343).

Speaking is one of the most difficult skills for foreign language learners because students cannot easily communicate their thoughts appropriately by using their own words in different contexts. Therefore, students need help to reinforce this skill with images so that speaking becomes easy. So the researcher expected to have a very rich experience with students' interpretations and their oral messages.

Harmer (2007) highlights the fact that students are encouraged to use all the language at their command to perform oral tasks. In this research work, the students should complete a task through an interactive exercise, in which they can exchange ideas and opinions. One of the ways to encourage students to do speaking tasks in the classroom is by giving them topics to discuss, by having them take part in a role-play, and then performing a real life situation. Thus, the students get "the feel" of communicating in the foreign language. Examples of other ways to foster oral communication could be dialogues and asking each other questions. Through feedback, the students can see how well they do in the class, how easy they find a certain speaking tasks and what language problems they could overcome. These speaking activities can help students build self- confidence, motivation, interest and satisfaction; additionally, they can trigger the learning of new vocabulary.

According to Chaney (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.13). The author also mentions that the main goal of teaching speaking should be to improve all of the students' communicative skills, instead of just performing repetition of drills or memorizing conversations and dialogues. Students may express themselves in a communicative circumstance/situation or context because of the constant use the language.

Bygate (1987) says that the speaking “is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business” (p.3). Speakers of English or any other language must learn to use specific patterns as part of conversations.

While speaking, people use some patterns which are an essential part of a conversation. In the article English Patterns & Vocabulary Patterns (N.D), English Patterns are defined as the essence of how human beings use language, as the set of expressions that people use to communicate with others in their daily life such as: “that’s what it’s all about, and that’s what I’m talking about.”

Many research studies related to the use of images as a way to reinforce students’ speaking skills have been carried out in the past few years. One of them was conducted in the United States by Begnaud (N.D.), who wanted to determine if the use of student-selected artworks and cooperative learning groups could enhance visual literacy, communication, and critical thinking skills among fifth grade learners in an art class at a public school art class. The study examined student responses to works of art provided via the Internet and analyzed the relation of image selection to gender and ethnicity. Written responses were discussed to see if the cooperative group event promoted greater communication, critical thinking, and visual literacy skills. Results of the data showed that students often selected and responded to images based on personal experiences and cultural background –as it was mentioned at the beginning of this chapter- regardless of ethnic background. Students can improve communication when they use images as a reference, due to the fact that an individual image can trigger different types of feelings in them, depending on each student’s personal experiences and cultural background. These outcomes are varied also because they also depend on the subjective situation of the perceiver at the moment of receiving the stimulus. Students eventually feel the need to express their personal opinions thus improving their

speaking skills. This situation addresses the objective of this research study which is to reinforce speaking skills through the use of visual images.

Another research study was conducted by Suzanne Stokes at Troy State University in Troy, Alabama called *Visual Literacy in Teaching and Learning: A Literature Perspective*. This study suggests that students learn better when using visuals. The purpose of this study was “to stimulate interest in using visual enhancements in teaching and to promote the development of learners’ visual skills in combination with their development of verbal, reading, and mathematical skills” (Stokes, N.D, p.10). Stokes’ study confirms the relevance of teachers including visual aids in the classroom as a means to promote the development of students’ speaking and communicative skills through visual materials. As a result, the students should be able to express themselves and communicate their ideas orally or with images.

Some points of view about literacy, visual literacy and speaking were discussed in this chapter. These concepts are the constructs of this study. Based on this theoretical framework, the next step is to establish an action plan for implementation.

### **Chapter Three: Research Design**

This chapter explains the characteristics of action research. It also describes the participants, the context, and the researcher’s role in this study. In addition, the chapter will

include a discussion of instruments and procedures used for data collection. The following chart illustrates the research design context.

**Table 1. Research Design Context**

<b>TYPE OF STUDY</b>	<b>PLACE AND PARTICIPANTS AND RESEARCHER'S ROLE</b>	<b>INSTRUMENTS</b>
<b>Action Research</b>	<p><b>The Language Institute Fray Bernardo de Lugo O.P. of Universidad Santo Tomás</b></p> <p><b>University Students</b></p> <p><b>Researcher's Role Participant-Observer</b></p>	<p><b>Questionnaire</b></p> <p><b>Teacher's journal</b></p> <p><b>Student's log</b></p>

### **Type of study**

Action Research is the methodology used for this project. According to Sagor (2000), Action Research is “A disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions” (p. 1). As is stated here, Action Research helped the researcher become aware of her role as a teacher and the strategies that could help students to become more effective in the process of learning a second language. When the majority of the students in the class felt unable to communicate with others in the classroom, the teacher became concerned and asked herself what kind of strategy could be useful and how she could help them in this process. The researcher looked for solutions to foster her students' speaking skills.

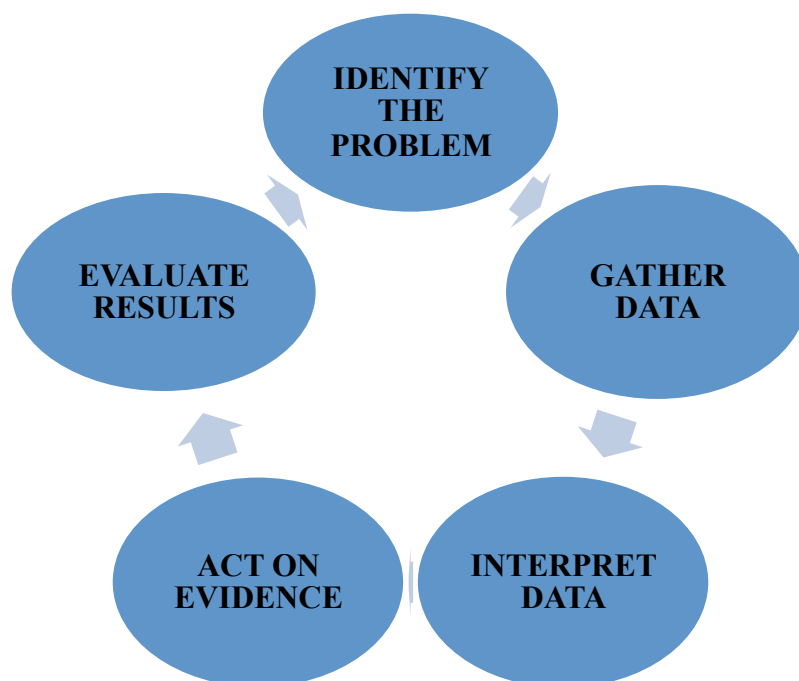
Different circumstances with different problems arose in the class during the implementation, and decisions had to be made in order to start improving students' oral



skills, and consequently an action research project started when a particular problem was stated in order to be solved ( Ferrance, 2000). As suggested by Mills (2007), Educators conduct Action Research “in order to have an effective impact in the target population, and improve students’ outcomes, based on data collected” (p.5).

Additionally, this study considers the five steps of the Action Research Cycle stated by Ferrance (2000) as cited in Sagor (2000). The steps are:

**Figure 1. Action Research Cycle (Sagor, 2000)**



### **Action Research**

Action Research also expands teachers’ professional knowledge in a specific discipline. It is a dynamic process of which changes are an inherent part. Action research

has a cyclical process of planning, acting, and reflecting and teachers and researchers are involved in this process (Morrison and Mills, 2003).

This action research project answered the following research question:

What is the role of images in the reinforcement of students' speaking skills?

Two objectives correspond to this proposal question:

To explore the role that visual literacy plays in the reinforcement of the spoken production.

To identify students' perceptions of the use of images when facing speaking activities.

### **Context**

The Universidad Santo Tomas is a private, Catholic institution in Colombia. It was the first university of the country, founded by the Order of the Dominicans on June 13, 1580. The Dominican Community has had an educational and cultural tradition for years.

The mission of Universidad Santo Tomás, inspired by the Christian humanist thought of St. Thomas Aquinas, is to promote the integral development of individuals in the field of higher education, through actions and teaching-learning processes, research and social outreach, to respond ethically, creatively and critically to the demands of human life. Its mission is also to provide solutions to the problems and needs of society and the country.

Bearing in mind that speaking a second language is becoming a necessity in our society, the Humanities Department created some English programs in order to place its community in the B2 level according to the Common European Framework. Now, the rector of the University and the director of the Fray Bernardo de Lugo O.P Languages Institute are working together in order to offer better English programs to its community and to external students too.

## **Participants**

For the study, a group of 16 students was chosen between 17 and 21 years of age of the Language Institute Fray Bernardo de Lugo O.P., whose English Level is A2 according to the Common European Framework. They are students from different programs, such as Engineering, Social Communication, and the Law Division, and are studying English because it is a graduation requirement. The curriculum of the Institute deals with two kinds of English courses, intensive and regular courses. The students of regular courses take English classes two days per week, two hours per session, and those in the Intensive courses take English four days per week, two hours per session. This study project was carried out with students who are taking the regular course. These students experience difficulties with most activities related to oral communication. Thus, they are not able to easily and effectively express ideas or give opinions.

This group of students was chosen because in order to help them express their ideas and communicate with others effectively, which will lead to their successful completion of the English program.

## **Role of the Researcher**

In this study, the researcher's main roles were to be an observer and a participant, playing an active role by choosing the activities and materials which could lead to the improvement of speaking skills, and then by taking into consideration students' perspective from the data collected. The teacher in this case played an important role in gathering and analyzing data because she helped generate meaningful information. The teacher was also a participant because he/she was the person in charge of implementing the pedagogical

intervention. As a teacher, the role goes beyond observing, but acting (Duckwordth, 1987, as cited by Freeman: 1998, p. 180).

### **Ethical considerations**

According to Burns (2000), ethical issues are considered an important part of any research study because teachers always face questions related to the conduct of research. In action research, the methods employed in order to collect data involve the relationship between the researcher conducting the actions and clients, colleagues and students who are the participants of the research, so it is important to follow the principles of responsibility, confidentiality, and negotiation. With respect to responsibility, researchers must consider the effects of this study on the participants, always preserving their dignity as human beings. Confidentiality demands researchers not to make public the identities of those involved in the research in order to have good development of the process inside the classroom. It is important to negotiate with students the possibility of using the data collected once the project is completed.

Hitchcock and Hughes (1995) proposed “three areas which should be subject to ethical consideration: professional integrity, the interests of the subjects, and responsibilities and relationships with sponsors, outside agencies, academic institutions or management” (p. 1). Professional integrity ensures that this research is viable because a correct research design has been established and the techniques chosen for data collection are adequate. It is mandatory to clearly explain the aims, objectives and methods to the people involved in the research. In order to maintain confidentiality, it is necessary to eliminate any material or information which might lead others to identify the participants,

in this case, the students' names. The participants cannot be forced to take part in the research, and "if they do not want to take part in our research, this will in no way affect the teaching or the quality of the learning they experience" (Norton, L, 2009, p. 182). It is required to let the participants know they can withdraw from the research project at any time. The researcher has to ask permission if the research will be published; therefore, two consent letters were addressed to the different participants of this research study. If necessary the participants can ask questions about the study in order to have a clear idea of it. These consent letters are for the director of the Language Institute and for the participants (Appendices B - C).

### **Data collection instruments**

The instruments chosen to collect and record data were one, "questionnaires" which were applied in the middle of the implementation; specifically in session 5; two, the teacher's journal, which was completed in sessions 5 and 11, in the middle and at the end of the implementation, and three, students' logs, which were completed at the end of the implementation.

### **Questionnaire**

A questionnaire was chosen as an instrument to gather data based on the characteristics given by Burns (2003), who explains that they are easy to answer and not time consuming. Nevertheless, in order to obtain useful respondents, it is necessary to be clear about the aim of the questionnaire and how the responses will answer the research question (Appendix D).

For this study, the questionnaire was designed with open-ended items so that the students could better express their ideas. As Burns (2003) states, “the aim of these types of items is to explore the informants’ own perceptions, beliefs or opinions and to provide opportunities for unforeseen responses or for those which are richer and more detailed than responses obtainable through close questioning” (p. 131). These are questions that allow the learners to analyze the process based on their own perceptions and opinions (Appendix G, Spanish version).

This instrument was applied in the middle of the implementation; specifically in session 5.

### **Teacher’s journal**

The second instrument chosen was the teacher’s journal to keep record of the situations that happened in the classroom throughout the different stages of this project. It focused on students’ participation and comments. Monthly reflections and observations helped in the modification, adaptation and implementation of new strategies in order to realize what role images play in the reinforcement of speaking skills. For this research study, the journal was a document with open questions intended to facilitate reflection both in the teacher and the learners. According to Richards and Lockhart (2004), a journal is the record on a written form of teaching procedures and actions which help for later reflections (Appendix E). It was applied in the middle and at the end of the implementation, specifically in sessions 5 and 11.

