PENÍNSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSE LUIS TAMAYO, SALINAS. SCHOOL YEAR 2015 – 2016.

RESEARCH PAPER
As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR

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ADVISOR

Lic. Byron J. Villacreses Santillán, MBA

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"PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSE LUIS TAMAYO, SALINAS. SCHOOL YEAR 2015 – 2016."

TRABAJO DE TITULACIÓN
Previo a la obtención del Título de

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ADVISOR´S APPROVAL

La Libertad, Enero 2016.

In my role as Advisor of the research paper under the title "**Picture Description to Promote Improvement of Speaking Skill** in students of Second Course at Salinas Siglo XXI High School, Jose Luis Tamayo, Salinas. School Year 2015 – 2016" prepared by ANDREA ALEXANDRA DE LA CRUZ DEL PEZO undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, examined and reviewed the project, I approve it in its entirety. It meets the requirements for graduation and I recommend its submission for review to the academic tribunal.

Sincerely,

_____

Lic. Byron J. Villacreses Santillán, MBA

Advisor

STATEMENT OF AUTHORSHIP

I, ANDREA ALEXANDRA DE LA CRUZ DEL PEZO, with ID number 092046902-0 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "**Picture Description to Promote Improvement of Speaking Skill** in students of Second Course at Salinas Siglo XXI High School, Jose Luis Tamayo, Salinas. School Year 2015 – 2016"**;** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

ANDREA ALEXANDRA DE LA CRUZ DEL PEZO

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DEDICATION

I want to dedicate this research paper; that is the result of my effort, sacrifice and constant desire of overcoming, to all my family; especially to my dear mother Rosa, who has helped me in every moment and encouraged to conclude this project.

Also, I dedicate it to my boyfriend Felix, who has helped unconditionally and supported me throughout my career.

Finally, I would like to dedicate it to all special people, who inspired me to finish with success this stage of my life.

Andrea

DECLARATORIA

"El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena."

DECLARATION

"The content of the following graduation work is my responsibility, the intellectual property belongs to the Peninsula of Santa Elena State University."

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Finally, I would like to express my sincere gratefulness to my lovely mother for supporting me in all my decisions, to my siblings for encouraging me to conclude this goal, to my boyfriend for his comprehension, support and motivation, and to my friends for inspiring me to fulfill this project.

Andrea

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ABSTRACT

The topic of this project is "Picture Description to promote improvement of Speaking skill in students of Second Course at Salinas Siglo XXI High School, Jose Luis Tamayo, Salinas. School Year 2015 – 2016". Speaking skill is considered the most relevant skill to communicate with foreign people around the world; however, it is the ability that most students hardly develop. For these reasons, this project was created with the purpose of analyzing and acquiring information about the strategies and didactic material that teachers usually use to promote the Speaking skill and achieve a higher level of English Language in students. This research was developed with students of second course and English teachers at Salinas Siglo XXI High School. The methodology applied for collecting data was throughout surveys directed to students and English teachers. It was also necessary to interview some specialist professors at Peninsula of Santa Elena State University. The main problem observed in this high school was the lack of opportunities that students have to develop their speaking skill; as a consequence, the students can´t communicate or share information with others using the English Language. To provide a solution to this difficulty, it was indispensable to research information from books, websites, articles, and others about strategies and didactic material that help to increase the speaking skill. Taking into consideration the data collected, a good strategy to get students motivated to develop their speaking skill is to implement pictures as a didactic material to practice fun activities in class. Picture Description provides a great strategy where students not only promote their ability of speaking in English at the moment they describe the pictures, they also increase their imagination, thinking and acquiring information about things that they can´t know by themselves. Finally, the results of this research have been used to design a didactic guide with fun activities of Picture Description to promote improvement of speaking skill.

Keywords: Strategies, picture description, didactic material, speaking skill.

INTRODUCTION

Nowadays, English Language is considered an International Language used to communicate with foreign people around the world, and it opens the doors in different areas. It is indispensable that English teachers are well trained to teach this language using the best strategies, techniques and the suitable didactic materials to get their students to acquire a meaningful learning and enjoy their learning process.

Many teachers consider that Developing Speaking skill results a little complicated in students because it involves other abilities such as intonation, fluency or pronunciation. Even, the lack of vocabulary, motivation or confidence and the fear of making mistakes are factors that hinder in the development of Speaking skill.

It is important to mention that teachers are mainly responsible for the learning process of their students. For this reason, they have to be maintaining themselves up to date and search for information about methods, strategies, techniques or activities that permit the students to develop the English language.

The purpose of this research: "Picture Description to promote improvement of speaking skill in students of Second Course" is to create a didactic guide with fun activities to support students to encourage the practice of speaking skill through the implementation of pictures. The present research is structured in five chapters, which are divided in:

Chapter I describes the statement of the problem, the critical analysis, and the formulation of the problem. Guideline questions, problem delimitation, significance, general and specific objectives of the research are formulated.

Chapter II delineates the theoretical framework. It contains the analysis of the previous research, philosophical basis, fundamental categories, legal basis, hypothesis and the variables of the study.

Chapter III discusses the methodology. It includes methodological strategies, level or type of research, population and sample, operationalization of variables, techniques and instruments, data collection plan, data collection processing, conclusions and recommendations.

Chapter IV discusses the actual proposal. It includes a proposed solution to the problem as it pertains to this research and it also suggests applying a guide with activities of Picture Description in order to promote the Speaking skill.

Chapter V is about the administrative framework. It includes institutional, humans, materials and economic resources.

CHAPTER I

THE PROBLEM

1.1 Title of Project Proposal

PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSE LUIS TAMAYO, SALINAS. SCHOOL YEAR 2015 – 2016.

1.2 Statement of the Problem

1.2.1 Context

Nowadays, English is an international language because thanks to it, people can communicate with others who speak different first languages. However, there are many students from different countries who apparently don´t like this subject and it´s one of the reasons why they have low proficiency at the moment of practicing and using this language.

In Ecuador, one of the difficulties some English teachers usually face in different institutions is the lack of interest that several students present for practicing each skill of this language, especially speaking. It means, the students can´t communicate or express their ideas with other people who speak this language, and it´s one of the factors why they get low grades and their level of learning is deficit. It´s necessary to take into consideration the way teachers present their lessons and identify the strategies often used for teaching English Language.

Working with children and teenagers involves a lot of work because they have tons of energy and enjoy doing diverse activities. For this reason, future English teachers should be well prepared to take advantage of this and make the classes

fun and interesting; thus, the students will achieve meaningful learning. The way to teach English is essential to catch the attention of students throughout the class.

There are teachers that don´t adapt their strategies to teach the English Language and their lessons follow a traditional model; for example, some teachers just practice the book exercises or in other case the students do not have the opportunity to express their ideas and participate in an active way during the class. A consequence of this is that the students get bored and don't want to learn this interesting subject.

In the Santa Elena Province, especially at the Salinas Siglo XXI High School, the same problem exists where the students don't want to speak in English. Furthermore, it is useful to emphasize that the students don´t like to participate in class, they don´t study for the quizzes, don´t practice all the English skills, don´t present their homework correctly and they achieve low grades. For these reasons, it is necessary to analyze the causes and effects of these problems.

It is relevant to know the different techniques and strategies teachers often use to teach this subject. Depending on them, students can be engaged during the learning of the English Language. For example, during my pre professional practice at Muey High School, it was observed that some teachers don´t use any kind of games or fun activities to get the students to actively participate in class. The same situation occurs at Salinas Siglo XXI High School where students are reluctant to take part in class activities especially in the practice of the Speaking skill.

Perhaps, teachers are not well prepared to teach this subject or simply they need more information about what activities the students enjoy while acquiring new knowledge. Taking into consideration the aspects mentioned above, it is essential to find a solution that promotes the oral participation of the students inside and outside the class.

1.2.2 Critical Analysis

According to the research done to students of second course at "Salinas Siglo XXI" High School, it was found that students do not have the ability to communicate with others using the English Language, and the main responsibility falls on teachers because they don't use a variety of strategies or fun activities that engage students toward the practice of speaking.

The following chart specifies some causes and effects of the mentioned problem. This will permit to find a better solution for the problem.

Chart 1 Problem Tree
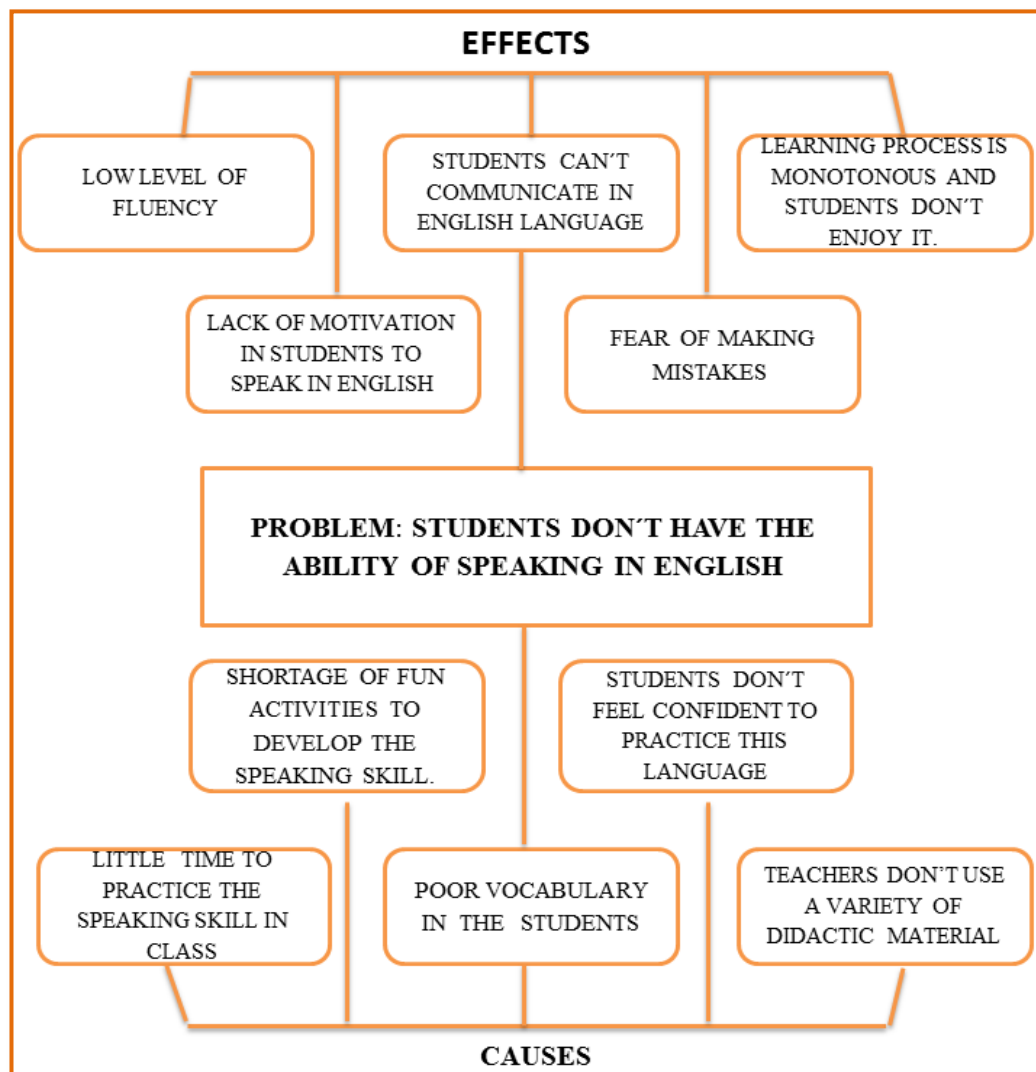
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

It is true that the development of Speaking skill can be affected for many factors, such as problems of pronunciation, grammar, the lack of vocabulary and others. However, the activities that teachers use to promote all the skills should be really useful to get students to practice them.