According to Sagor (2005), journals are important during the implementation because they contain a lot of information which could be useful at the end of the process.

He states that the observations the researcher collected in the journal will be valuable information when the data analysis start (p. 108).

Sagor states that an advantage of using journals is the freedom to write the notes. In this research study, the journal was helpful because the researcher was also the teacher; this implied doing different tasks during the implementation.

### **Student's log**

In their logs, the students reflected on the activities that went well or poorly during the implementation. They also became conscious of their strengths and weaknesses while speaking. Students were able to identify what they had learnt and the areas in which they should enhance their communicative skills and how they improved in those areas. By means of this log, students became aware of the purpose of the activities of the class. The log had different questions for the students to complete at the end of the class. The questions that guided the entries in the journal were aimed towards answering the research question (Appendix F).

The sources for the data analysis were then the intervention sessions, the questionnaire, the teacher's journal, and the learners' log. All the data collection through the instruments was useful and vital to the process (Spanish version, appendix H). It was applied at the end of the implementation.

The data gathered with the questionnaire will be triangulated with the teacher's journal and with the students' log.

### **Data collection procedures**

The process of data collection was developed in three stages. These stages were called: pre-stage, while-stage and post-stage. A specific data collection instrument was used in the while and post stages of the investigation. See the following chart which illustrates the stages and the instruments.

**Table 2. Stages**

STAGES IN THE PROCESS	INSTRUMENTS
PRE – STAGE	
WHILE – STAGE	QUESTIONNAIRE (Appendix D) TEACHER’S JOURNAL (Appendix E)
POST – STAGE	TEACHER’S JOURNAL STUDENT’S LOG (Appendix F)

In the pre-stage, no instrument was applied because students were not familiar with the use of images in class. During this stage, students had the chance to start thinking about the usefulness of images during speaking activities in class. In the while-stage, the researcher began exploring the role of images to reinforce speaking skills and the students’ perceptions when using them. The questionnaire and the student’s log were applied. The post-stage had the final results obtained from the implementation. Again, the student’s log was applied.

In the pre-stage, the research project was explained to the students and the director of the Language Institute through the consent letters. In the while stage, the schedule of the activities and the preparation of the lesson plans were essential in order to collect valuable data. With the instruments, data was validated through the results obtained with the lesson plans activities. Finally, in the post stage, the questionnaire and the student’ log were



applied and completed by the students to see the role of the use of images and students' perception and their thoughts about using images in class. The data collected from the questionnaires, the students' logs and with the teacher's journals was triangulated.

**Action plan**

First of all, the action plan was organized in a timeline, which framed the activities to develop during the weeks of the intervention stages. It provided the researcher with a systematic way of organizing and conducting the process as well. The time covered depended on the availability of the researcher and the students' period of time involved in the pedagogical implementation.

Description of the research's action plan timeline:

Table 3. Timeline

ACTIVITY / WEEKS		RESEARCH'S TIMELINE ACTION PLAN 2011 -2012																																						
		MONTHS																																						
		JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				FEBRUARY				MARCH				APRIL				MAY				JUNE		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Step 1: Initiation. Research questions, objectives and justification	█	█	█	█																																				
Step 2: Preliminary investigation	█	█	█	█	█	█	█	█	█	█	█	█																												
Step 3: Literature review, state of the art	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																								
Step 4: Design of action plan																																								
Step 5: Instrument designing																																								
Step 6: Design of pedagogical intervention																																								
Step 7: Research design																																								
Step 8: Pedagogical intervention																																								
Step 8: Monitoring data collection																																								
Step 9: Analysis of the data																																								
Step 10: Reflection and decision making																																								
Step 11: Sharing findings																																								

**Validation process**

In Action Research, data collection must be systematic in order to ensure the validity of the data and that the research “can stand up to evaluation by colleagues and

peers” (Burns, 2010, p.130). By using different instruments, as in this case, questionnaires, teacher’s journal and students’ log, and by matching the data collection methods with the investigation objectives, the validity of the data was ensured. The assertions made about the project data were triangulated to check their validity, so that different perspectives were gathered to show similar results from all the instruments used. (Burns, 1999) In this study, the researcher used different methods and analyzed the interpretations of the participants gathered through the different instruments, and this helped gain a richer and less subjective image than would have been achieved by only gathering data through a single technique (Elliot & Adelman, 1976).

In Action Research, there are essential issues to keep in mind for the validity of the data. First, “keep the pedagogical focus of your research in mind” (Burns, 2010, p.131). The questions that were asked, the methods that were used to collect data and the analysis of the data worked towards improving the educational situation. The second issue is “to use more than one source of information” (p.131). Using different sources gives the researcher different lenses for being more objective through triangulation. Another way to validate this research study was to ask the participants to comment on the data analysis. Then, the researcher could compare the different points of view and confirm that she was not just making assumptions. The third recommendation was to “immerse yourself in the data” (p. 132). Action Research data analysis is time consuming because there are different themes, patterns and categories which arise from the data. Discussing findings with colleagues, and talking to participants makes this process easier. The fourth recommendation is to “maintain objectivity and perspective” (p.133). Regarding this, there are “some parts of the data that just won’t fit into the categories or calculations you have come up with” (p.133).

It is necessary to go back over the data several times to decide how to handle these aspects in the research study (Burns, 2010).

At the end of the implementation, the researcher organized the data using the Triangulation Matrix provided by Sagor (2005), which gave validity to this research study.

**Table 4. Sample Triangulation Matrix (Sagor, 2005)**

<b>Question</b>	<b>Data Source # 1</b>	<b>Data Source # 2</b>	<b>Data Source # 3</b>
<b>Question # 1</b>			

In conclusion, this chapter describes the instruments and discusses the procedures used for data collection. A description of the context, the participants and the timeline with the activities to develop during the process were also presented.

#### **Chapter Four: Pedagogical Intervention**

In this chapter, the researcher will show the pedagogical intervention developed to achieve the objectives of reinforcing students' speaking skills using images. The

implementation of this study was conducted throughout ten contact classes at Universidad Santo Tomas. As mentioned in the previous chapter, questionnaires were administered to students in the middle of the pedagogical intervention, and the teacher-researcher recorded her observations; as for the other instruments, students' logs, these were revised at the end of the process to make sure students had recorded their remarks, while the teacher's journal was updated and organized in the middle and at the end of the process. The description of the lesson plan and a detailed explanation of the stages of the lessons during the intervention phase are provided in this chapter. The activities, the materials, and the procedure of each session are explained and an example of a didactic unit is also attached. Each session consisted of a topic specifically designed to be used with the images in order to reinforce students' speaking skills.

The data collection process was carried out according to the schedule of the activities to be worked with the students. The implementation was carried out in ten sessions of two hours which mainly sought:

- For students to be able to reinforce speaking using images.
- For students to be able to express current real life situations and personal information using the simple present tense based on some images shown to them.

### **Implementation**

Since images are becoming part of our lives, it is necessary to take advantage of them by including visual materials in our day-to-day classroom activities.

To show the implementation and the principles of this study, the researcher cited Braden (1996) who defines visual literacy as “the ability to understand, use and create with images effectively” (p. 13). This definition serves this study because students can interpret and express ideas when using images as a reference. Each image has meaning which can be taken or decoded by every student in different ways. Hence, visual communication is interpreted depending on the viewer’s visualization because images contain messages. Visual materials have a relevant role in speaking when students need to communicate their ideas or thoughts, or to produce a dialogue or a conversation in class.

The steps to collect data were: The pre-stage, the while-stage and the post-stage. In the pre-stage no instrument was applied because these students were not familiar with the use of images in class. The while-stage and the post-stage were essential to keep record of the use of images during oral activities in the questionnaires and in the teacher’s journal. In the while-stage, a questionnaire was applied in a printed version. It included eight questions aimed at determining the role of images when students develop oral activities in class. The teacher’s journal was implemented to record the students’ performance in oral activities with the help of images. The observation of the different sessions was intended to establish the role that images played to reinforce speaking skills and consequently to answer the research question. In the post-stage, the observations of all the lessons were recorded in the teacher’s journals. Finally, at the end of the implementation, the students completed the log which had nine questions. This allowed the researcher to grasp the perception of students when using images to communicate in class and also to identify the role of images during oral activities. The focus of this stage was to put together and classify all the data collected in order to analyze it.

Through the description of the three stages, it was possible to underline the different actions that were carried out during the research project. The teacher-researcher and the students had a relevant role when handling these moments. The pre-stage helped the researcher to see the lack of visual materials in English class. The while-stage showed the actions that were happening in the middle of the research process and in the time the course was being carried out and the post-stage, showed the actions that were proposed to the end of the research process.

The description of the three stages evidenced how action research is a reflective and a cyclic process. In addition, the teacher - researcher obtained the data and modified the activities based on students' reactions, concerns and needs. From the beginning of the project, it was possible to explore the different constrains and create an action plan to overcome those difficulties. In this sense, the teacher – researcher was able to see how the assertions of Kemmis and McTaggart (1992) about the nature of action research became true in this project:

action research is open-minded about what counts as evidence (or data) – it involves not only keeping records which describe what is happening as accurately as possible . . .but also collecting and analyzing our own judgments, reactions and impressions about what is going on. It involves keeping a personal journal in which we record our progress and our reflections about two parallel set of learnings: our learnings about the practices we are studying . . . and our learnings about the process (the practice) of studying them (p.23).

### **Description of an implementation class**

In each session, students experienced the use of images in the foreign language classroom. Those lessons plans corresponded to the course syllabus and they were carried out taking into consideration the time allotted for each session before the beginning of the implementation. All the lessons followed the ICELT (In-service Certificate in English Language Teaching) criteria (Appendix I). Each session lasted two hours, and had the following stages: warm up, lead in, presentation, controlled activity, and production or consolidation stage.

During the warm up stage, the teacher engaged students in the English class by choosing an activity which motivated students and encouraged them to participate in the class activities. The researcher showed the students different kinds of images in order to encourage them to speak, generate a conversation or at least express their opinions about the images. For this purpose, the researcher managed to make students feel at ease when speaking, as evidenced in their logs. In the Lead in stage, the teacher introduced the lesson's topic, activating knowledge and schemata and creating interest in it. Pairs or trios of students received an image related to the lesson's topic and then answered questions in an attempt to make predictions about the topic and the activity planned for each lesson.

In the presentation stage, the teacher showed the students the images given previously as well as new ones. Then, the teacher explained how to use the new knowledge or the target language in addition to the meaning of the topic planned for each session.

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

In the controlled activity, students were encouraged to practice the topic planned for each lesson through a spoken activity. They explained the topic to the class through the images each pair or group had in order to practice their speaking.

Finally, in the production or consolidation stage, the students carried out performance activities, such as: dialogues, role plays, and interviews based on images previously given by the teacher, which included the topics to work with. The teacher gave students feedback on their work or performance.

The timeline for the implementation:

**Table 5. Implementation Timeline**

Session Number	Topic	Activity
Session # 1, March 13th , 2012	Daily routines	Team work- Role Play Describe their daily routines based on the images and use simple present tense
Session # 2, March 15 <sup>th</sup>	Leisure- free time activities	Team work – Dialogues Speak about what they like and dislike doing in their free times with flash cards
Session # 3, March 22 <sup>nd</sup>	Food and drink	Pair work - Role play Talk about their favorite food and drink through images Simple present
Session # 4, March 27 <sup>th</sup>	Describing places, such as cities, towns	Pair work Role play performance Talk about cities and countries
Session # 5, March 29 <sup>nd</sup>	Describing famous people	Team/group work Describe famous people images



REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

Session Number	Topic	Activity
	Questionnaire- Teacher's journal	and guess who he/she is (physically) and use simple present tense  (1 hour 45 minutes)  Reflect on the process
Session # 6, April 10 <sup>th</sup>	Booking hotel rooms	Pair work - hotel images - information cards  Book a room and use would like
Session # 7, April 12 <sup>th</sup>	Vacations	Team work - Interview – Travel agent  Use would like to talk about a place to go on vacations
Session # 8, May 17 <sup>th</sup>	Job interviews	Team work - Role play – Interview  Create and play a perfect job situation based on jobs images
Session # 9, May 24 <sup>th</sup>	Weather conditions	Team work - Role play - TV program  Organize a sequence of images to make weather predictions
Session # 10, May 29 <sup>th</sup>	Good for health	Team work –Storyboards  Create stories with storyboards.
Session # 11, May 31 <sup>st</sup>	Student's log – Teacher's journal	Reflection on the process

The questionnaire was applied in session 5, at the midpoint of the implementation. At the end of the implementation, in session 11, the students had their logs completed in order to analyze how relevant and attractive students found using images for speaking in classroom activities. In addition, the teacher's journal was also completed in order to observe the role of images when students had oral activities and the perceptions that they had when using this visual material. An additional session was given in order to reflect on the process. The first two hours are explained in the didactic unit samples (Appendix I).

In conclusion, the implementation was carried out in order to obtain data that was later used in the analysis and conclusions processes and to test the researcher's hypothesis.

### **Chapter Five: Data Analysis and Findings**

In this chapter, analysis of the data gathered from the instruments and the study findings are presented, including an explanation of the approach used in this project, a

summary of the data collection, and a discussion of the analysis procedures. Finally, there will be a description of the categories that emerged from the data illustrating them with the data gathered.

An ethical principal that conducted the data analysis regards applying techniques of theoretical sensitivity. Corbin and Strauss (1990), state that these techniques avoid researcher's assumptions and "look beyond the literature if we are to uncover phenomena and arrive at new theoretical formulations" (p.76). It is relevant because it is easy to make false assumptions, for example, with the interpretations of students' expressions or comments. For this reason, the notes taken while developing the different activities need to be considered again, and make sure that these notes or expressions mean the same for the researcher and the participants. In order to do so, it is necessary to ask additional questions or do analysis in depth based on those expressions or words.

The objectives of this research were:

- To explore the role that visual literacy plays in the reinforcement of the spoken production.
- To identify students' perceptions of the use of images when facing speaking activities.

In order to achieve these two objectives, this study asks the following question:

- What is the role of the use of images in the reinforcement of students' speaking skills?

The instruments were applied to a group of 16 students from Universidad Santo Tomas. Students had ten sessions in which they worked with different images in order for

the researcher to analyze the role of images as the students used them in speaking activities in class.

### **Collecting and analyzing the data**

While carrying out this project, it was confirmed what Harmer (2007) wrote about the use of images in teaching. During the implementation, it was observed that students enjoyed the classes with the use of images when trying to communicate their ideas or express opinions about the different topics. The images helped students develop their communication and understanding skills in a class. For instance, during the creation of a story through a storyboard, one student responded in his log, “El tema de la clase fue storyboard y con el uso de imágenes pude conformar una historieta de forma didáctica y poder hablar de forma más fluida el idioma inglés”. (The class topic was storyboard and with the use of images I could create a cartoon in a didactic fashion and speak the English language more fluently) In this lesson, students worked in groups of three. Each group was given a storyboard. They had to create and tell a short story based on the images of the storyboard (Appendix J). Then, the students in these groups, shared their story with the class, and finally, they posed questions to the class to check for understanding.

Data was collected for three months. Students responded to the questionnaire midway through the implementation, and they completed their logs at the end. The teacher entered observations in her journal monthly, specifically in the middle and at the end of the implementation.

The first question of the questionnaire was related to communicative skills when using images and the second question was related to fluency when using images. The

questionnaire helped the researcher to analyze several perceptions and the different roles that images had during speaking activities in class. The researcher chose to use images because they helped students feel more confident and they better performed the different situations and spoke more fluently (Cox, & McNease, 2006). This was evidenced when students were describing some famous singers and actresses from Hollywood (Appendix J).

The questionnaire provided the researcher with feedback that she used to make some changes or adaptations for the subsequent sessions.

The log permitted the researcher to have an in-depth view of the information about the use of images in a class to reinforce speaking when students answered question number nine.

In summary, applying the instruments helped the researcher in the process of data collection and data analysis and also realized what worked and what did not work in a class. No instrument was applied at the beginning of the implementation, at the pre-stage, because these students were not familiar with using visual material in class, especially in oral activities.

### **Procedures for data analysis**

The procedure used for data analysis was the coding techniques described by Strauss and Corbin in Grounded Theory (1990) to analyze the data. With respect to this,

when analyzing data, there are some procedures of Grounded Theory which are designed to:

Build theory rather than simply test it.

Give the research process the rigor necessary to make the theory “good” science.

Help the analyst to break through the biases and assumptions brought to, and developed during, the research process.

Provide the grounding, build the density, and develop the sensitivity and integration needed to generate a rich, tightly woven, explanatory theory that closely approximates the reality it represents (Strauss and Corbin, 1990, p. 57).

This process of analyzing helps the researcher to “code only what you see” (Strauss and Corbin, 1990, p. 75). The importance of this procedure is to take into consideration just the information needed to develop this project and not to make assumptions or fail in the process of seeing what it is.

According to Corbin and Strauss (1990), grounded theory consists of reading and re-reading the collected data and identifying certain variables, called categories, and the relationship among them. The categories are identified by means of following a process of coding. To manage the data and to define categories and subcategories, the researcher used open axial and selective coding techniques proposed by Corbin and Strauss (1990). They defined open coding as “the process of breaking down, examining, comparing, conceptualizing, and categorizing data” (Corbin and Strauss, 1990, p. 61). The information gathered was broken down into small parts, closely examined, and compared for

similarities and differences. These authors suggest some steps: Labeling phenomena, which is observing and reflecting on what the phenomena is, and comparing incidents which could be similar. Then, discovering categories, which is grouping concepts and establishing a clear relationship. Finally, naming a category, which means providing a name to each group of concepts identified, in a more abstract way.

In this research, after collecting the data, it was organized it in different folders, one folder for the questionnaire, another for the logs and a third for the teacher's journal. In order to establish anonymity, as Burns (2000) suggests, the students chose pseudonyms when answering the questions. Then, different colors were used in order to identify similarities of each answer and separated expressions, sentences or words which helped in the process of conceptualizing the data. After comparing, similar information collected was given the same name (Strauss, 1990). This similar or particular phenomena information or results of this research project were organized in order to reduce the number of units the researcher had to work with. After this categorizing step was complete, it was given a name to each unit. Then, it was grouped other groups of concepts into subcategories (Appendices L - M).

### **Data display and verification**

The researcher examined the information carefully to reduce it and establish categories. Each category represented the main patterns which helped the researcher with the triangulation of the data. Then, the researcher reviewed the evidence looking for possible biases which supported or refuted the research questions.

After analyzing and selecting the information, just one question was necessary in order to see the role that images play in the reinforcement of students' speaking skills. The researcher grouped the information into three categories to answer the question. The category and subcategory chart shows the final results.

**Table 6. Categories and Subcategories**

RESEARCH QUESTION	CATEGORY	SUBCATEGORY
Q1: What is the role of the use of images in the reinforcement of students' speaking skills?	Images are a trigger for oral skills	Images improve fluency on oral presentations
		Images help in the creation of dialogues, to maintain a conversation and interpret messages
	Images help in the association and visualization of word-image and when remembering prior vocabulary	
		Images foster self- confidence, relaxation
	Images foster students' motivation	Students feel motivated when they choose colorful images
		Activities are meaningful and classes are interactive with images
	Images are a new teaching strategy	
	(Most teachers who work at Universidad Santo Tomas do not use images in class, so it was something new for them when performing spoken activities in the class)	

The first category is Images are a trigger for oral skills and it pinpoints the usefulness of images during speaking activities. As Harmer claims, having any kind of graphics or pictures can help students to develop communication and understanding in a



class (2007). This group of students was able to share information and ideas when telling others what they saw and how they saw it, facilitating an exchange of opinions and thoughts. Additionally, the first subcategory that emerged was Images improve fluency on oral presentations. This subcategory indicates that these students were able to speak better and make themselves understood when using images and developing the different oral activities in class. An evidence of this was when students answered question number eight of the questionnaire, and also from the teacher's journal (Appendix L). The students expressed how images helped them when explaining a specific theme. They also spoke with more spontaneity in oral presentations that were supported by images. They did not need any written help and did not hesitate when explaining the topic of the presentation. The second subcategory deals with the usefulness of images in dialogues, conversations and in message interpretation. Images are a guide when students are creating conversations and maintaining interest in those conversations since those images help students to catch the audience's interest. When students were performing and completing the different activities, they fully participated in the creation of dialogues, role plays and image description. (Appendix M). This subcategory also reflects their performance when having these group activities since every member in the group was able to participate in the dialogues or conversations. As stated by Lohr (2008) visual literacy is "the ability to understand, use and create with images effectively" (p. 13). The researcher observed that these students interpreted and expressed ideas when using images as a reference. Every student was able to interpret and decode each image in different ways and was also able to say what they thought (Appendix M). This subcategory indicates that visual material has a relevant role in speaking when students need to communicate their ideas or thoughts, or need to produce a dialogue or a conversation in class.

The following excerpt shows examples of how images are a trigger for oral skills.

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

### Examples taken from the questionnaire:

Question: ¿Cómo te sientes cuándo usas imágenes en actividades orales? ¿Por qué?

Name: *Beyota*

*...porque me ayuda a mantener el ritmo de la conversación y...*

Name: *Barney*

*...porque entiendo mejor de que hablo y de que me hablan*

Question: ¿Te gustaría que se utilizara mas material visual en clase cuando estás preparando actividades orales? ¿Por qué?

Name: *Pucca*

*...si porque esto ayuda a tener mas fluides y pronunciación a la hora de exponer en ingles o preparar diálogos.*

Question: ¿Es más fácil para ti hablar cuando usas imágenes? Si \_\_\_ No \_\_\_ ¿Por qué?

*Hay mejor fluidez por que se toma la imagen como ayuda*

Question: ¿Piensas que el uso de imágenes afecta tu fluidez al hablar? Si \_\_\_ No \_\_\_ ¿Por qué?

Name: *Onix*

*...por que hablo de la imagen con mas fluides por que seria como exponer y no tartamudear.*

### Examples taken from the student's log:

Pienso que el uso de imágenes afectó mi fluidez al hablar porque

Name: *Salaito*

*...ayuda demasiado al momento de expresarse con las demas personas.*

Cuando la profesora utiliza imágenes en la clase pienso que

*Está ayudando al estudiante de manera didáctica para mejorar su habla al momento de expresarse*

Name: *Barney*

*Es el mejor método para aprender porque es más facil expresar lo que veo*

### Taken from the teacher's journal:

*Students expressed that they were not familiar using images in class when they perform oral tasks. But during the implementation, they enjoyed the different activities such as describing famous people and their daily activities; using images as reference. At this point, they spoke more fluently and seemed to feel motivated and less anxious while speaking.*

*Students said that it was easier for them to express their opinions and to participate in the role-plays and dialogues when*

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

*having the help of images.*

*Images helped them to understand better the language so they could provide better explanations. Therefore, they became more fluent throughout the practice.*

*It was easier for them to utter a sentence based on an image.*

The second category is Images help in the association and visualization of word-image and when remembering prior vocabulary. Throughout this study, images helped students understand when a new topic was being presented to the class. They also expressed that an image can contain different messages, and that it is easier for them to associate these messages with the words they need to use to communicate. For Braden (1996), “each image has meaning.” Students expressed that when they used an image, they remembered words and expressions that they had not used for a long time. Through this association, students were able to remember prior experiences and words just by looking at the image. This category also indicates the way these students associated word-image in order to communicate with others during spoken activities (Appendix N). As cited in Benson (2007), Leonardo da Vinci stated that “Information is better presented visually rather than verbally”. When having images as support, it is easier for students to process the information and so that they can communicate their opinions and ideas with others (Appendix O).

Examples taken from the questionnaire:

Question: ¿Consideras útil el uso de imágenes cuando necesitas comunicarte oralmente o en forma hablada con otros en inglés? Si \_\_\_ No \_\_\_ ¿Por qué?

Name: Onix

*Por que hay mejor visualización de lo que tratamos de ver o exponer.*

¿Cómo te sientes cuándo usas imágenes en actividades orales? ¿Por qué?

Name: Salaito

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

*Mas comodo puesto que las asociamos con lo que queremos decir...*

Examples taken from the student's log:

Me puedo comunicar mejor cuando se usan imágenes en clase porque

*Name: Salaito*

*Es mas facil recordar palabras por el medio visual*

¿Es más fácil para ti hablar cuando usas imágenes? Si \_\_\_ No \_\_\_ ¿Por qué?

*Name: Diana P*

*Es más facil comprender y responder con la visualización...*

Taken from the teacher's journal.