Nowadays, teachers should vary the development of each class because students get bored easily. Remember, they have a lot of energy and enjoy doing many activities at the same time. Therefore, it is necessary to be well prepared to teach English in order to ensure the students acquire good knowledge and practice it all the time or at least during the class without fear. The students need to feel confident with their classmates, teachers and especially with themselves.

1.2.3- Formulation of the Problem
In what way will Picture Description influence the improvement of speaking skill in students of Second Course at "Salinas Siglo XXI" High School?

1.2.4 Guideline Questions
A primary step is to conduct research to formulate some questions directed toward the problem and offer possible solutions for them such as:

1. Why do the students need to learn the English Language?

2. Why do few students like and practice the English Language?

3. What are the strategies that teachers use to teach English?

4. How easy do the students develop the speaking ability?

5. Which of the four English Skills should be improved at Salinas Siglo XXI high school?

6. How can the teachers help students in the development of speaking skill?

7. Do teachers apply fun activities to develop the Speaking skill?

8. What are the best activities to get students speak English?

9. What activities can students practice in class using pictures?

10. Is Picture Description an ideal way to promote speaking skill?

1.2.5 Delimitation of the Research

Field: Educational

Area: Teaching Strategies

Aspect: Speaking Skill using pictures

Title: Picture Description to Promote Improvement of Speaking Skill in Students of Second Course at "Salinas Siglo XXI" High School, Jose Luis Tamayo, Salinas. School Year 2015 – 2016.

Problem: What are the strategies for promoting improvement of speaking skill in students of second course at "Salinas Siglo XXI" High School, Jose Luis Tamayo, Salinas, School Year 2015 – 2016?

Time delimitation: The research process will be executed during the school year 2015 – 2016.

Population delimitation: Students around 16 years old from Second Course.

Spatial delimitation: This project will be developed at Salinas Siglo XXI High School which is located in Jose Luis Tamayo, Salinas, for the purpose of improving the Speaking Skill in students.

Context delimitation: This research will be focused on the application of pictures as a resource to improve the speaking skill in students of second course at "Salinas Siglo XXI" High School, Jose Luis Tamayo, Salinas, School year 2015-2016.

1.3. Significance

The development of this project is justified by the need to collect information about the reasons why students do not practice all the English skills, especially the speaking skill. Furthermore, it is important to know the different strategies that teachers use in order to achieve meaningful learning in their students and also the didactic material they apply during the class.

Teachers and students of second course high level at Salinas Siglo XXI High School will benefit from this project. Teachers will acquire information about some activities for improving speaking skill which could be applied during the learning process at the beginning of each class or at the end of it. In performing these activities, the students will be more engaged in class and will practice this skill in a fun way.

English teachers should be well prepared to teach this language. It´s necessary they use different strategies or activities to help the students in the development of the English skills. For example, Picture Description is a fun way to increase the practice of speaking skill. It is really useful to attract the students´ attention toward the practice of this skill and students can apply a specific vocabulary according to the topic of study.

The use of Warm up activity is a good instrument for raising the interest of the students in the English Language Learning. Teachers can get their students to practice all the English skills through fun activities which will be applied according to the topic of study. Moreover, the students gain confidence in interacting in English language with the teacher and classmates. Warm up activities involves the use of different didactic materials such as songs, videos, pictures and so on.

Obtaining optimal results from this project will be a challenge because teachers must change some of their strategies and share their knowledge. This will have to be done in an interesting and fun way using different activities in order to get their students to be more committed toward the learning of English Language.

Moreover, it will be useful to establish a good relationship and rapport with their students in order to further encourage their participation and expand their confidence levels.

Finally, thanks to this project, the teachers won´t have problem with low levels of interest from their students for practicing Speaking in class because they will apply different activities to improve speaking skill such as Picture Description. Performing this activity, students will be more involved and predisposed to learn and actively practice the language. Furthermore, the students´ learning outcomes will be satisfactory because the students will get the required levels for using this language in a competitive way.

1.4 Objectives of the Research

1.4.1 General Objective:

To promote Improvement of speaking skill through Picture Description in students of Second Course at "Salinas Siglo XXI" High School.

1.4.2 Specific Objectives:

1. To analyze the strategies that teachers use in English class.

2. To analyze what exercises teachers do for developing speaking skill.

3. To define the activities or games to promote speaking skill.

4. To determine specific activities for improving speaking skill.

5. To apply activities of Picture Description for promoting speaking skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

In different places around the world there are many people who have worked, investigated or written articles about techniques and strategies of teaching speaking skill. Some of them mentioned the use of pictures as a didactic material to promote speaking skill in their students. For example:

In Asia, The Ministry of Education from Kingdom of Bahrain organized a workshop to teachers about Teaching Speaking and, it was prepared by Emad Abdulla and supervised by Nawal Al Khaja.

Abdulla (2012) mentioned in her research that the main objectives of her workshop were to develop teachers´ ability to teach speaking and to develop students´ oral proficiency. She also wrote that teachers should teach vocabulary, grammar, pronunciation and intonation to get their students talk fluently and they have to facilitate authentic practice that prepares students for real-life communication situations.

These are the activities that promote speaking skill: Discussions, Role plays, Simulations, Information Gap, Brainstorming, Storytelling, Interviews, Story completion, Speeches, Reporting, Picture Narrating and finally Picture Describing.

Picture Narrating consists of telling the story following the sequential pictures and according to the rubric provided by the teacher. On the other hand, Picture Description is when students describe what the picture is about; they can work in pairs or group to discuss about it and after that to express their opinions.

In China, The CCSE (Canadian Center of Science and Education) is a private organization that publishes scholarly journals in a wide range of academic fields

and Jin (2009) wrote an article about Application of Communicative Approach in College English Teaching where it is specified that the use of pictures is useful to learn any language because they provide a wide range of contexts, interest, motivation, and students can meet a range of situations and experiences that will equip them for real life communication. It also mentions five primary principles of using pictures in class: Easy to prepare, Easy to organize, Interesting, Meaningful and authentic, and Sufficient amount of language.

In Argentina, Rigo (2014) did a research about learning to teach through images - Educational Challenge. She mentioned that "The results reveal that the use of the images as a teaching resource should be considered as a teaching-learning strategy to plan academic tasks".

She also recognized that the image is a functional support in the educational field. It contributes to: 1) Understanding abstract and difficult contents; 2) Motivation to learn and deepen with additional readings; 3) The presentation of new concepts; 4) Remembering information; 5) Promoting authentic communication in the classroom, related to real life; 6) Stimulating the imagination and expression of emotions; and 7) Activating prior knowledge.

In the Santa Elena Province, there hasn't been much research about techniques or activities to improve the Speaking Skill. However, in other provinces of Ecuador such as Bolivar, there are two people who conducted a project about Techniques for developing the Listening and Speaking Skills.

Hinojosa (2012) mentioned in her research some strategies to teach English specially to promote Speaking Skills such as role play, dialogues, discussions, work groups, and coral of perforation.

Furthermore, they indicated that one tip for learning English is to talk without fear. It is real that in some institutions many students don´t want to speak English or express their ideas in this language because they fear making mistakes. So, it is relevant they feel confident with themselves.

In Ambato, Morales (2013) did a research about Methodological Strategies to develop Speaking Skill. In his proposal, he suggests some activities that involve the use of pictures. For example: Describing actions, guessing games and cover the picture.

Harmer (2012) wrote in his book that Pictures and images taken from magazines, newspapers or books facilitate learning. There are even some teachers who draw images on the board to support with explanation and language work. He also indicated Pictures can be used in a variety of ways, for example: games, drills, understanding, prediction and others.

There is a work that shows that introducing and using pictures in the classroom can be really useful to improve the speaking skills.

Ytresberg (2013) suggests using clear and simple pictures to introduce a new language. She also mentions chain work which uses word cards and picture cards. The activity consists in asking questions concerning the pictures where they can use the vocabulary or grammar they are studying at the time.

Benedek (2013) mentioned that "Especially in the classroom setting, at all levels of education, it is essential to realize that teaching with pictures and learning through pictures is a practical enterprise where thinking is embedded in doing. Promoting visual learning means to be a visionary, and to take on an enormous educational challenge."

It can be noted that people around the world emphasize the use of pictures in education and one of the reasons is because through them students can practice many activities to develop their thinking.

On the other hand, pictures are also useful to help student or children who have a specific problem for developing communication skills. For example, Simone Griffin & Hodhdon (2013) wrote some reasons why pictures scripts work such as "Pictures appeal to the visual strengths of children with autism and pictures scripts act as a memory aid, increasing independence."

2.2 Philosophical Basis

It is important to cite the names of some philosophers who have contributed in Education with their ideas, research or projects. Thanks to this, we can better understand the processes that lead to a quality education and thus to contribute with techniques or strategies that allow us to achieve it with our students.

Here are some opinions about language:

According to Crespi (2011), Piaget mentioned that the language is constructed as the child evolves intellectually and the communication among people is better as they acquire knowledge and have more practice in a specific field. It means that to acquire or develop abilities is necessary to practice a lot.

She also mentioned that Sapir and Whorf concluded the language we use affects how we think. It means people don´t express their own ideas or thinking when talking in other languages. Perhaps some reasons can be attributed to the lack of vocabulary, grammar or the fear to make mistakes.

It is indispensable to mention the definition of Communicative Competence according to some linguists. For example:

Gordillo (2011) mentioned in her article that the linguists Canale and Swain identified some dimensions about Communicate Competence. These are the following: Grammatical Competence: The correct use of the language code, Discursive Competence: The accurate combination of grammatical forms to form coherent texts, Sociolinguistic Competence: Appropriate use of language, considering the participants, the place and other social traditions, Strategic Competence: The use of verbal and nonverbal strategies for a more effective communication, and Sociocultural Competence: The ability to communicate in a familiar, social and cultural context.

It is necessary to develop all dimensions specified above to achieve an effective communication.

2.3 Fundamental Categories

2.3.1 The importance to know English

Globalization has contributed greatly to make English the most important and necessary language today, which is being treated as the language of the dominant countries in the world. So, it is essential not only for labor issues but also to communicate with people whose first language is different.

2.3.2 Benefits of speaking two or more languages

Muñoz (2012) wrote in an article some benefits of speaking two or more languages. For example: brain growth, helps regulate emotions, Protection against Alzheimer, Improves attention in children, Improvement in certain cognitive abilities, improved encoding sounds and Decision making.