*During the completion of the leisure and free time activities:*

*Students expressed that it was easier for them to remember an action when seeing the image.*

*Students said that some topics are easier to explain with images because they associated the image with a word.*

*Students said that through visual materials it was easy to remember words that they did not use frequently in conversations. This helped students to participate more in the class when using these words again.*

*As a result of all this, they felt secure when speaking and were able to use the new grammar structures better.*

This category also pinpoints the importance that an image has when students remember prior vocabulary just by looking at it. Many students expressed that images are a guide to remember words. In this excerpt, the researcher shows two examples of the association of word-image:

¿El uso de imágenes en el salón te ayuda a retener y asociar palabras? Si \_\_\_ No \_\_\_ ¿Por qué? Si, sí, ¿Cómo?

*Name: Kick B*

*Porque uno se acuerda de la imagen y asocial las palabras con esta y asi mejora el entendimiento...*

*Name: Pooh*

*...los temas es mas facil recordarlo porque simplemente lo asocio con la imagen*

The third category is called Images foster students' motivation. Burmark (2002) says that the use of color improves learning and increases motivation. These students showed motivation when they preferred to explain all of the topics through the use of an image rather than through writing. The first subcategory is called Activities are meaningful and classes are interactive with images. Students expressed that they felt self-confident and less anxious when they had an image to explain or speak about. They liked to the use of images more than written reports, or verbal instruction classes. The students expressed that the class becomes enriched and dynamic because they feel freer to speak when they have these kinds of visual materials (Appendix O). Their success in the performance and learning process will be effective if students are highly motivated because their level of anxiety is low. The second subcategory was named Images are a new teaching strategy for students. Most teachers who work at Universidad Santo Tomas do not use images in class, so it was something new for them when performing spoken activities in the class. The teacher observed that this group of students showed motivation and enjoyed the class because they saw images as a new means for learning. The use of textbooks becomes a repetitive activity and using visual materials to introduce a topic is a very attractive strategy to develop in spoken activities.

The following excerpts exemplify students' responses and show how images increased students' motivation and self-confidence and also why these students preferred attractive images so that the activities became more meaningful:

Students' responses taken from the questionnaire:

¿Te gustaría que se utilizara mas material visual en clase cuando estás preparando actividades orales? Por qué?

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

*Name: Beyota*

*...hace que la clase sea mas didáctica*

*Name: Salaito*

*...y ojala donde fueran imagenes a colores...*

*Name: Diana P*

*Si, por ser más dinámica y con...*

*Name: Beyota*

*...y por el otro hace q' la clase sea mas dinámica*

*Name: Bombo*

*Es interesante el uso de material visual en clase además porque siento que estimula el interés por aprender...*

### Students' responses taken from the student's log

Cuando la profesora utiliza imágenes en la clase pienso que

*Name: Onix*

*...sistema didáctico de fácil entendimiento*

*Name: Puca*

*...forma de explicar este idioma de una forma mas dinámica*

*Name: Barney*

*Es el mejor método para aprender porque es más fácil expresar lo que veo*

*Name: Yayan*

*...buena metodología para enseñar por que se sale de los esquemas básicos de enseñanza*

### Teacher's journal:

*Students' motivation:*

*Students were motivated to share their stories with the class.*

*They expressed that images influenced positively when speaking with others.*

*They felt attracted to use visual materials.*

*Students have exchanged ideas, given opinions and laughed.*

In conclusion, the categories and their subcategories show how the researcher sorted the data. The actual data showed the effective role that images play in the reinforcement of students' speaking skills. The researcher found that using visual aids while speaking, explaining or introducing a theme reinforce what it is being said and it is easier for students to understand it. Students' perceptions were exemplified to confirm that using visual materials in a class helped students to express their opinions and thoughts and be able to easily and successfully communicate with others.

## **Chapter Six: Conclusions**

In this chapter, the researcher will present the pedagogical implications of the data analysis of a research project whose objectives were to investigate the role that visual literacy plays in the reinforcement of the spoken production and to identify students' perceptions of the use of images when facing speaking activities. Limitations and further research will be presented too.

Action research is a dynamic and a reflective process which encourages teachers to be active participants in the innovation of the teaching practice and the educational system. According to Kemmis and McTaggart (1992), "action research is an approach to improving education by changing it and learning from the consequences of changes. It is participatory: it is research through which people work towards the improvement of their own practices.

An action research always has (a) main objective (s) that are the steps of how to solve or answer the research question. This action research project attempts to reinforce students' speaking skills through visual literacy with images. This is the first time that these students use images during oral activities in class.

During the process of applying the instruments and collecting data, the students seemed to be motivated and committed to taking part of the project as they wanted to improve their speaking skills.

In order to answer the research question, the information was grouped into three categories. The first category is *Images are a trigger for oral skills*, the second one is *Images help in the association and visualization of word-image and when remembering prior vocabulary* and the third category is named *Images foster students' motivation*. In the



first category, all students found images useful and effective when they need to communicate with others because it was easier for them to express their ideas when having an image as support material. Additionally it was noticed that images also helped students to remember prior vocabulary through the association of word-image.

In addition, the subcategory called *Images help in the creation of dialogues, to maintain a conversation and interpret messages*, was evidenced throughout this research because students worked actively when creating dialogues about their routines, free time activities, likes and dislikes and also when interpreting the images in order to share their thoughts and generate a conversation.

In the second category, the data indicated that all students agreed on the effective association of word-image when using images as reference. Through this association, students expressed that they could remember prior experiences, words, and vocabulary just by looking at the image. Additionally, it is worth noting that students understood the theme of the lesson and later explained it to the class by using the words they knew and remembered because of the impact of the image. With the use of images, the researcher had all the students' participation. The students successfully communicated through the association of word-image.

For the third category, the researcher observed that most of students expressed that using images to explain a topic or develop an activity in the class motivated them to speak about the images, especially if the images were colorful because they were able to give their opinions, descriptions, examples of a topic or a theme and consequently the class activity was dynamic.

The subcategory that emerged when the researcher analyzed the perceptions given by the students when answering the different instruments was a *new teaching strategy*. It is not a brand-new teaching strategy, but these students perceived it as new because most of teachers who work in the university do not use images or even visual material in class. So it was something attractive for them when they performed spoken activities. They usually write and read more than speak. The researcher took into consideration what Moore (1994) stated about perception as an important component when explaining what visual literacy is and how it influences communication and learning. With visual aids, perception is influenced by the perceiver because he/she is not able to attend to all the data which is given. Therefore, the student's prior experience is relevant in the process of understanding visual literacy. Students can feel free to speak because there is not an exact way to say something or the correct words to use.

In each session, a portion of the time was reserved in order to share and exchange opinions about the use of visual material in a lesson. Students also commented on the images every group had and interchanged their insights about them and they were pleased to listen to their peers. Students became aware of their oral improvement when they spoke with each other using images. This information was useful for the researcher in order to plan and have more attractive and meaningful visual material than traditional written reports or verbal instructions in a class.

To conclude, it was realized the power of images and pictures when teaching a second language. Hence, visual literacy would be an important tool to reinforce speaking in students because visual materials stimulate the students to give opinions and share their

thoughts. Thus, through images, the researcher was able to have all the students' participation and make communication easier.

Finally, the whole experience of having carried out this project provided the teacher-researcher with a great opportunity of professional development.

### **Pedagogical implications**

The culture of using images has given birth to what is called *Visual literacy*. Several pedagogical implications were found. First, the teacher-researcher must take into consideration students' deficiencies and needs in speaking in order to help them improve this skill in class. The teacher should provide students with effective and meaningful input. Second, she should encourage students to express their thoughts as a way to communicate or explain a topic or a theme. Thus, students find easy to use the different English structures by using visual material.

The researcher concluded that images should be integrated into the classrooms as an essential tool to reinforce speaking in students. Images generate different perceptions so that images are an effective or useful tool when introducing a new topic with different kind of population, children, teenagers and adults. Additionally, she should create an atmosphere in English class in which students can realize the relevance of using images when trying to communicate with others.

The researcher should bear in mind all the students' perceptions in order to help them communicate why they understand an image in one way and not in another. Thus, the teacher had different messages from a single image or picture during this research project. It was enriching and useful for the whole class because all those messages were expressed

in different ways. Finally, it was possible to see that the opportunities we all have when communicating are unlimited.

English teachers should use visual materials in their classes in order to have meaningful lessons for students. Cox & McNease (2006) explain the power of pictures when teaching. A picture can stimulate the memory and it can become the learning. They said that now we live in a visual world and we are always surrounded by visuals (Cox & McNease, 2006). Teacher should take advantage of this visual preference that students have when preparing the lesson because students show more motivation in the class, participate more and respond optimistically in the different activities.

### **Limitations**

During the development of this project, there were some specific limitations.

The lack of time was the main limitation during the development of this project. The students have classes two times a week, in two hour sessions. They were students from different programs and sometimes, it was difficult to carry out the activities prepared for the class because some school events affected the implementation lessons.

The researcher tried to overcome this situation by having interesting and attractive topics for students in order to have a very meaningful activity so that the students took advantage of the time they had when attending the class.

Another limitation was that just some, not all, students attended all the sessions of the project implementation. Sometimes, they had to attend the different activities that the university arranged. However, the researcher had the activities she had programmed for the class with the students who were in the classroom. As mentioned before, the material used for each class was of their interest in order to achieve the reinforcement of speaking.

Other limitation was that the researcher spent lots of days in choosing the images for students to use, because the choices represented the most relevant activities in order to achieve the research objectives. The students in the group were from different disciplines such as communication, engineering, law, and it was necessary to know the needs and preferences of each one. Although the university supported the development of this project, the students had to meet the course syllabus. Hence the choice of the images also needed to relate to the course syllabus.

### **Further research**

This action research study focused on reinforcing speaking with visual literacy. During the development of the different activities, students showed their interest for writing. Another aspect that drew the researcher's attention was that using an image is a good starting point for writing. Nevertheless, according to the researcher's experience, these students do not use images as a means for writing because they do not realize that images could be a strategy to extend their written ideas or to have communication with the readers. Some teachers do not try images when they ask students to write Brizee (2005). Brizee expresses that "many writing teachers haven't yet decided what they're actually going to do with the visuals they will be using in class" (p. 3).

Also, the researcher realized that students can be successful writers using one image or a sequence of them, such as storyboards. Using images could also be a channel of written communication since they could picture themselves in a context in which they could reflect about their past and present and think about their future. More research is needed in order to confirm the relation between visual literacy as a tool to develop speaking or as a tool to develop writing skills.

The researcher will continue doing research in order to help students in the development of writing skills. Nowadays, writing is also a neglected skill (Ariza, 2005). At the university level, writing plays a relevant role in the achievements of students' academic goals.

Another aspect the researcher must keep in mind is the target population. This research was carried out with undergraduate university students between 17 and 21 years old. Teachers might discover how the same study could be carried out with adults who are just learning how to speak. In every stage of the learning process, students acquire certain abilities needed in accordance to the situations they face when they need to interpret understand and read visuals. Thus, these interpretations would be influenced by their real situation.

With this chapter the researcher drew the conclusion that images played a relevant role when students tried to express their feelings, opinions and communicate with others in the class. Using images helped students to reinforce their communicative skills when they are used as supported material. As Ausburn & Ausburn (1978) state, visual literacy includes the group of skills which enable an individual "to understand to use visuals for intentionally communicating with others" (p. 291).

## References

Ariza, A. (2005) The process-writing approach: An alternative to guide the students' composition. *Profile*, 6, 37-46.

Bamford, A. (2003) In the visual literacy white paper. Retrieved from:

[http://www.adobe.com/uk/education/pdf/adobe\\_visual\\_literacy\\_paper.pdf](http://www.adobe.com/uk/education/pdf/adobe_visual_literacy_paper.pdf)

Becerra, C. (2006) Photography as a visual literacy tool. *Colombian applied linguistics journal*. № 8. p. 228 – 242, Printed by Universidad Distrital.

Benson, P. J. (1997) Problems in picturing text: A study of visual/verbal problem solving.

*Technical communication quarterly*, 6(2), 141-160. Retrieved from: EBSCOhost database (Professional Development Collection).

Begnaud, A. (N.D.) *Enhancing visual literacy and communication skills of fifth-graders with students-selected Artworks*. Fair Street School GA, United States. Retrieved from:

<http://teach.valdosta.edu/are/vol3/no1/pdf/adbegnu-article.pdf>

Bell, J. (1999) *Doing your research project*. Buckingham – Philadelphia: Open University Press.