Arboix (2015) also wrote in his article that to speak more than one language protects the brain and provides efficiency in the transmission of information. Knowing this information can be really useful for people especially for students because learning a new language is great for their health.

2.3.3 English as a Foreign Language

Ediger & Bulusu Venkata (2010) published along their book some points of view such as many teachers around the world consider the English Language Teaching as a challenge, the motivation plays a crucial role in the learning process, Learning English as a Foreign Learning is a hard task; nevertheless, it could be easier if teachers and students work cooperatively, language skills are acquired just by practice, classroom activities must facilitate the enough scope and motivation for practicing the language.

They also mentioned four methods to teach English as a foreign Language: Grammar Translation Method, The Direct Method, Bilingual Method of teaching and West´s new Method.

2.3.4 What´s an English teacher like?

According to Gyimesi (2014) an English teacher should be well prepared to manage any unexpected situations. A teacher needs to be professional, good listener, conversationalist, creative, motivating, curious, well read and open minded, honest, facilitator, fun, guide, patient, confident, dynamic, friendly, so on.

Teachers should play different roles in the classroom in order to get students to learn in a simple and enjoyable way. Having the ability of improvising is very required, too.

2.3.4.1 Guide to be a better English teacher
Wright (2012) cited some themes that a brilliant English teacher should include. For instance : Having completely clear focus, The value of warm-up, Connecting the materials to the students, Learning by means of activities, Diversity of classroom grouping and others.

It is observed that to apply warm-up activities, different materials and work in groups help teachers and students in the learning process.

2.3.5 How to teach English?
Nowadays, Teachers should be well prepared to teach this language and should know different activities to develop all the skills. Remember that each student learns of several ways. For example, some of them need to be motivated in an extrinsic way maybe with the use of didactic materials or for rewards.

2.3.6 What are the English Skills?
Ediger & Bulusu Venkata (2010) wrote that Language is many times called a skill rather than a subject. It is a complex skill that includes Listening, Speaking, Reading and Writing. Language is more the fact of doing than knowing.

These skills are divided into two groups: Productive Skills (Speaking and Writing) and Receptive skills (Listening and Reading). In the learning process all of them need to be developed to get a good communication.

2.3.6.1 Speaking Skill

It is a productive skill, an ability to transmit any information to other people in a verbal way. To speak English is the main objective of who are learning this language. However, the development of the other skills will be necessary for a more effective communication. Take into consideration that nowadays it is necessary to learn this language because in different parts of the world people usually speak in English to communicate with others.

2.3.6.2 How to develop Speaking Skill?

There are many strategies to increase the speaking of the students, but not all of them are practiced by the teachers in class. So, it is relevant to search a lot of information about this topic in order to know what are the best activities or games to practice speaking in class.

The learning process should be interesting and funny for teachers and students thus the results of it will be satisfactory for both.

2.3.7 What is communication?

There are two definitions that Alusine Kanu (2014) wrote in his book about Processing Public Speaking.

The first one is that Communication is considered as a means to make the world a safer, better place. For this reason, in the United State some famous people are recognized as competent communicators such as Bill Clinton, Barak Obama and Ronald Reagan who said the essence is because he has great things to communicate.

Secondly, Communication is the process through speech, symbols or actions send information from one person to another. The author also specifies that this process is better when people understand the message; however, the communication exists even without that component.

2.3.7.1 The definition of Communicative Competence

Alvarado (2013) mentioned in her book that Hymes defines Communicate Competence as a set of skills and knowledge that enable speakers in a linguistic community can be understood.

It means the speakers should have the ability of transmitting and interpreting the information according different social contexts.

2.3.7.2 Components of Communicative Event

Helena Calsamiglia (2012) mentioned in her book that Hymes put together a set of events which are involved in any communicative act. It is known as SPEAKING model.

Situation: Identify where and when the event is developed and its meaning.

Participants: Take into consideration the sociocultural characteristics of individuals and the relationship among them.

Ends: Specify the conversation´s purpose.

Act sequences: The interaction structure (beginning, developing and ending).

Key: The way how interlocutors transmit the information.

Instrumentalities: Types of channels, speech diversity and vocalization.

Norms: Rules of participation and interpretation.

Genre: Classification of topics.

It means that the process of practicing Speaking Skills should evolve the above events in order to get a good communication.

2.3.8 Didactic Materials

They are all kind of resources used by teachers in class in order to improve the learning process of the students and get an effective result. A didactic material helps the teachers to represent or explain some information into real knowledge. For example: books, documents, cds, pictures, maps and others.

2.3.9 The use of pictures in education

According to Rigo (2014) pictures, photographs and artworks offer educational opportunities to analyze, explore, understand, reflect and discuss concepts about them. The results of her research were the following:

2.3.9.1 The image as an instrument to facilitate comprehension and learning

Working with images opened a space of reflection between students and teachers and allows creating connections among previous knowledge, definitions and the socio cultural reality. Her students expressed Learning with pictures permitted them access to content and understanding easier.

2.3.9.2 The motivational value of images

Academic tasks using images were perceived by students as a source of participation and motivation. The classes were more dynamic and interesting by the use of pictures.

2.3.10 Epistemic Function of Pictures

Andras Benedek (2013) wrote that "Pictures do perform a scientific function in a narrow sense (that is: not only a didactic but in fact an epistemic function) if they

are in any way relevant to the act of acquiring knowledge or if they even contribute to the justification of knowledge."

Pictures fulfill a relevant function in education and in other areas. Thanks pictures people can know many things and places.

So, Pictures are really useful and necessary in our life because thanks to them people can know different places that maybe are impossible to visit, know physical characteristics of people, acquire or justify information of many things, and so on.

2.4 Legal Basis

This research is founded according to the following Articles of the Constitution of Ecuador, Organic Law of Intercultural Education and Childhood and Adolescents Code which have the purpose of ensuring an education of quality and warmth.

2.4.1 Constitution of Ecuador

According to Asembly (2012), it is specified in The Political Constitution of the Republic of Ecuador that the Government has the obligation of warranting the right to the education. In the following articles, there are more information about it.

Article 26.

The State has the obligation of imparting an excellent education, and all individuals have the right and responsibility to participate in the educational process without distinction or social conditions

Article 27.

The education will be among other things democratic, inclusive, intercultural, and will respect the human rights. People will be able to develop their critical thinking and abilities for getting or creating jobs in accordance with their skills and purposes.

2.4.2 Organic Law of Intercultural Education

In the following chart, there is information about the Two Article that refers some principles of the education.

Chart 2 Organic Law of Intercultural Education

Art. 2.-Principles.-The educational activity is based on the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in education.

a. Universality.- Education is a fundamental human right and is inescapable and inexcusable duty of the State to guarantee access, retention and quality of education for all people without any discrimination.

b. **Education for change.-**Education is the instrument of transformation of society; contributes to building the country, project life and liberty of its citizens, people and nations; recognizes and humans, particularly to children and adolescents, as central to the process of learning and subjects of law; and is organized on the basis of constitutional principles;

bb. Multilingualism.-It recognizes the right of all persons, municipalities, communities, people and nationalities to form in their own language and in the official languages of intercultural relations; as well as other relationship with the international community.

Source: Ecuador Online Legal.
Author: Andrea De La Cruz.

2.4.3 Childhood and Adolescence Code

The Childhood and Adolescence Code by Online (2013) mentions the following:

Chart 3: Childhood and Adolescence Code

Art. 37 Education Rights: Children and adolescents have the right to a quality education. This right requires an education system that:

1. Ensure access and permanence of every child to basic education and teen until high school or its equivalent;

2. Respect the culture and specificities of each region and place;

3. Allow flexible educational proposals and alternatives that heed the needs of all children and adolescents with priority to those with disabilities, working or living situation that require greater opportunities to learn;

4. Assure that children and adolescents have teachers, didactic materials, laboratories, facilities and resources adequate and enjoy a supportive learning environment;

5. Respect the ethical, moral and religious convictions of parents, children and adolescents.

Source: Ecuador Online Legal.

Author: Andrea De La Cruz.

2.5 Hypothesis

A guide of Picture Description will promote the Speaking Skill in students of second course at "Salinas Siglo XXI" High School.

2.6 Variables of the Study

Dependent Variable: Speaking Skill

Independent Variable: Picture Description.

CHAPTER III

METHODOLOGY

3.1 Research Approach

This study will be framed with the following types of research: Exploratory and Qualitative. These methods will help to obtain specific results about the use of pictures to improve the speaking skill in students of second level at Salinas Siglo XXI High School.

3.1.1 Exploratory Method

This research will be exploratory because it is obligatory to observe and analyze the place where a particular problem exists. Thank to it several hypotheses will be established until to find the better solution to the problem.

This method will be applied to identify whether there are problems related with the learning process in the classroom and whether they need to be analyzed. However, it is necessary to define just one of them to be studied with emphasis. After that, finding the possible solutions will be indispensable. This method allows for uncovering more information about a specific situation, in this case the problem being the practicing of speaking skill, taking into consideration that the reasons and effects of it can be different in other institutions.

3.1.2 Qualitative Method

Qualitative research will be applied for the purpose of understanding the human behavior in the classroom and the reasons for it. So, it is relevant to collect this information using different techniques. For example, the students´ behavior during the English class will be analyzed through direct observation. English teachers will be interviewed for the purpose of learning about the main difficulties students have in the acquisition or practice of their language knowledge. Finally,

a survey will be administered to students to obtain their input about the English subject.

3.2 Level or Type of Research

This study will be framed with the following types of research: Field, Bibliographic and Applied.

3.2.1 Field Research

It will take place in a specific field, in Salinas Siglo XXI high school with students of second course because it is one of the institutions where there are many students who don´t feel motivation toward English subject. So, it is relevant and necessary to get updated information about the causes why the students do not develop all the English skills in this educational center.

3.2.2 Bibliographic Research

This research will be bibliographic for the reason that it is indispensable to find a lot of information from different authors who have investigated about this topic. It will allow knowing the results they got in their studies. Also, it will focus the research considering others viewpoints.

3.2.3 Applied Research

The research will be specially applied because the acquired knowledge is going to be implemented in the classrooms. It means that new strategies or activities will be applied in order to promote the students´ interest in English class especially in the development of speaking ability.

3.3 Population and Sample

3.3.1 Population

The population of this research is composed by all the 80 students from second course, 3 English teachers from the Salinas Siglo XXI High School and 3 Specialist Professors from Peninsula of Santa Elena State University.

Chart 4 Population

No.	Description	Quantity	Percentage
01	English teachers	3	4%
02	Second course students	80	92%
03	Specialist Professors	3	4%
04	Total	86	100%

Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz

3.3.2 Sample

The size of the population is manageable, and then the 100% of the population will be studied, and for this reason is not necessary to apply a sample size formula.