Better English speaking skills. (2011) Retrieved from:

[www.english-at-home.com/speaking/better-english-speaking-skills/](http://www.english-at-home.com/speaking/better-english-speaking-skills/)

Brizee, A. (2005) In PDF Review "Toward a multidisciplinary method of teaching visual Adobe PDF.

Burmark, L. (2002) *Visual literacy: Learn to see, see to learn*. Association for supervision & curriculum. Deve. Retrieved from:

<http://www.goodreads.com/user/new?remember=true->

Burns, A. (1999) *Collaborative research for English language teachers*.  
Cambridge, New York: Cambridge University Press.

Burns, A. (2003) *Collaborative action research for English language teachers*.  
Cambridge: Cambridge University Press.

Burns, Anne. (2010) *Doing action research in English language teaching: a guide for practitioners. ESL & Applied linguistics Professional series*. Eli Hinkel, series editor.  
Routledge, Taylor and Francis group. New York and London.

Bygate, M (1987) *Speaking language teaching: A scheme for teacher education*.  
Editors: CN Candlin and HG Widdowson. Oxford University Press.

Cohen, L., Manion, L., & Morrison, K. (2003). *Research methods in education* (5th ed.). New York: RoutledgeFalmer. Retrieved from:

[www.educ.mun.ca/sac/inquirychar.html](http://www.educ.mun.ca/sac/inquirychar.html)

Cooper, J. (1993) *Literacy helping children to construct meaning*. Boston,  
Toronto: Houghton Mifflin Company.



Corbin, J.& Strauss, A. (1990) *Basics of qualitative research: Grounded Theory procedure and techniques*. London: SAGE publications, 57-115.

Cox, M. & McNease, C. (2006) *Visual literacy in the elementary classroom*. LACUE. Baton Rouge, Louisiana. Retrieved from:

[www.rapides.k12.la.us/nitro/visual\\_literacy.htm](http://www.rapides.k12.la.us/nitro/visual_literacy.htm),

Chaney, A.L., and T.L. Burk. (1998) *Teaching oral communication in grades K-8*. Boston: Allyn&Bacon. Reading online. *Teaching Speaking: Activities to Promote Speaking in a second language*. University of Nevada (2006). Hayriye Kayi Retrieved April 17th , 2012 from:

<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Donis A. Dondis. (1974) *The character and content of visual literacy*. Retrieved from:

<http://hostosdesign.com-2011>

Ferrance, E. (2000) *Themes in education action research- A program of the education alliance*: Northeast and Islands Regional Educational Laboratory at Brown University.

Foley, B. E. (1994) *The development of literacy in individuals with severe congenital speech and motor impairments*. In K. G. Butler (Ed.), Severe communication disorders: Intervention strategies (pp. 183-199). Gaithersburg, MD: Aspen. Retrieved online from:

<http://www.unm.edu/~devalenz/handouts/literacy.html#top>

Freeman, D. (1998) *Beyond the circle: Charting the dimensions of teacher-research. Doing teacher research: From inquiry to understanding.* U.S.A: Heinle & Heinle publishers, 180.

Goldstein, B. (2008). *Working with images.* Cambridge University Press.

Harmer, J. (2007). *The practice of English language teaching.* Pearson Education Limited.

Kemmis, S. and McTaggart, R. (1988). *The action research planner, third edition.* Victoria: Deakin University. Retrieved from:

[http://www.scu.edu.au/schools/gcm/ar/arp/phd.html#a\\_phd\\_meth](http://www.scu.edu.au/schools/gcm/ar/arp/phd.html#a_phd_meth)

Kendrick, M. and McKay, R. (2004). Drawings as an alternative way of understanding young children's constructions of literacy. *Journal of early childhood literacy.* 4, 109-128.

Kress, G. and Leeuwen, T. (2006) *Reading images: the grammar of visual design.*

London and New York: Routledge.

Lohr, L. (2007) *Creating graphics for learning and performance.* Upper Saddle

River, New Jersey, Columbus, Ohio: Pearson: Merrill Prentice Hall.

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

- McVicker, C. J. (2007) *Comic strips as a text structure for learning to read*. THE READING TEACHER. 61 (1) September, pp. 85-88.
- Merriam, S. (1998) *Qualitative research and case study applications in education*. San Francisco, California: Jossey-Bass.
- Messaris, P (1995) *Visual literacy and visual culture*. Visual literacy association, Tempe, Arizona.
- Mills, G. (2007) *Data collection techniques. Action research. A guide for the teacher researcher*. New Jersey: Pearson, 75 p.
- Moore, D & Dwyer, F. (1994) *A spectrum of visual learning*. Retrieved from: <http://www.psu.edu.com-2011>
- National Capital Language Resource Center (NCLRC). (N.D.). *The essentials of language Teaching*. Retrieved from: <http://nclrc.org/essentials/speaking/stratspeak.htm>
- Richards, J., & Lockhart. C. (2004) *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Riesland, E. (N.D), *Visual literacy and the classroom*. University of classroom. March 2005 New Horizons for learning. Retrieved from: <http://www.newhorizons.org>
- Sagor, R. (2005) *The action research guidebook*. Corwin Press. California.
- Stokes, S. (N.D) *Visual literacy in teaching and learning: A literature perspective*. Troy State University. Retrieved from:

<http://ejite.isu.edu/Volume1No1/pdfs/stokes.pdf>

Strauss, A & Corbin, J. (1990) *Basics of qualitative research. Grounded Theory procedures and techniques*. Sage Publications. The international professional publishers Newbury Park, London, New Delhi

Scherba, J. (2012) Definitions of literacy. Associate professor, Special education. The University of New Mexico.

Vandersluis V. (2004) *Using images in foreign language teaching*. Retrieved from:

<http://www.hec.unil.ch>

Vasquez, V. (2003) *What Pokémon can teach us about learning literacy*. *Language arts*. 81(2), November, pp. 119-125

**Using pictures in ESL classroom, 2009. Retrieved from:**

<http://www.usingpictures.blogspot.com>

Picture retrieved from:

<http://www.mes-english.com/flashcards/dailyroutines.php>

<http://www.taringa.net/posts/imagenes/11221334/Las-Mejores-Fotos-De-Jennifer-lopez.html>

<http://www.buzzfeed.com/mjs538/the-50-sexiest-photos-of-cristiano-ronaldo>

[http://www.starpulse.com/Actresses/Tyler\\_Liv/gallery/20120809-31/](http://www.starpulse.com/Actresses/Tyler_Liv/gallery/20120809-31/)

<http://www.mes-english.com/flashcards/dailyroutines.php>

REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

Picture sequence retrieved from:

<http://www.eslflashcards.com/preview.php?id=44>

<http://frameworks-la.com/artist/storyboard-artists>

Appendix A

Reinforcing speaking skills through visual literacy

5. Te gustaría que se utilizara mas material visual en clase cuando estás preparando actividades orales? Por qué?

Si por que rompe el esquema de aprendizaje y es un poco mas didactico he. interesante

6. Piensas que el uso de imágenes afectan tus habilidades comunicativas? Si  No  Por qué?

Afectan de una manera positiva → por que asi familiariza más el tema.

7. Piensas que el uso de imágenes afecta tu fluidez al hablar? Si  No  Por qué?

las imágenes son mas faciles de recordar - y Al ver una puedo recordar lo que significa para mi

8. Piensas que el uso de imágenes ayuda a recordar vocabulario? Si  No  Por qué?

por que si veo una imagen que significa algo para mi puedo usarla como herramienta para recordarla.

Appendix G

STUDENT'S LOG

Nombre: YATAN No: 1 Fecha: 29/5/2012

✓ Las imágenes me llamaron la atención porque

me recordaban experiencias y  
por lo tanto me es más  
fácil recordar lo que significa

✓ Basándome en las imágenes de hoy pude COMUNICARME en  
la clase porque

expusimos a base de imágenes como  
nos relacionamos entre carreras  
de la universidad

✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque

puedo señalar específicamente lo que  
quiero decir, de igual manera los  
demás comprenden más fácil.

✓ Cuando la profesora utiliza imágenes en la clase pienso que

es una buena metodología para  
enseñar por que se sale de  
los esquemas básicos de enseñanza

✓ Puedo asociar imágenes con experiencias propias porque

recuerdo o familiarizo esa imagen  
con algo que vi - de esta  
manera voy a recordar más lo  
que significa determinada palabra

**Appendix B: Consent letter**

Señor:

Bogotá, D. C. de 2011

**Eduardo Martínez**

**Director Instituto de Lenguas Fray Bernardo de Lugo O.P.**

Programa de Inglés

Universidad Santo Tomás

Ciudad

Apreciado Señor:

Actualmente estoy realizando una investigación titulada “Reinforcing students’ speaking skills through visual literacy with images”, dirigida a estudiantes del Programa de inglés, nivel II de la Universidad Santo Tomás, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera.

El objetivo de este estudio es examinar la forma como los estudiantes desarrollan y refuerzan el habla en inglés, a través de imágenes. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante el primer semestre académico del próximo año, 2012. Esto implica recolectar datos a través de cuestionarios, diarios que los estudiantes deben completar al finalizar el estudio, y diarios que el profesor debe completar semanalmente, usar material adicional con ilustraciones, analizar los resultados, con el fin de conocer y analizar el proceso del habla como parte esencial en la comunicación.

Igualmente, a los participantes se les garantizará el uso de nombres ficticios para mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

**Edith M. Pimienta G.**

**Docente Inglés Instituto de Lenguas Fray Bernardo de Lugo O.P.**



**Appendix C: Consent letter**

Señores:

Bogotá, D. C. Septiembre de 2011

**ESTUDIANTES NIVEL DOS (2)**

**Programa de Inglés – Instituto de Lenguas Fray Bernardo de Lugo**

**Universidad Santo Tomás**

Ciudad

Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada “Reinforcing students’ speaking skills through visual literacy with images”, dirigida a estudiantes del Programa de inglés de la Universidad Santo Tomás, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera.

El objetivo de este estudio es examinar la forma como los estudiantes desarrollan y refuerzan el habla en inglés, a través de imágenes. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se realizará durante el segundo semestre académico del presente año. Esto implica recolectar datos, a través de cuestionarios, diarios que los estudiantes deben completar al finalizar el estudio, y diarios que el profesor debe completar semanalmente, utilizar material extra con ilustraciones, analizar los resultados, grabar y filmar algunas clases con el fin de conocer y analizar el proceso del habla como parte esencial en la comunicación.

Igualmente, a los participantes se les garantizará el uso de nombres ficticios para mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Acepto participar

**Edith M. Pimienta G.**

Nombre \_\_\_\_\_

Docente Inglés Instituto de Lenguas.

Firma \_\_\_\_\_

## Appendix D: QUESTIONNAIRE

**The purpose of this survey is to seek information on how you feel and what you think of the use of pictures as a way to reinforce speaking skills.**

1. Do you find images useful when you need to communicate in English with other(s) orally? YES \_\_\_\_\_ NO \_\_\_\_\_ If YES, why?

---

---

---

2. Do you find it easier to speak when you use images? YES \_\_\_\_\_ NO \_\_\_\_\_  
Why?

---

---

---

3. Does the use of images help you to retain and associate words? YES \_\_\_\_\_  
NO \_\_\_\_\_  
If YES, how?

---

---

---

4. How do you feel when you have to use images in your speaking practice activities?

---

---

---

---

5. Would you like to have more visual materials in class when you prepare speaking activities? Why?

---

---

---

---

6. Do you think the pictures affected your speaking skills? Yes \_\_\_\_ No \_\_\_\_  
if Yes, How?

---

---

---

---

**Appendix E: TEACHER'S JOURNAL**

*First month*

Date: \_\_\_\_\_

**What happened in the class when students were using images?**

**Students' reactions, perceptions**

---

---

---

---

**Students' motivation, (When speaking)**

---

---

---

---

**Students' performance (Taking into consideration, fluency, vocabulary)**

---

---

---

---

**Further comments (If necessary)**

---

---

---

## Appendix F: STUDENT'S LOG

Name: \_\_\_\_\_ No: \_\_\_\_\_ Date:

\_\_\_\_\_

✓ Images called my attention because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ Based on images I could \_\_\_\_\_ in class today  
because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ I can communicate better when images are used in class because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ When the teacher uses images in class I think

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ I can associate images with my life experience because

---

---

---

---

✓ **The topic of the class was \_\_\_\_\_ and with the use of images I could**

---

---

---

---

✓ **When I am sad or happy, I see images different because**

---

---

---

---

✓ **I think that images helped me in the retention of vocabulary because**

---

---

---

---

✓ **I think that the use of images affected my fluency when speaking because**

---

---

---

---

## Appendix G: CUESTIONARIO

**El propósito de éste cuestionario es tener información de cómo se sienten y qué piensan al usar imágenes para reforzar sus habilidades al hablar.**

1. ¿Consideras útil el uso de imágenes cuando necesitas comunicarte oralmente o en forma hablada con otros en Inglés? Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

---

---

---

---

2. ¿Es más fácil para ti hablar cuando usas imágenes? Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

---

---

---

---

3. ¿El uso de imágenes en el salón te ayuda a retener y asociar palabras? Si \_\_\_\_\_  
No \_\_\_\_\_  
¿Por qué? Si, sí, ¿Cómo?

---

---

---

---

4. ¿Cómo te sientes cuándo usas imágenes en actividades orales? ¿Por qué?

---

---

---

---

5. ¿Te gustaría que se utilizara más material visual en clase cuando estás preparando actividades orales? ¿Por qué?

---

---

---

---

6. ¿Piensas que el uso de imágenes afectan tus habilidades comunicativas? Si \_\_\_\_\_  
No \_\_\_\_\_ ¿Por qué?

---

---

---

---

7. ¿Piensas que el uso de imágenes afecta tu fluidez al hablar? Si \_\_\_\_\_ No  
\_\_\_\_\_ ¿Por qué?

---

---

---

---



8. ¿Piensas que el uso de imágenes ayuda a recordar vocabulario? Si \_\_\_\_\_ No

\_\_\_\_\_ ¿Por qué?

---

---

---

---

## Appendix H: STUDENT'S LOG

Nombre: \_\_\_\_\_ No: \_\_\_\_\_ Fecha:

\_\_\_\_\_

✓ Las imágenes me llamaron la atención porque

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ Basándome en las imágenes de hoy pude  
\_\_\_\_\_ en la clase porque

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ Cuando la profesora utiliza imágenes en la clase pienso que

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ **Puedo asociar imágenes con experiencias propias porque**

---

---

---

---

✓ **El tema de la clase fue \_\_\_\_\_ y con el uso de imágenes pude**

---

---

---

---

✓ **Cuando estoy triste o feliz percibo las imágenes de una forma diferente porque**

---

---

---

---

✓ **Pienso que las imágenes me ayudaron a retener mas vocabulario porque**

---

---

---

---

✓ **Pienso que el uso de imágenes afectó mi fluidez al hablar porque**

---

---

---

---

**Appendices I - J: Appendix I: ICELT LESSON PLAN FORM**

<b>Name of teacher:</b> Edith María Pimiento Giraldo		<b>Candidate Number:</b>	
<b>Institution:</b> Universidad Santo Tomás. Carrera 9 con 52			
<b>Date of Observation:</b> 2012		<b>Time of observation:</b> 2 hours	
		<b>Length of class:</b> 2 hours. 2:00 – 4:00 pm	
<b>Class/grade:</b> English		<b>Room:</b> 202 G (Casita Bellas Artes)	
<b>Number of students:</b> 16		<b>Average age of Students:</b> 19	
<b>Number of years of English study:</b> 6 months –		<b>Level of students:</b>  Elementary (Level 2)	
<b>Lesson Number</b>		<b>Observer:</b>	

**Main Aim(s):** By the end of the class students will be able to better express orally their daily routines in simple present through the use of images or pictures sequences.

**Subsidiary Aims:**

- Students will work collaboratively in order to explain orally their daily routines in a group activity.
- Students will be able to use simple present by looking at images when talking about daily routines or activities.

**Personal aims:**

- To look for updated material to maintain students' interest.

**Assumed knowledge:**

At this stage of the course students have worked simple present when talking about physical descriptions.

They already know how to form the 3er person conjugation.

They have worked on the simple form of the verbs in negative and interrogative statements when using simple present. They know that there is no change in the verb.

**Meaning**

The simple present expresses daily habits or usual activities, general statements of fact.

**Use**

The simple present is used for events or situations that exist always, usually, or habitually in the past, present and future.

Example: Ann has lunch every day.

A square has four equal sides.

**Content of the pictures**

Sleep, take a shower, go to bed, wash face, brush hair, wake up, eat dinner, floss, take a bath, eat breakfast, eat lunch, shave, comb hair, make dinner, make lunch, make breakfast, brush teeth, put on, make up, get dressed

**Rationale**

- **Outline the learners' cognitive needs**

Students find it difficult to differentiate when a verb is regular or irregular, so it is necessary to reinforce this through different activities.

When students are analyzing the grammatical structures, they tend to analyze them the same way they do it in Spanish when asking questions or making negative statements, they tend not to use the auxiliaries in English.

**Explain how learners' needs relate to aims of the lesson**

The affective needs of the students will be addressed by allowing them to form their own groups when working collaboratively.

Also, they will be addressed by having different activities, for example working in groups or pairs.

The exercises chosen for the class will help students develop the ability to speak about images and then create their own routines using their own words.

- **Explain how learners' needs will be addressed in the specific learning environment**

The activities selected for the class were chosen taking into consideration students' affective needs because a variety of exercises were selected from sources different from the textbooks.

Activities that they enjoy, such as role plays, team work, were also included in the class because students participate more and are more creatively when doing this type of exercises.

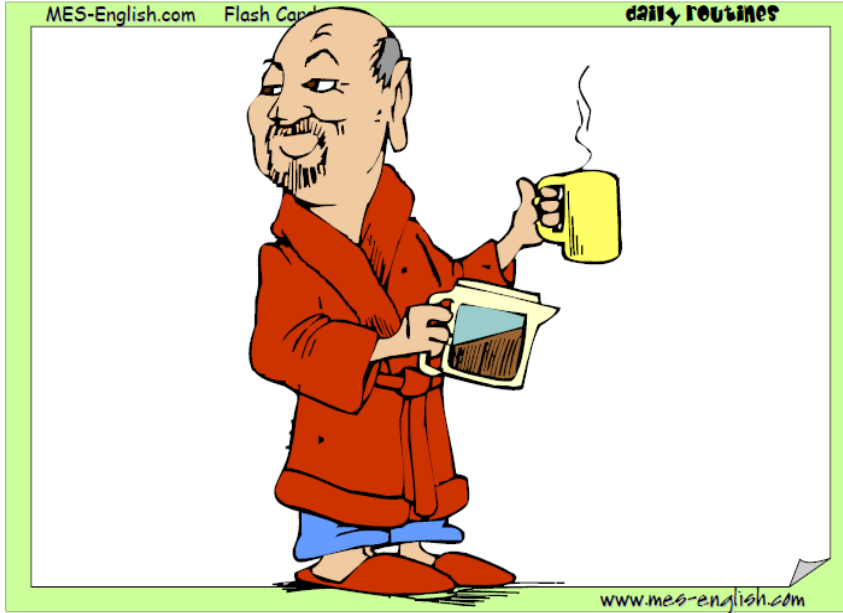
<b><u>Anticipated problems</u></b>	<b><u>Planned solutions</u></b>
<p>Students do not know how to form the third person conjugation of a verb when using simple present.</p> <p>Students do not use an infinitive verb form when making negative statements and asking questions.</p> <p>Students do not remember the correct order to form a question in simple present.</p>	<p>The teacher will give students some daily routines expressions in order to practice the third person through different statements and examples.</p> <p>The teacher will review this through some oral examples.</p> <p>The teacher will reinforce the word order through an oral and visual activity.</p>

## REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY

### First session

<u>Stage</u>	<u>Aim</u>	<u>Procedure</u> <u>Teacher and student activity</u>	<u>Time and interaction</u>
<u>WARM UP</u>	To engage students in the English class with a fun activity to create a good atmosphere.	Students are asked to form pairs or groups of three.  In their groups, they have to answer teacher's questions about daily activities in order to involve students in the class.	T- Ss    5 min
<u>LEAD IN</u>	To recall useful vocabulary for the lesson.  To create interest in the topic.	T. shows students an image of two children brushing their teeth.  T. asks students the following questions:  -When do they do this?  -When do you do it?  -How often do you do it per day?  -What is this?  T. writes students' answers on the blackboard. Teacher and students correct answers.	T - Ss - 10 minutes
<u>PRESENTATION</u>	To review the grammar structure while speaking.	T. gives students an image related to daily routines. T. asks students what they do in the mornings, afternoons and in the evenings.  T. reviews the use of simple present through students' answers when talking about routines.	T 15 minutes
<u>CONTROLLED PRACTICE</u>	To give students the opportunity to practice and use the vocabulary they already know.  To use the grammar structure while speaking.	T. gives each pair or group two images or a sequence of daily activities pictures.  T. gives 3 minutes to let students think about what is happening in the pictures.  T. gives 4 minutes to let students organize their ideas to later explain their daily routines based on the images and by using simple present sentences.	Ss - 35 minutes
<u>CONSOLIDATION</u>	To practice the new knowledge through a role play	Students are given 10 minutes to create a role play based on some pictures they have got.  Role play performance	Ss 10 minutes  25 minutes
	To give students feedback on their work	T. gives feedback each pair or group on their work.	T - Ss - 8 minutes