3.4 Variable Operationalization

3.4.1 Independent Variable: Picture Description.

Chart 5 Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
WARM UP ACTIVITIES: They are the different activities that teachers apply during the lesson to get the students´ interest and motivation or to practice and develop any skill. **PICTURE:** It is a graphic representation. It is used as a didactic resource in education which allows understanding, exploring or analyzing a variety of knowledge, to reflect meaning and discuss about it.	Strategies Techniques Didactic resources	Strengthen the teaching-learning process. Motivation Active Participation in class.	Do teachers apply warm up activities into the class? What kind of didactic material do teachers employ in their classes? How helpful is the use of pictures in education? How can teachers apply images in the development of speaking skill?	Interview Surveys Questionnaires Camera

Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

3.4.2 Dependent Variable: Improvement of Speaking Skill.

Chart 6 Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
SPEAKING SKILL It is the ability to communicate with others in an oral way. This skill permits people share their ideas, knowledge, feelings or any information.	Development of Speaking Skill Communicative Competence	Improvement of speaking practice Share information or Express Ideas	Can students communicate with others using English Language? Are students developing the Speaking skill into class? Do teachers apply different techniques to improve speaking skills in the students?	Interview Surveys Questionnaires Camera

Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

3.5 Techniques and Instruments for Data Collection

3.5.1 Techniques
In the development of this research the following techniques will be applied: Surveys and Interviews.

3.5.1.1 Survey
This technique will be implemented with the second level students at Salinas Siglo XXI high school to collect accurate data. The survey will be redacted with open and close questions according to the problem and the solution. For example, it will allow the interest students have through the English language, their favorite skills, the reasons why they don´t like or practice any skills, and the benefits of using didactic material such as pictures into the classroom.

3.5.1.2 Interview
This technique will be applied to English teachers with the purpose of collecting information about teaching methods, difficulties in the learning process, the students English level, students´ motivation and participation in class, and the different activities they apply throughout the class for promoting all the skills especially speaking. It will be indispensable to use a recorder to save all the information to a posterior analysis and the questionnaire should be written in advance.

3.5.2 Instruments

3.5.2.1 Questionnaire
It is a document with ten questions which permits to obtain information about the specific problem.

3.5.2.2 Camera, Video

This instrument will be used to take photos and record videos with the purpose of having and showing the evidences of the implementation of the project.

3.6 Data Collection Plan

Chart 7 Basic Questions

BASIC QUESTIONS	EXPLANATION
1. What for?	To promote improvement of speaking skill of students.
2. From which people or objects?	The second course students
3. About what aspects?	Through the use of pictures
4. Who?	Research: Andrea De La Cruz
5. To Whom?	Students and professors.
6. When?	2015 - 2016.
7. Where?	At Salinas Siglo XXI High School.
8. How many times?	Five months during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Interviews and surveys
11. In what situation?	Favorable because the collaboration of authorities, teachers and students exixts.

Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

3.7 Data Processing Plan

Chart 8 Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The lack of fun activities using didactic material determined through surveys directed to students and teachers from second course at Salinas Siglo XXI High School, the application of Picture Description to promote speaking skill was justified.	When the problem was located, the researcher looked for specific information on: Internet, books, articles and others. Besides, surveys directed to students and English teachers at "Salinas Siglo XXI" High School.	Once the problem was detected, surveys for students and teachers were made. These were analyzed in order to develop a proposal to solve the problem.	Using all the collected data that proved the lack of fun activities with didactic material of students of second course from Salinas Siglo XXI High School, it was important to involve teachers to use didactic material such as pictures to promote the improvement of Speaking skill in class	Implementing Picture Description the students of second course from Salinas Siglo XXI High School will promote their speaking skill in class.

Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

3.8 Analysis and Interpretations of the Results

3.8.1 Surveys directed to students from second course at Salinas Siglo XXI High School

Question 1: What do you enjoy most about English class?

Objective: To know students´ opinions about what they enjoy during their class.

Chart 9: Activities in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Learn something new	23	29%
Practice exercises in class	18	22%
Work with your classmates	19	24%
The dynamics that the teacher performs	9	11%
Do not like English class	11	14%
TOTAL	80	100%

Graph 1: Activities in class
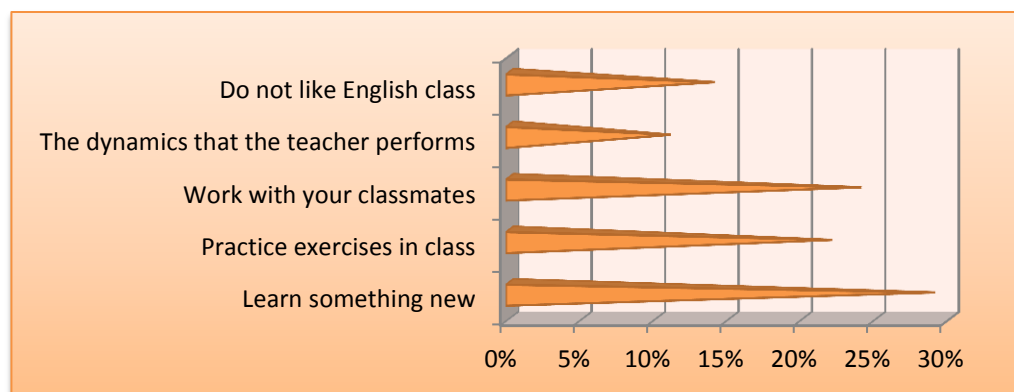
Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, the 29% of students enjoy learning something new in their English class and just the 11% enjoy the teacher´s dynamics. For this reason, it is necessary teachers frequently update their knowledge and strategies to get students enjoy this subject.

Question 2: How is the English class mostly?

Objective: To define the way that students consider to their English class.

Chart 10: Student´s opinions about the English class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Practice	22	28%
Theoretical	17	21%
Both (50% Practice-50% Theoretical)	41	51%
TOTAL	80	100%

Graph 2: Student´s opinions about the English class.
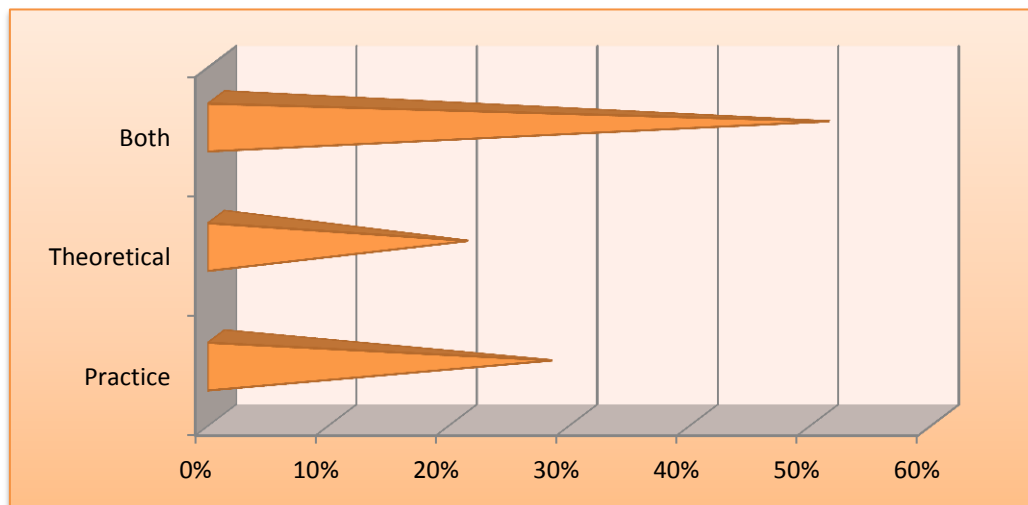
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 51% of students consider the English class is 50% theoretical and 50% practice. This subject should be more practice to students can develop all the English skills.

Question 3: Where do you consider the use of English Language will be useful?

Objective: To determine the students´ opinions about the use of English Language.

Chart 11: The use of English Language

ALTERNATIVES	FREQUENCY	PERCENTAGE
At University	16	20%
For communicating with foreign people	21	26%
For getting a job	12	15%
For understanding English videos	8	10 %
For understanding English books	15	19%
English is not necessary	8	6 %
TOTAL	80	100%

Graph 3: The use of English Language
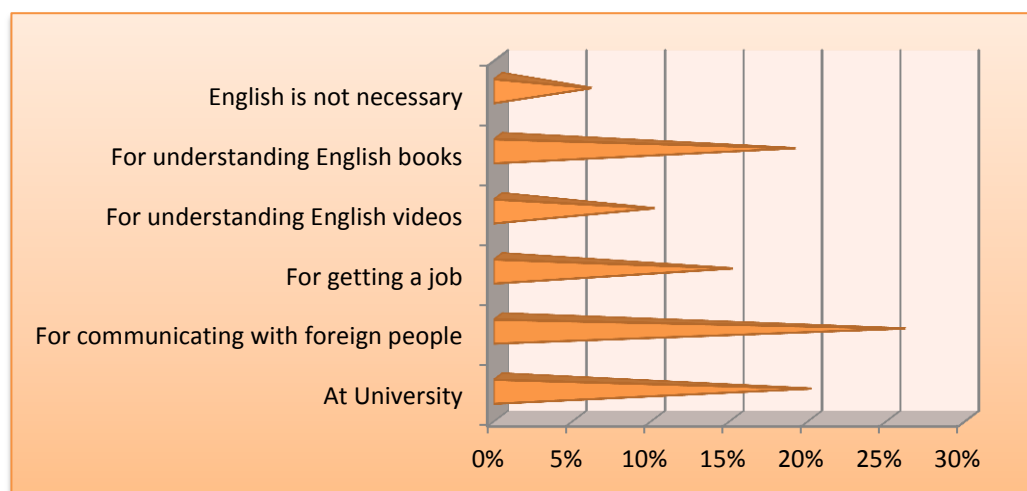
Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, 26% of students consider the English language is useful for communicating with foreign people. So, it is indispensable to develop the speaking skill in students.

Question 4: What is your favorite English skill?

Objective: To identify the students´ favorite skill in order to develop the other ones

Chart 12: Students´ favorite kill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	29	36%
Speaking	12	15%
Reading	18	23%
Writing	21	26%
TOTAL	80	100%

Graph 4: Students´ favorite kill
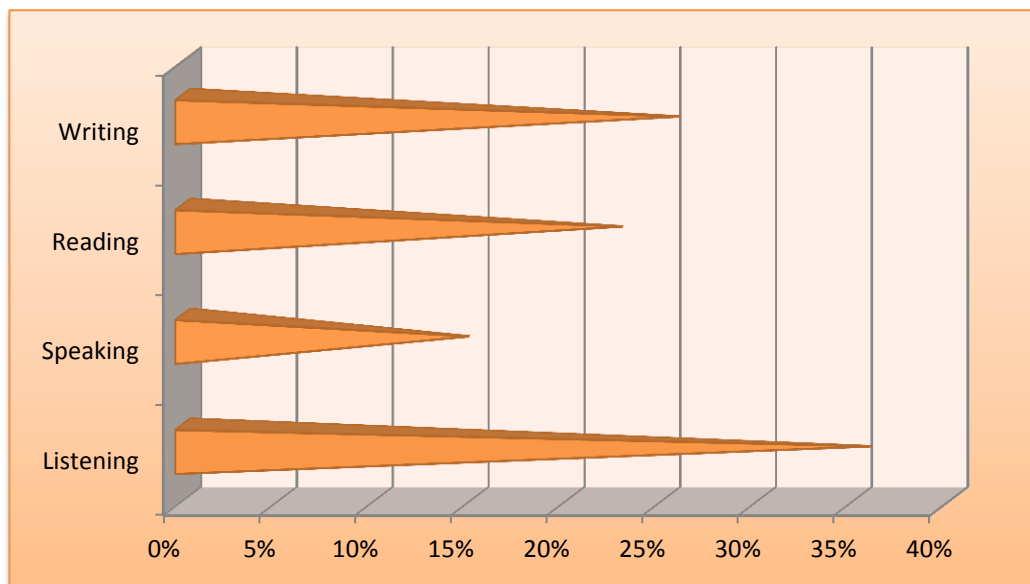
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, only the 15% of students like speaking in English. The other ones have a problem practicing this skill or simply don´t have the opportunity to do it.

Question 5: Which of these skills you need to improve?

Objective: To identify what English skills students need to improve thus add more exercises into class.

Chart 13: Skills less developed in class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	12	15%
Speaking	44	55%
Reading	10	12%
Writing	14	18%
TOTAL	80	100%

Graph 5: Skills less developed in class.
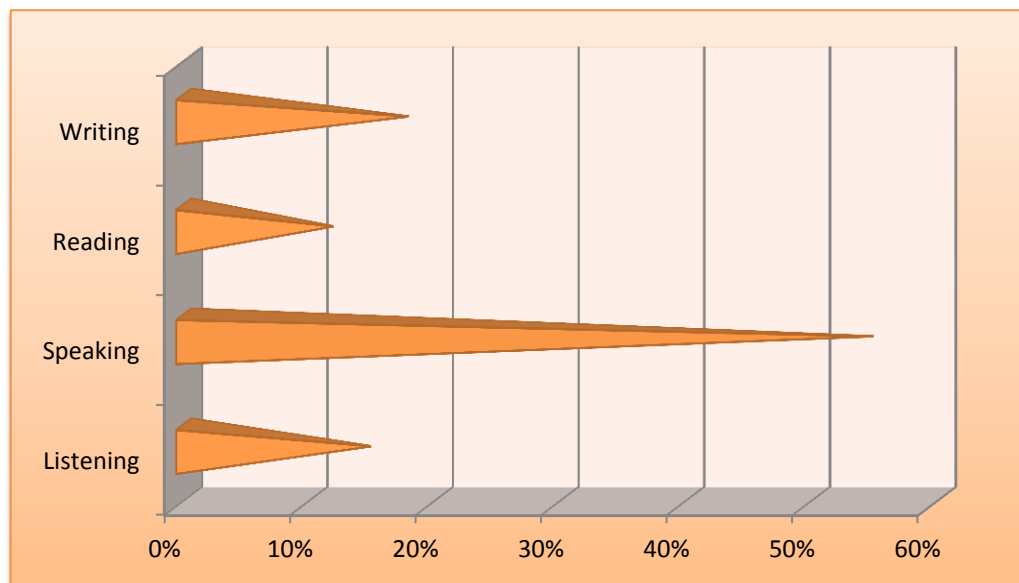
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 55% of students are conscious they have to improve Speaking skill. All skills are indispensable; however, students require practicing more speaking to develop it.

Question 6: How often do you practice Speaking in class?

Objective: To investigate the frequency with which students practice Speaking during the class to know if it is necessary the addition of more activities.

Chart 14: The practice of speaking skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Never	30	38%
Sometimes	25	31%
Usually	15	18%
Always	10	13%
TOTAL	80	100%

Graph 6: The practice of speaking skill
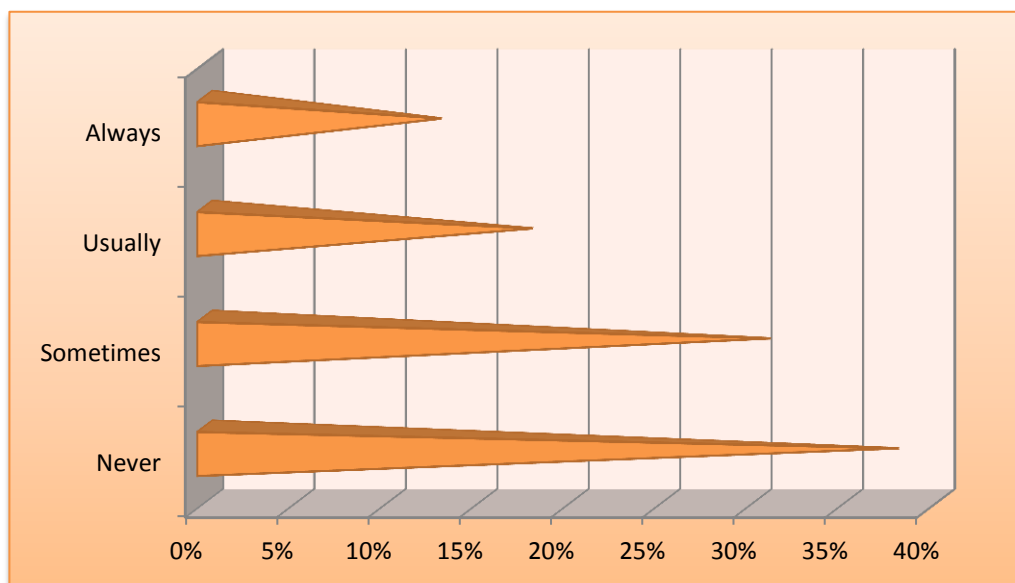
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, just the 13% of students are always practicing the speaking skill in class. For this reason, it is indispensable to add more speaking activities into the class to increase this skill.

Question 7: Is it easier for you to speak in English?

Objective: To know if students consider that speak in English is easier or no and help them with it.

Chart 15: Students speak in English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	32	40%
NO	48	60%
TOTAL	80	100%

Graph 7: Students speak in English.
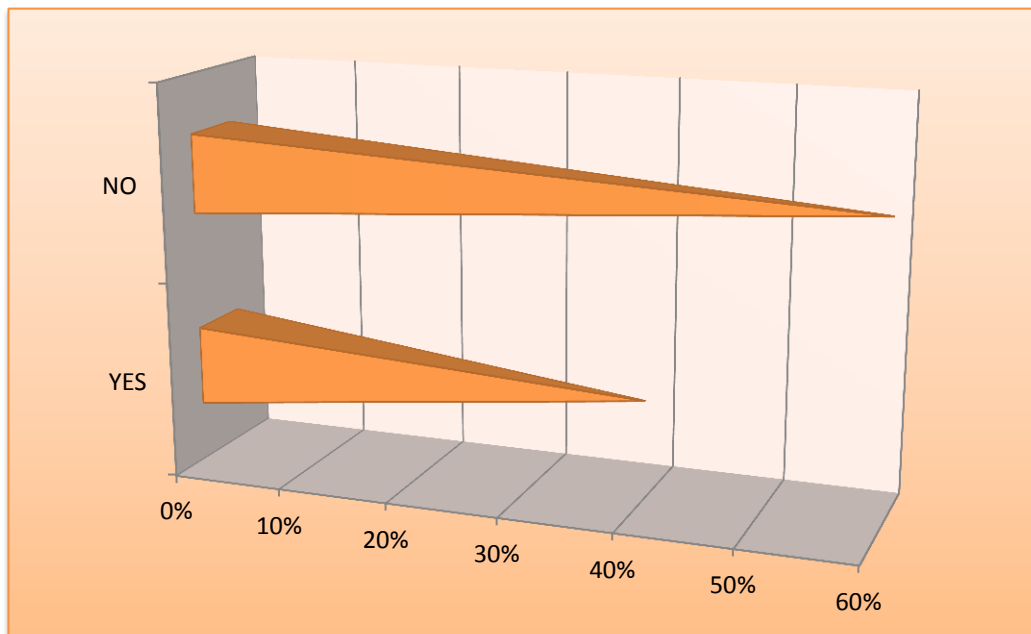
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 60% of students said it is not easier for them to speak in English and they need to know more about pronunciation and practice fun speaking activities to develop this useful ability.

Question 8: What didactic material do you use the most in class?

Objective: To have information about the didactic material teachers use.

Chart 16: The use of didactic material

ALTERNATIVES	FREQUENCY	PERCENTAGE
Textbook	27	34%
Videos	8	10%
Songs	21	26%
Pictures	11	14%
Wallpaper	13	16%
TOTAL	50	100%

Graph 8: The use of didactic material
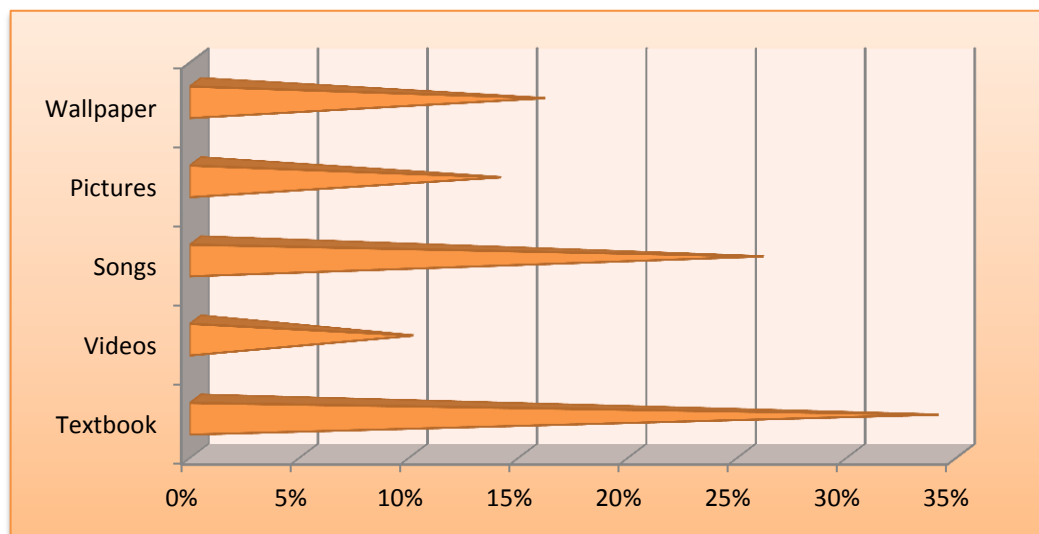
Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, 34% of students said they mostly just use their textbooks in class. Teachers should use different kinds of didactic materials to get students participate in an active way in class.

Question 9: Would you like using pictures in class?

Objective: To determine the acceptance of using pictures in the development of some activities.