**Materials:**

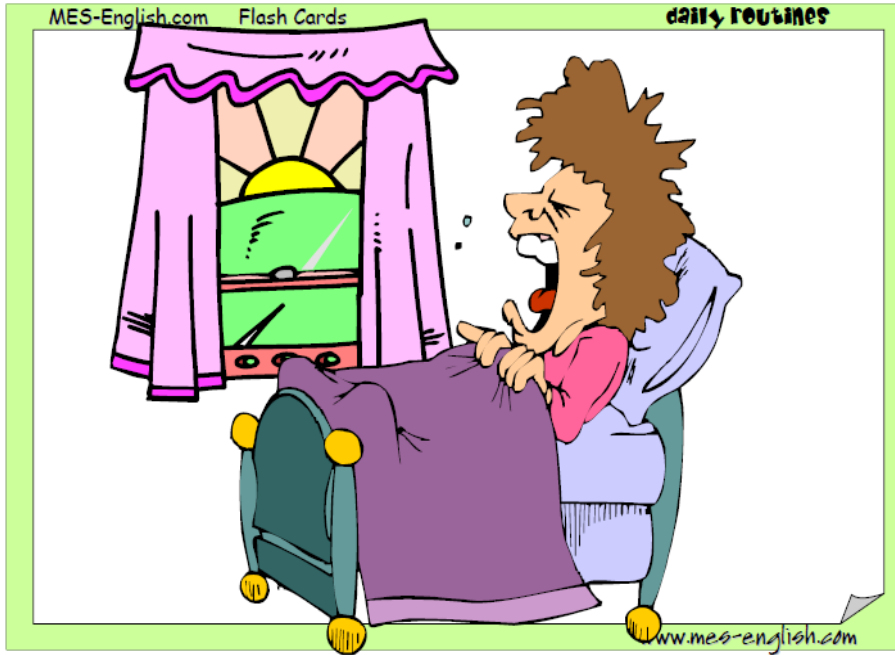


**MAKE COFFEE IN THE MORNING**



**SHAVE**

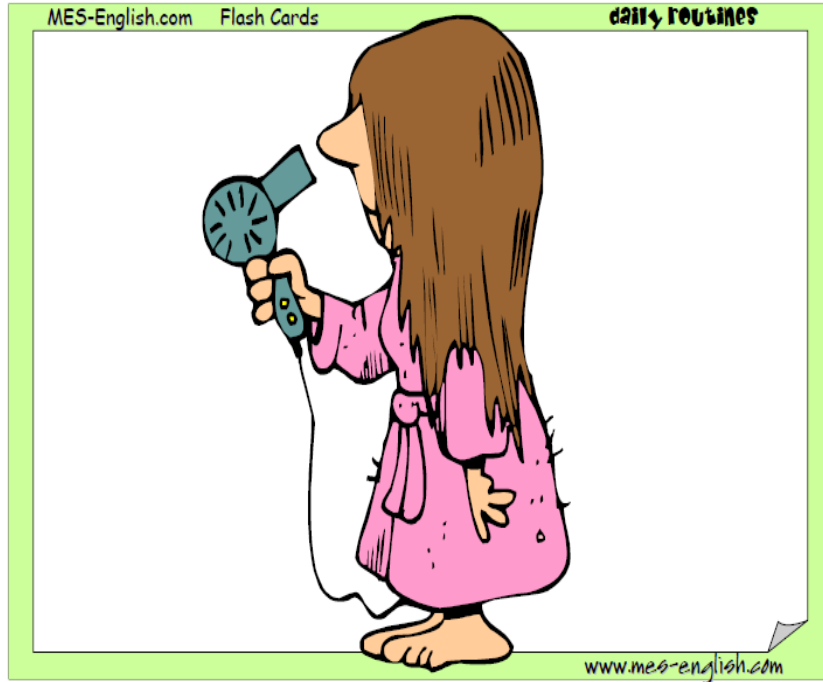




**WAKE UP**



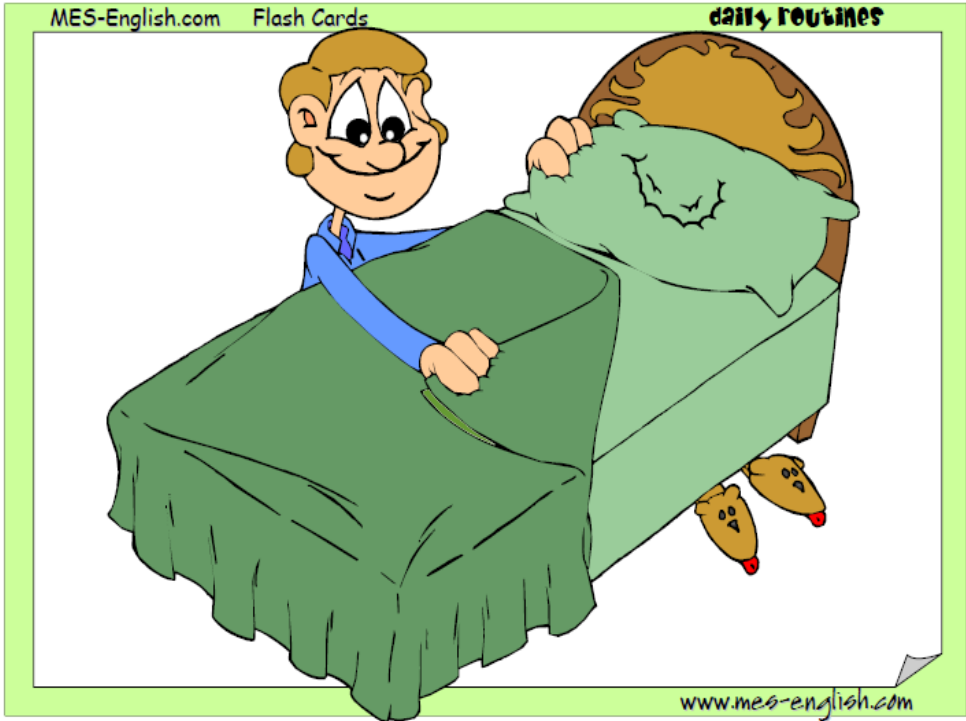
**WASH YOUR FACE AND HANDS**



**DRY YOUR HAIR**



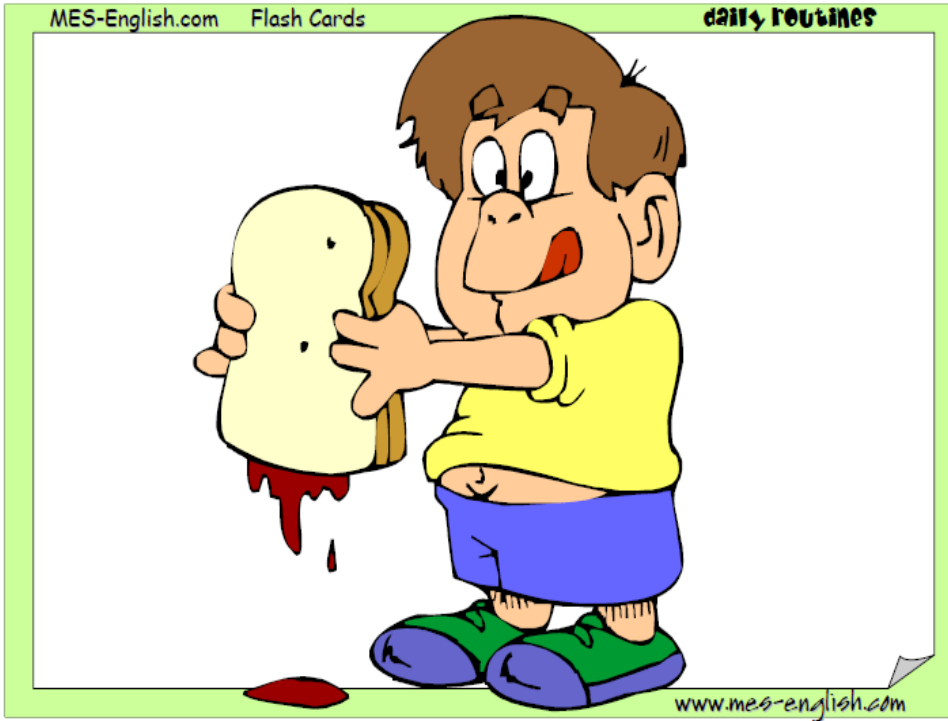
**GET DRESSED**



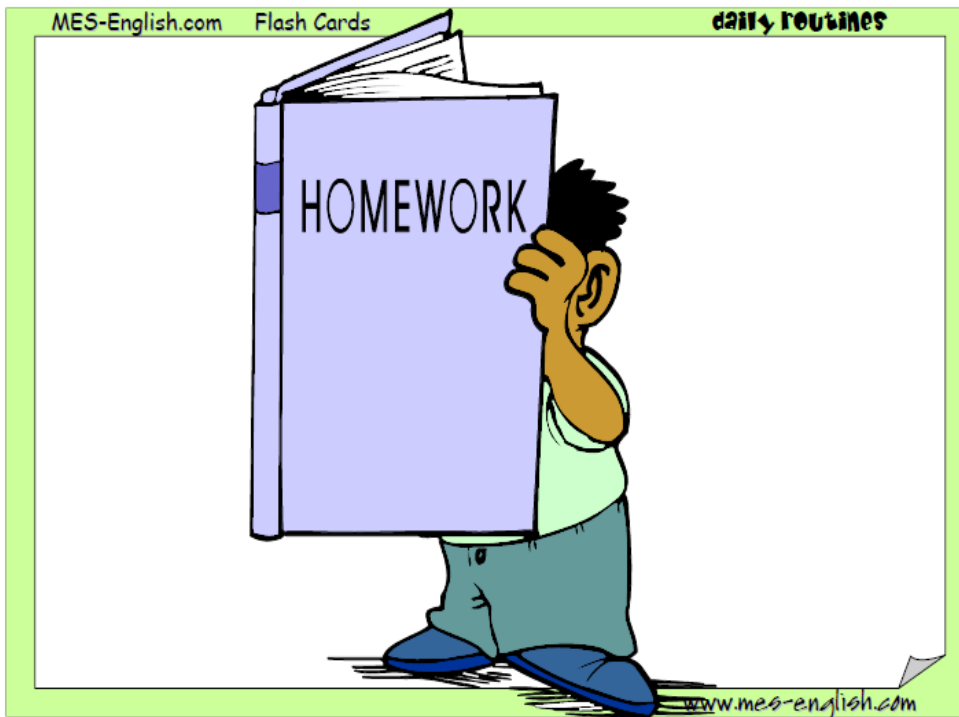
**MAKE YOUR BED**



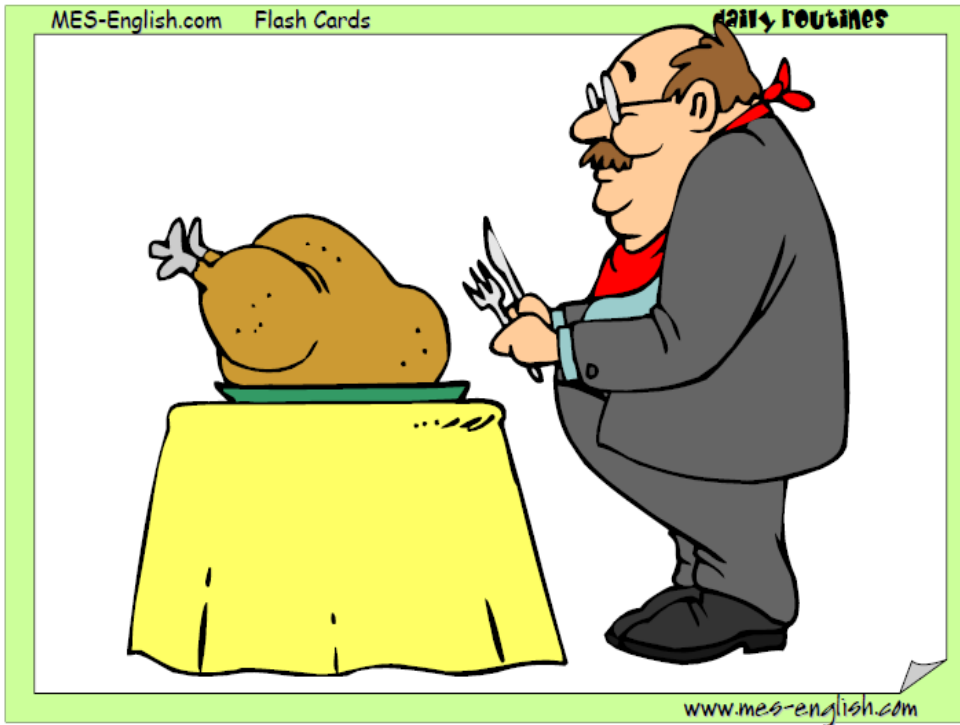
**STUDY**



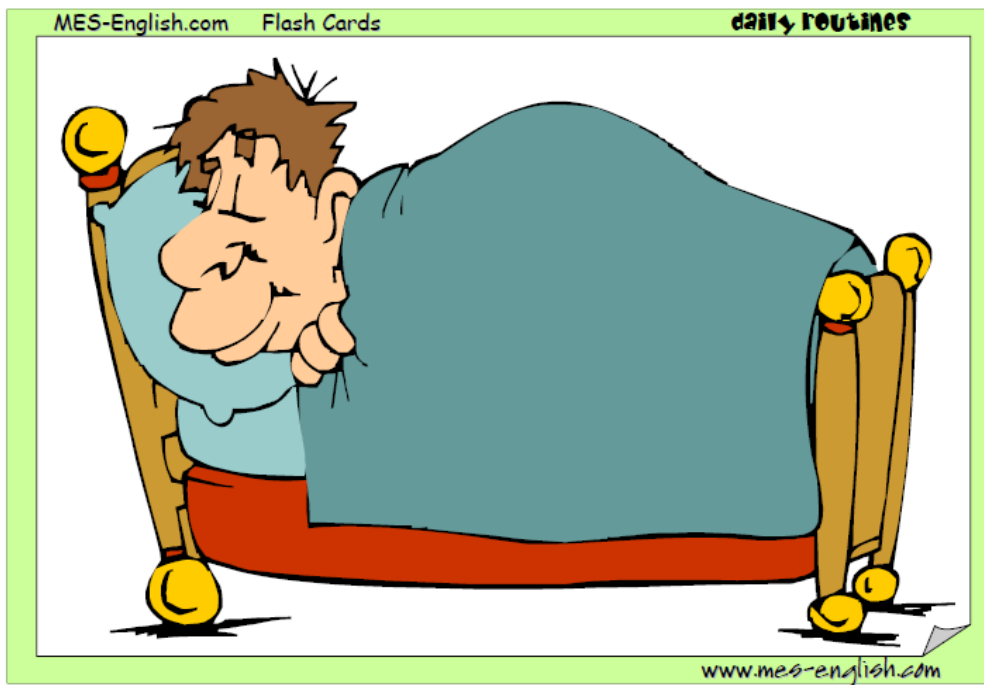
**EAT LUNCH**



**DO HOMEWORK**



**EAT DINNER**



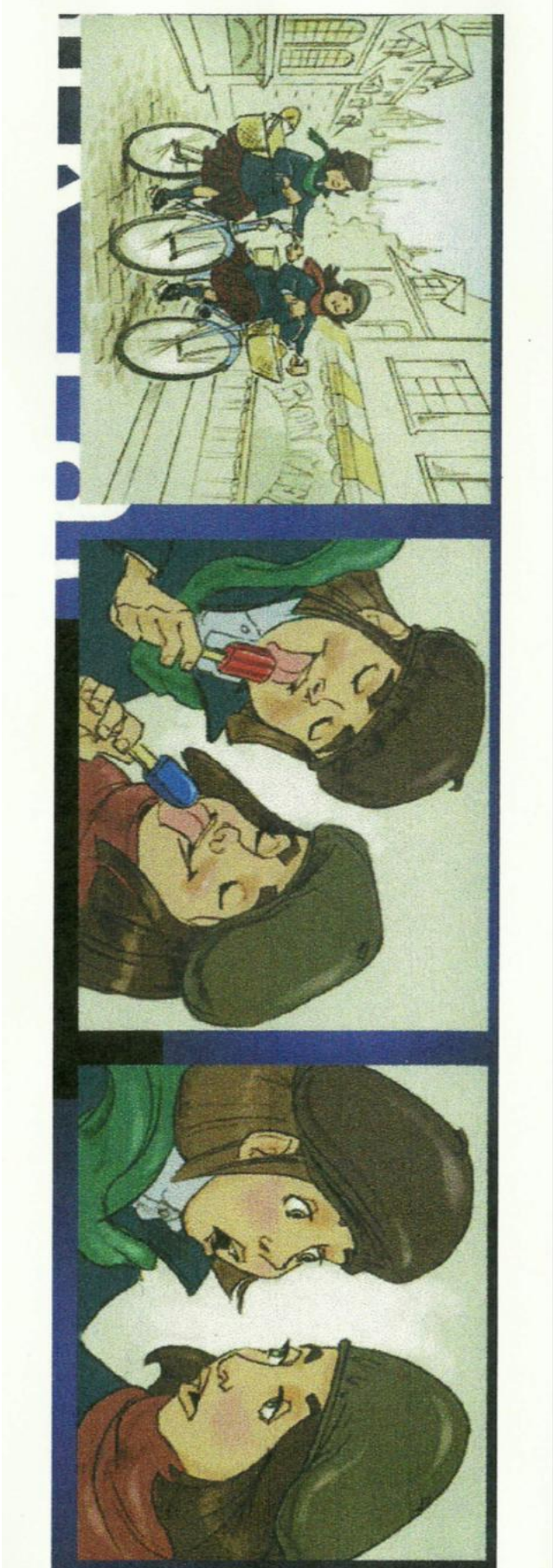
**GO TO BED**

REINFORCING STUDENTS' SPEAKING SKILLS THROUGH VISUAL LITERACY











**Appendix K**



**Jennifer Lopez**



**Cristiano Ronaldo**



**Liv Tyler**

## Appendix L

### Appendix L: TEACHER'S JOURNAL

*First month*

Date: May 2012

#### **What happened in the class when students were using images?**

##### **Students' reactions, perceptions**

Students were working in groups. Every member of the group demonstrated interest in explaining and participating during the activities. They liked the images used during the classes and expressed interest when talking about each image. They said they felt self-confident using images. Students engaged more when they had the opportunity to express their thoughts and ideas. It was easy for them to discuss and speak about the topics seen in class when they had supporting images.

##### **Students' motivation, (When speaking)**

There was less pressure when they had to participate. They were motivated when they had to share their work with their classmates. Students from other groups participated during a specific group participation.

There was team participation.

##### **Students' performance (Taking into consideration, fluency, vocabulary)**

They also gave opinions, interpretations and insights fluently.

They used more vocabulary than usual because it was easy to remember having supporting images.

##### **Further comments (If necessary)**

Students felt comfortable and less anxious when sharing ideas with other classmates from their groups and also with the rest of the class. Students started talking based on the images they had.

I found easier to give instructions having supporting images.

Students used their L2 during the completion of the activities (95% of students did it).

Appendices M-N-O- P

29 Reinforcing speaking skills through visual literacy

Appendix G

**STUDENT'S LOG**

Nombre: Winnie Pooh No: 1 Fecha: 29-05-2012

✓ Las imágenes me llamaron la atención porque facilitan que recordara más fácil las palabras y poder comunicarme con mis compañeros de clase

✓ Basándome en las imágenes de hoy pude Mejorar en la clase porque Recordaba las palabras y también recordaba la pronunciación de esta manera me entendían muy bien en clase.

✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque Muchas veces las imágenes representan una acción, me queda más fácil conectar la palabra con la imagen.

✓ Cuando la profesora utiliza imágenes en la clase pienso que lo que busca la profesora es que aprendamos con mayor facilidad los temas que vemos en clase.

✓ Puedo asociar imágenes con experiencias propias porque

50 Reinforcing speaking skills through visual literacy

Porque al observar las imágenes uno asalta esto a su vista y así puede transmitir por medio de otro idioma.

✓ El tema de la clase fue history y con el uso de imágenes pude

comparar una historeta de forma didáctica y poder hablar de forma más fluida el idioma inglés.

✓ Cuando estoy triste o feliz percibo las imágenes de una forma diferente porque

si ya que el estado de los personas influye mucho en la forma en como se expresa y puede socializarse, más teniendo en cuenta que es otro idioma.

✓ Pienso que las imágenes me ayudaron a retener más vocabulario porque

si porque el vocabulario es la parte fundamental para entender y hablar este idioma y observando las imágenes esto es más fácil.

✓ Pienso que el uso de imágenes afectó mi fluidez al hablar porque

si, me ayuda a poder entender el inglés y a su vez poder explicarlo. Así mismo la fluidez va cambiando a medida de la práctica.

2 Reinforcing speaking skills through visual literacy

5. Te gustaría que se utilizara mas material visual en clase cuando estás preparando actividades orales? Por qué?

Si por que rompe el esquema de aprendizaje y es un poco mas didactico he interesante.

6. Piensas que el uso de imágenes afectan tus habilidades comunicativas? Si  No  Por qué?

Afectan de una manera positiva → por que asi familiariza más el tema.

7. Piensas que el uso de imágenes afecta tu fluidez al hablar? Si  No  Por qué?

las imágenes son mas faciles de recordar - y Al ver una puedo recordar lo que significa para mi

8. Piensas que el uso de imágenes ayuda a recordar vocabulario? Si  No  Por qué?

por que si veo una imagen que significa algo para mi puedo usarla como herramienta para recordarla.



lesga = Bombom

## CUESTIONARIO

El propósito de éste cuestionario es tener información de cómo se sienten y qué piensan al usar imágenes para reforzar sus habilidades al hablar.

1. Consideras útil el uso de imágenes cuando necesitas comunicarte oralmente o en forma hablada con otros en Inglés? Si  No  Por qué?

ya que con las imagenes puedo recordar más rapido y facilmente como se dice y se pronuncia en ingles dependiendo lo que yo quiera expresar.

2. Es más fácil para ti hablar cuando usas imágenes? Si  No  Por qué?