Chart 17: Acceptance of using pictures into class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	57	71%
NO	23	29%
TOTAL	80	100%

Graph 9: Acceptance of using pictures into class.
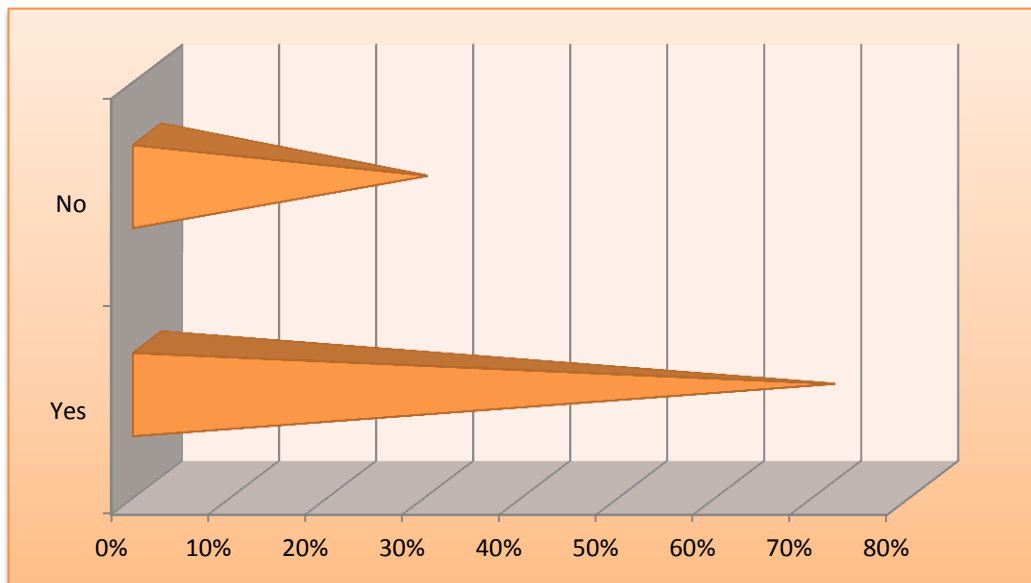
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 71% of students would like using pictures in the development of their English class because they enjoy working with them. So, it will be fun for them to develop many activities using pictures.

Question 10: What is missing in your English class?

Objective: To know the students´ opinions about the needs of their English class.

Chart 18: The needs of English class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Dynamics	41	51%
Practice	13	16%
Others	12	15%
Nothing	14	18%
TOTAL	80	100%

Graph 10: The needs of English class
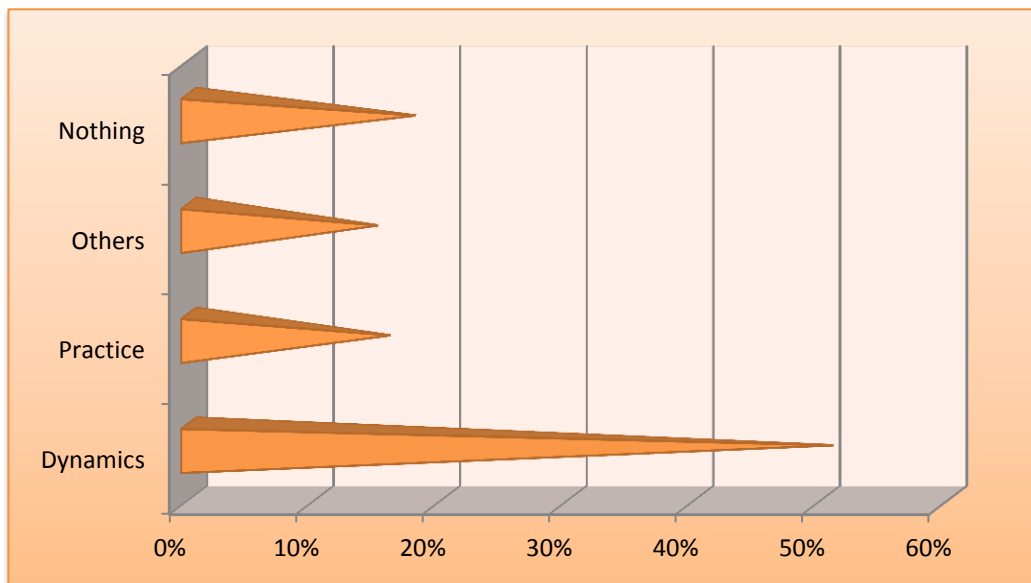
Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, 51% of students agree the English class should be more dynamic and teachers have to include games to make learning fun.

3.8.2 Surveys directed to English teachers from second course at Salinas Siglo XXI High School.

Question 1: What percentage of the English Language do you use in class?

Objective: To know the English language percentage that teachers usually use.

Chart 19: English language applied by teachers

ALTERNATIVES	FREQUENCY	PERCENTAGE
0 – 25%	0	0 %
26 – 50%	1	33%
51 – 75%	1	34%
76 – 100%	1	33%
TOTAL	3	100%

Graph 11: English language applied by teachers
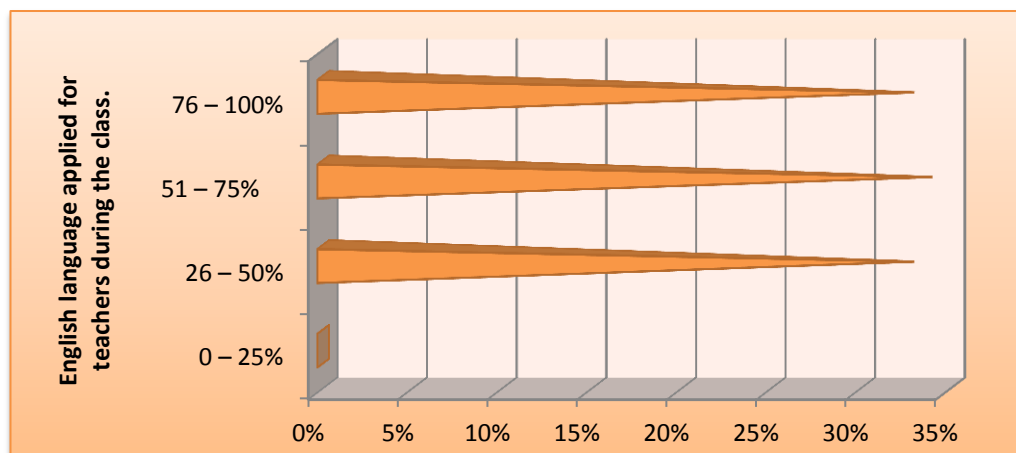
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the graphic about what percentage of English language teachers apply during the class, the 33% uses until the 100 percent, the 34% speaks until the 75 percent and the 33% applies until 50 percent. It shows that just one of the three teachers speak more English language during the class.

Question 2: What of the four abilities do you practice the most with the students?

Objective: To know what is the ability students practice more during the class

Chart 20: Ability more developed in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	1	34%
Speaking	0	0 %
Reading	1	33%
Writing	1	33%
TOTAL	3	100%

Graph 12: Ability more developed in class
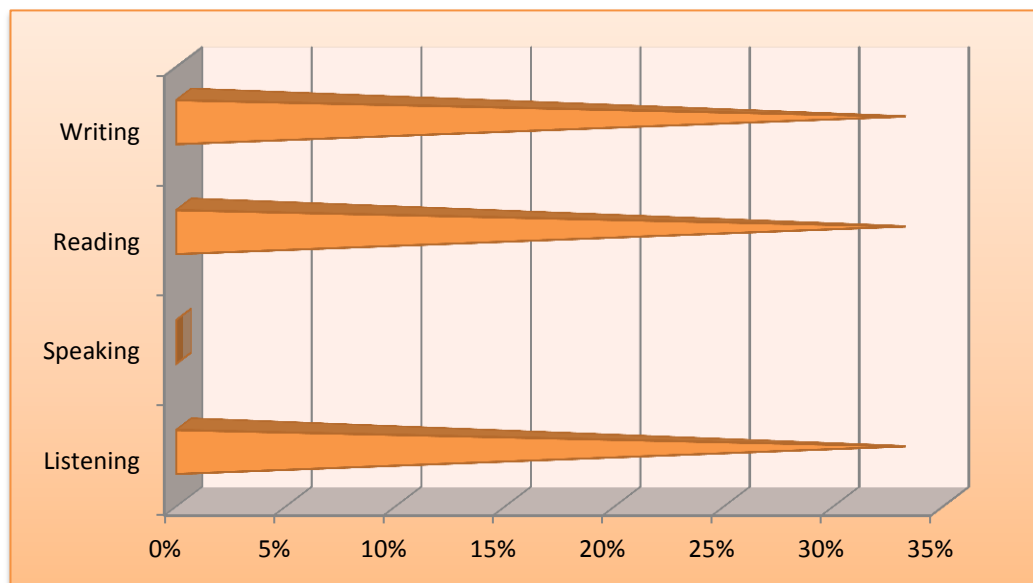
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: In this graphic, it can be appreciated that the 33% of the teachers said that the ability students practice most in class is Writing, the other 33% said that it is Reading, and the last 34% said that it is listening. It can be observed that the ability students develop less in class is Speaking.

Question 3: What of the four abilities do you consider is the most difficult for developing in your students?

Objective: To inquire about what ability students develop slowly.

Chart 21: Difficult ability for students

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	1	34%
Speaking	2	66%
Reading	0	0 %
Writing	0	0 %
TOTAL	3	100%

Graph 13: Difficult ability for students
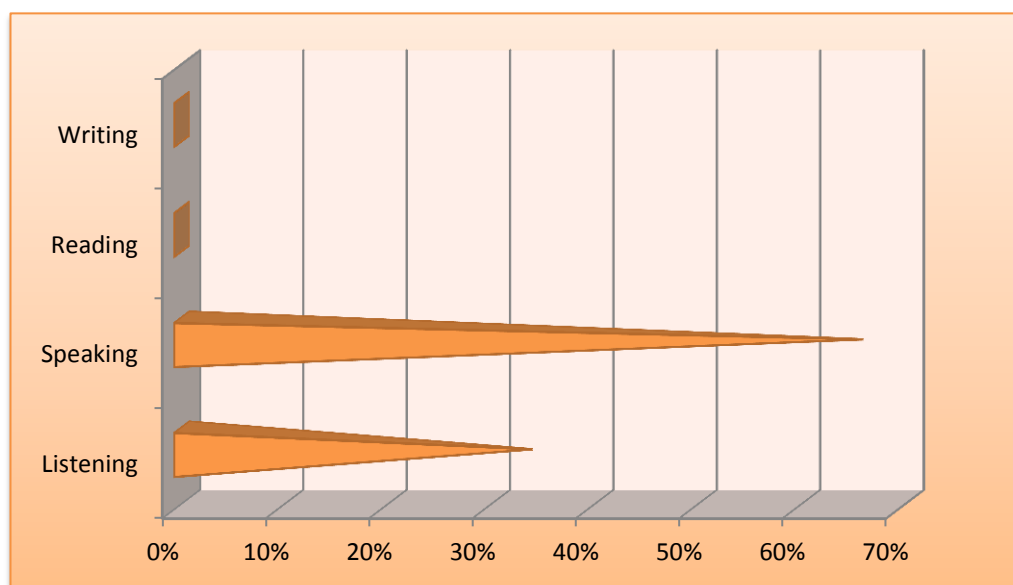
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 66% of teachers consider that Speaking is the ability most difficult for students and the 34% said that it is Listening. The graphic also shows that Reading and Writing are not considered difficult.