ya que si lo veo recuerdo su significado por lo que puedo hablar fluidamente.

3. El uso de imágenes en el salón te ayuda a retener y asociar palabras? Si  No

Por qué? Si, sí, Cómo?

cuando veo una imagen y se como se pronuncia y la estudio varias veces me ayuda a grabar su significado y como se habla en el salón

4. Cómo te sientes cuándo usas imágenes en actividades orales? Por qué?

Me siento mejor que cuando no las uso ya que me ayudan a recordar facilmente como se dicen algunas cosas en Ingles.

Reinforcing speaking skills through visual literacy

5. Te gustaría que se utilizara mas material visual en clase cuando estás preparando actividades orales? Por qué?

Si por que rompe el esquema de aprendizaje y es un poco mas didactico he interesado.

6. Piensas que el uso de imágenes afectan tus habilidades comunicativas? Si  No  Por qué?

Afectan de una manera positiva → por que asi familiariza más el tema.

7. Piensas que el uso de imágenes afecta tu fluidez al hablar? Si  No  Por qué?

las imágenes son mas faciles de recordar - y Al ver una puedo recordar lo que significa para mi

8. Piensas que el uso de imágenes ayuda a recordar vocabulario? Si  No  Por qué?

por que si veo una imagen que significa algo para mi puedo usarla como herramienta para recordarla.



## Appendix G

## STUDENT'S LOG

Nombre: YAYAN No: 1 Fecha: 29/5/2012

- ✓ Las imágenes me llamaron la atención porque

me recordaban experiencias y por lo tanto me es más fácil recordar lo que significa.

- ✓ Basándome en las imágenes de hoy pude COMUNICARME en la clase porque

expusimos a base de imágenes como nos relacionamos entre carreras de la universidad

- ✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque

puedo señalar específicamente lo que quiero decir, de igual manera los demás comprenden más fácil.

- ✓ Cuando la profesora utiliza imágenes en la clase pienso que

es una buena metodología para enseñar por que se sale de los esquemas básicos de enseñanza

- ✓ Puedo asociar imágenes con experiencias propias porque

recuerdo o familiarizo esa imagen con algo que vi - de esta manera voy a recordar más lo que significa determinada palabra

Name: Pool

**CUESTIONARIO**

El propósito de éste cuestionario es tener información de cómo se sienten y qué piensan al usar imágenes para reforzar sus habilidades al hablar.

1. Consideras útil el uso de imágenes cuando necesitas comunicarte oralmente o en forma hablada con otros en Inglés? Si  No  Por qué?

Si es util por que al mirar las imagenes me acuerda a las palabras que tengo que utilizar para poder comunicarme.

2. Es más fácil para ti hablar cuando usas imágenes? Si  No  Por qué?

Al tener las imagenes frente , cuando hablo en ingles se me es mas facil recordar las palabras.

3. El uso de imágenes en el salon te ayuda a retener y asociar palabras? Si  No

Por qué? Si, sí. Cómo?

Cuando la profesora utiliza imagenes para explicar los temas es mas facil recordarlo porque simplemente lo asocio con la imagen.

4. Cómo te sientes cuándo usas imágenes en actividades orales? Por qué?

Es mas relajado por que al mirar las imagenes recuerdo la palabra y no cuando miro al tablero.

Appendix G

STUDENT'S LOG

Nombre: Winnie Pooh. No: 1. Fecha: 29-05-2012.

✓ Las imágenes me llamaron la atención porque

facilitan que recordara mas facil las palabras  
y poder comunicarme con mis compañeros  
de clase

✓ Basándome en las imágenes de hoy pude Mejorar en la clase porque

Recordaba las palabras y tambien recordaba  
la pronunciación de esta manera me entendían  
may bien en clase.

✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque

Muchas veces la imagenes representan una  
acción, me queda mas facil conectar  
la palabra con la imagen

✓ Cuando la profesora utiliza imágenes en la clase pienso que

lo que busca la profesora es que aprendamos  
con mayor facilidad los temas que vemos  
en clase.

✓ Puedo asociar imágenes con experiencias propias porque



30 Reinforcing speaking skills through visual literacy

ES MAS FACIL ACORDARSE DE  
LOS TERMINOS POR MEDIO DE IMAGENES.

✓ El tema de la clase fue muy bueno y con el uso de imágenes pude

APRENDER MAS FACIL LOS TEMAS  
VISTOS EN CLASE.

✓ Cuando estoy triste o feliz percibo las imágenes de una forma diferente porque

EL ESTADO DE ANIMO EN OCACIONES  
AFECTA EL MODO EN QUE SE  
CAPTAN LAS IMAGENES.

✓ Pienso que las imágenes ~~me ayudaron a retener mas~~ vocabulario porque

SE ASOCIAN LAS IMAGENES CON  
LAS PALABRAS, Y ASI SE RECORDAN  
MEJOR.

✓ Pienso que ~~el uso de~~ imágenes afectó mi fluidez al hablar porque

SI PORQUE AL MOMENTO DE HABLAR  
RECORDABA LAS IMAGENES Y  
SE FACILITABA MAS EL VOCABULARIO.

Appendix G

STUDENT'S LOG

Nombre: Pucca No: 1 Fecha: May 199

✓ Las imágenes me llamaron la atención porque

El color de las imágenes, el seguir una historietita y formar  
escritas, recuerda vocabulario.

✓ Basándome en las imágenes de hoy pude hablar y socializar en  
la clase porque

Al poder observar las imágenes uno puede formar de  
hay una historia, un texto, parecido pero que el hablar el  
idioma inglés puede fluir.

✓ Me puedo comunicar mejor cuando se usan imágenes en clase porque

Recuerda vocabulario, y el color de la imagen o el picto  
observar hace más fácil la comunicación.

✓ Cuando la profesora utiliza imágenes en la clase pienso que

Es una forma de explicar este idioma de una forma más  
clara con el fin de que fluya el idioma al hablarlo y entenderlo.

✓ Puedo asociar imágenes con experiencias propias porque

Porque