Question 4: What ability do you find most important?

Objective: To know the teacher´s opinion about what skill is the most important and necessary for developing

Chart 22: The most important skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	1	34%
Speaking	1	33%
Reading	1	33%
Writing	0	0 %
TOTAL	3	100%

Graph 14: The most important skill
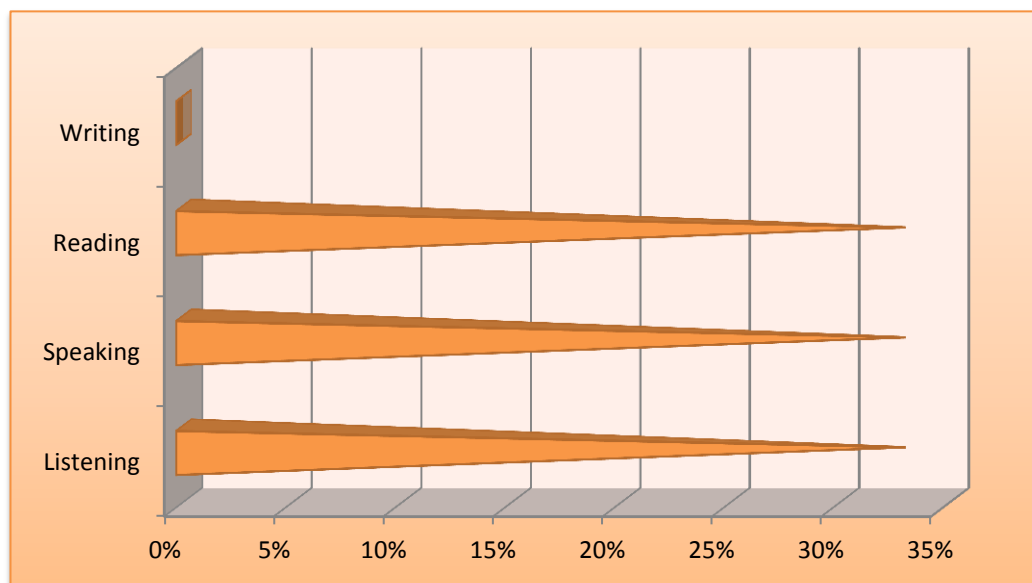
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 34% of teachers said that the most important skill is Listening, The 33% said that it is Reading, and the last 33% mentioned that it is Speaking. Nobody said that Writing is the most important ability.

Question 5: How often do the students practice the speaking ability in class?

Objective: To investigate how often the speaking skill is developing in class

Chart 23: Practice of Speaking ability in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0 %
Often	0	0 %
Sometimes	3	100%
Seldom	0	0 %
Never	0	0 %
TOTAL	3	100%

Graph 15: Practice of Speaking ability in class
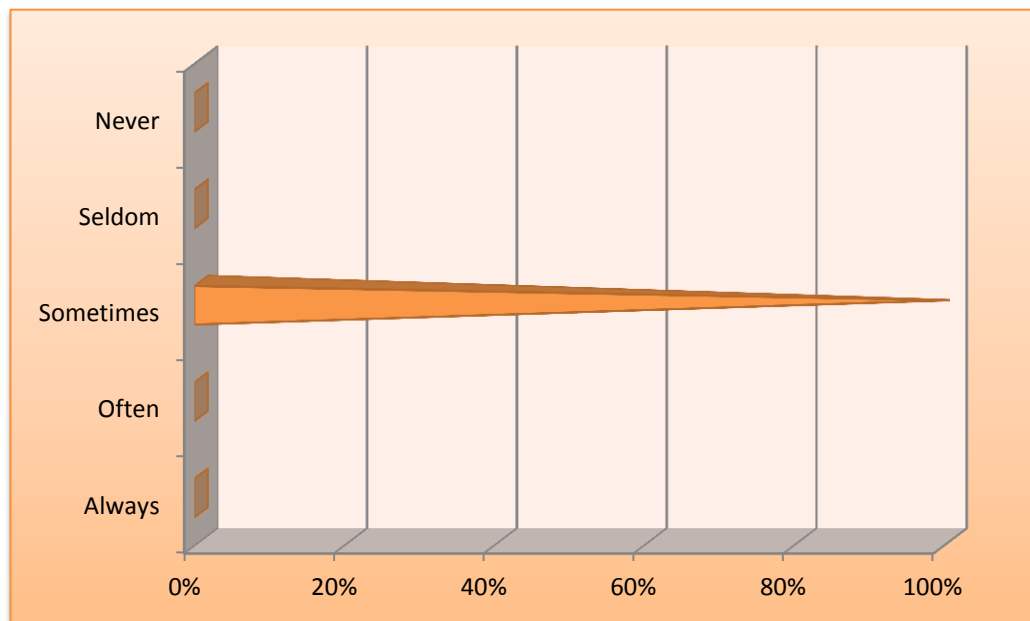
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the graphic about how often students practice the Speaking skill in class, the 100% of the teachers said the students sometimes practice this ability.

Question 6: What percentages of students speak in English during the class?

Objective: To have an idea about how many students have developed the speaking skill.

Chart 24: Students that speak in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
0 – 25%	2	66%
26 – 50%	1	34%
51 – 75%	0	0 %
76 – 100%	0	0 %
TOTAL	3	100%

Graph 16: Students that speak in English
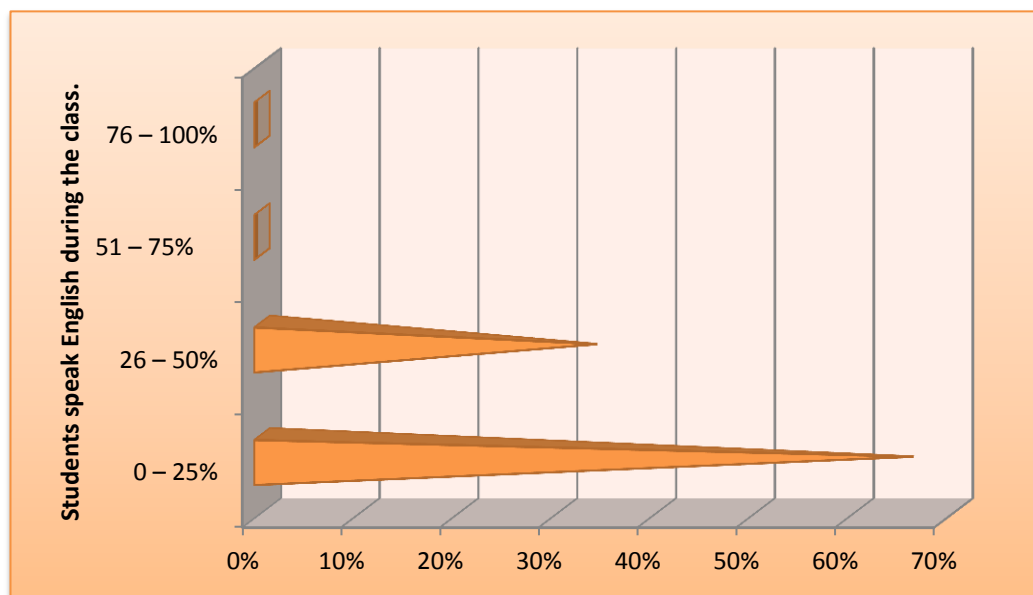
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 66% of teachers said that only the 25 percent of their students speak in English during the class, the other 34% of teachers said that just the 50 percent of the students practiced this skill. It can be observed that the mostly of students don´t speak in English during the class.

Question 7: What is the level of fluency of your students?

Objective: To know whether the fluency of English is the required.

Chart 25: Level of fluency of students

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0 %
Very good	0	0 %
Good	2	66%
Acceptable	0	0 %
Not Acceptable	1	34%
TOTAL	3	100%

Graph 17: Level of fluency of students
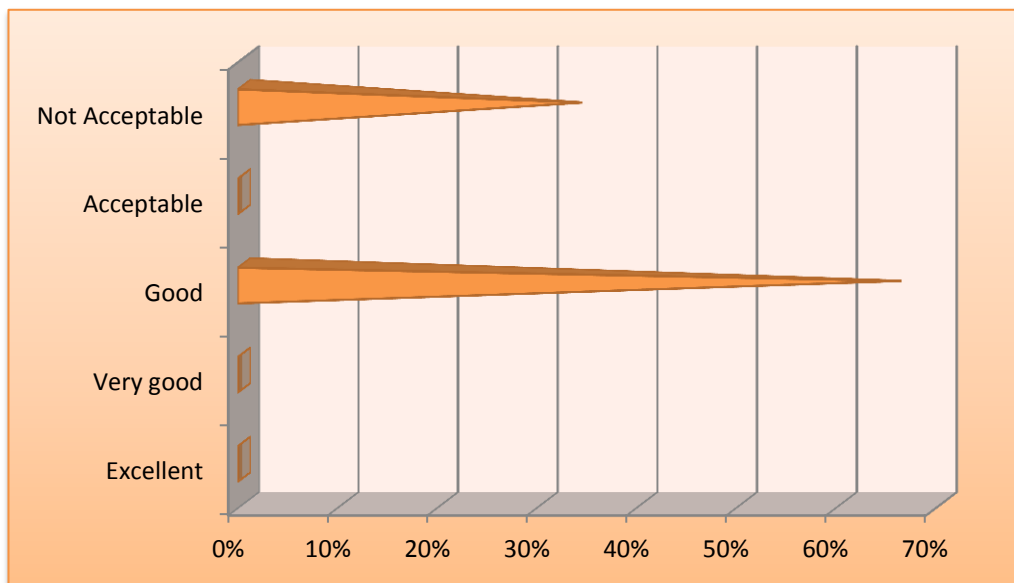
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 66% of teachers consider that the level of fluency of their students is good, and the 34% said that it is not acceptable.

Question 8: What do you do to increase the active participation of students during the class?

Objective: To have information about the activities that teachers usually practice in class.

Chart 26: Activities to increase the students 'participation

ALTERNATIVES	FREQUENCY	PERCENTAGE
Practice dialogues	1	34%
Read interesting topics	0	0 %
Listen to music	2	66%
Write specific information	0	0 %
TOTAL	3	100%

Graph 18: Activities to increase the students 'participation
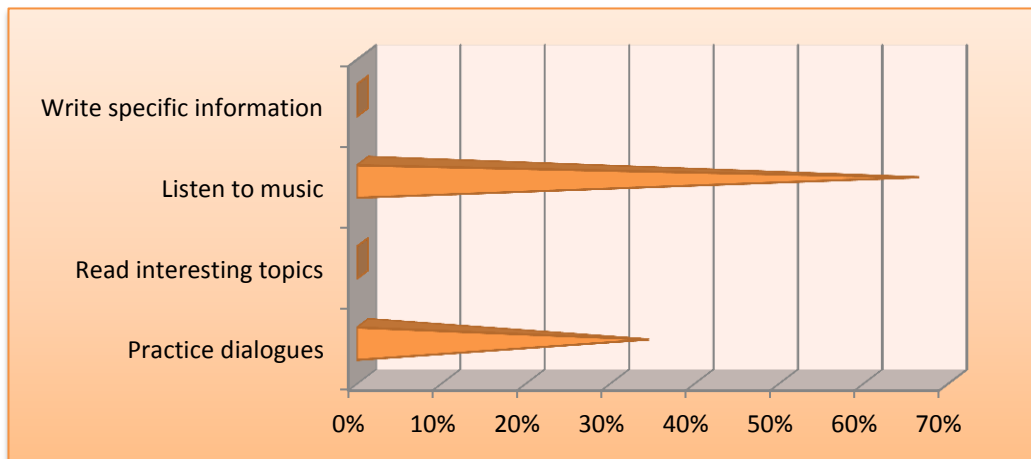
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 66% of teachers said that one of the activities that they practice to get the active participation of the students is listening to music; the 34% said that the students practice dialogues in class.

Question 9: Which of these didactic materials do you use more in class to practice the speaking ability?

Objective: To have information about the didactic material the teachers usually use in class.

Chart 27: Didactic material used in class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Videos	0	0 %
Songs	2	66%
Pictures	1	34%
Newspaper articles	0	0 %
TOTAL	3	100%

Graph 19: Didactic material used in class.
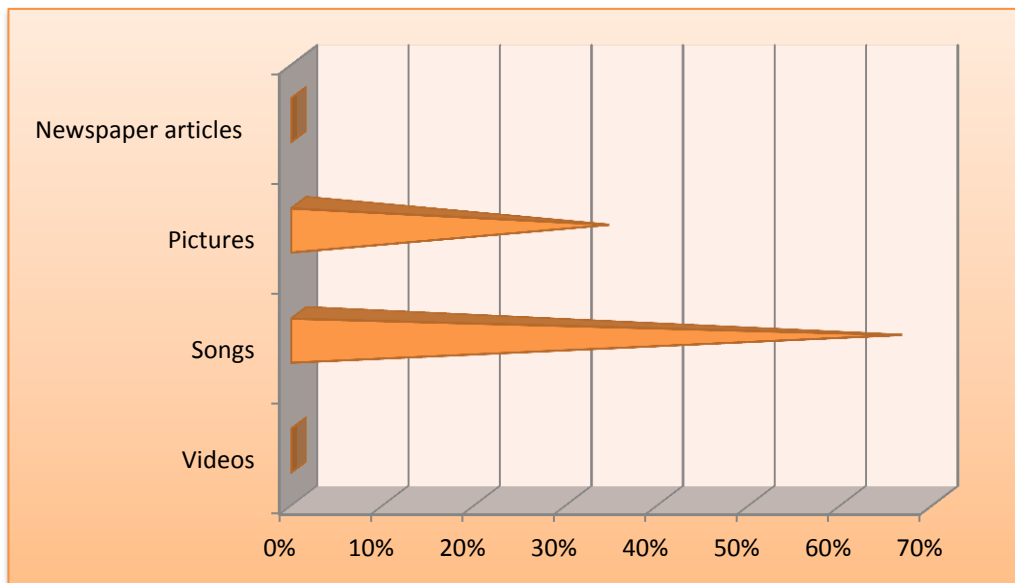
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, 34% of teachers use pictures as a didactic material and the 66% of teachers said that they generally use songs into class.

Question 10: Do you consider that the use of pictures helps students in the practice of speaking activities?

Objective: To know the teachers 'opinion about the use of pictures in the development of speaking skill.

Chart 28: The use of pictures in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	3	100%
NO	0	0 %
TOTAL	3	100%

Graph 20: The use of pictures in class
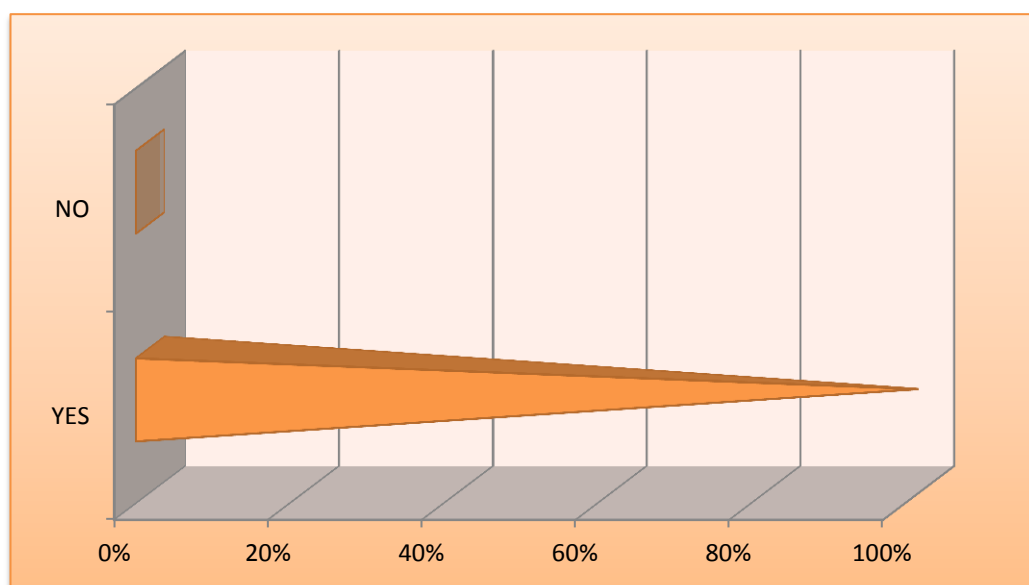
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the graphic, the 100% of teachers agree that the use of pictures help students with the practice of some speaking activities**.**

3.8.3 Interview directed to Specialist Professors in the English area at Peninsula of Santa Elena State University.

Question 1: How many years of experience do you have as an English teacher?

Interpretation: The first specialist has ten years as an English teacher. The second specialist said that he has eight years being English teacher. Finally, the third specialist has twenty years working as an English Teacher.

Question 2: Which of the four abilities do you consider the students develop easily?

Interpretation: The three specialists have different opinions. One specialist said that it is Writing, the other one considers that it is listening, and the last thinks that the skill students develop easily is Reading.

Question 3: Which of the four abilities do you consider the students develop hardly?

Interpretation: Two of the specialist professors agree that the most difficult skill for the students is speaking. The other one said that it is listening.

Question 4: What is the best method to teach English?

Interpretation: Two specialists agree that the best method to teach English Language is Communicative Approach. The other specialist said that the best method is to act into class in every moment.

Question 5: What strategies do you apply to get an active participation of your students?

Interpretation: The first specialist applies warm ups according to the topic of the class. The second and the third specialists apply role play, game, conversations, use pictures, music activities and others. So, all of them apply different warm up activities according to the topic of study.

Question 6: What is necessary to develop the speaking skill?

Interpretation: The first specialist said that to develop the speaking skill students just need to practice inside and outside the classroom all the time, the second specialist said that students need to learn vocabulary and practice this skill every day, and the last specialist said that first the students need to learn vocabulary, after that to practice and finally to produce the language.

Question 7: What is a good strategy to develop the speaking skill?

Interpretation: Two specialists mentioned that a good strategy to develop the speaking skill is just to practice a lot, and the third specialist said that she applies some activities such as oral exercises, games, uses pictures and so on.

Question 8: Do you consider the use of pictures is useful to develop the speaking skill?

Interpretation: All specialists consider that the use of pictures is really useful to develop speaking skill. Additionally, the first specialist said that pictures should be colorful, and the second one said that pictures have to be focused according to the topic.

Question 9: What activities can student practice to develop speaking using pictures?

Interpretation: All specialists said that students can describe the pictures according to what they see and work in pairs or groups. The third specialist also mentioned that students can speculate and suppose what happens in the pictures or create stories.

Question 10: Do you consider describing pictures will be a good activity to promote the speaking skill?

Interpretation: All specialists totally agree that describing pictures is a good activity to promote the speaking skill because it is fun and students can develop their thinking, imagination and use a specific vocabulary.

3.9 CONCLUSIONS AND RECOMMENDATIONS

The results obtained on the surveys done to the students and English teachers from second course at "Salinas Siglo XXI" High School located in Salinas, José Luis Tamayo, and the interviews to Specialist Professors in the English area were the following:

Conclusions:

1. Students, teachers and specialist professors agree that it is not easy for students to develop the Speaking skill. So, students need to develop this ability.
2. The English subject is not mostly in English Language at "Salinas Siglo XXI" High School. Teachers usually use The Grammar Translation Method.
3. Students generally work with their textbooks in class and they want to practice some activities using other didactic material such as pictures.
4. Teachers do not implement fun activities to develop the Speaking skill and Students need to practice more fun activities to develop it.
5. Specialist Professors consider that the best method to teach English is Communicate Approach because their main objective is to get the students developing the language.
6. Specialist Professors usually use pictures to promote the practice or the development of Speaking Skill, and one of the activities that they apply is "Pictures Description".

Recommendations:

1. It is indispensable to focus in the development of all English skills specially speaking skill to get the students can communicate with others.

2. Teachers at "Salinas Siglo XXI" High School should speak in English all the time. Thanks to it, students will be obligated to learn more vocabulary and practice this language.

3. Teachers should implement didactic materials in education. The use of Pictures is a good option to motivate students to practice and develop the ability of speaking in English.

4. It is necessary to practice fun activities to promote the development of speaking skill of the second course students from "Salinas Siglo XXI" High School. Thanks to it, students will be motivated during the class.

5. Practice exercises such as "Picture Description". This activity will help students to develop the speaking ability, their thinking and the imagination at the same time.

CHAPTER IV

THE PROPOSAL

4.1 Informative Data

The proposal of this project was executed at "Salinas Siglo XXI" High School in José Luis Tamayo, Salinas.

4.1.1Title of Proposal

Implement the use of pictures in the development of activities to promote improvement of speaking skill in students of second course at "Salinas Siglo XXI" high school, Jose Luis Tamayo, Salinas. School Year 2015 – 2016.

Executing Institution:

"Salinas Siglo XXI" High School.

Location:

José Luis Tamayo, Salinas City, Santa Elena Province

Estimated time for execution:

One month.

Beneficiaries:

Students of second course.

Technical Team Responsible:

Author: Andrea De La Cruz Del Pezo.

Advisor: Lcdo. Byron Villacreses MBA.

Staff of the Institution:

Principal: Lcdo. Aurelio Parrales Pozo.

English Teachers:

Ing. Ronald Montenegro.

Karina Cochea.

Romulo Rodriguez.

4.2 Proposal background

According to the research done to second course students at "Salinas Siglo XXI" High School, one of the problems found in the learning process of English as a Foreign Language is that the most students do not practice the speaking skill in class. Students do not have the opportunity to develop this skill in a fun way. It means that in the English class exists a shortage of speaking activities. The skill that teachers generally develop in the students is listening.

However, it is relevant to mention that teachers have the responsibility of this because they don't invest enough time to develop activities that help students to improve Speaking skill and get their active participation in class.

Hughes (2013) mentioned that "Activities based around speaking need to be managed and fostered through careful planning and direction by the teacher, and through a choice of suitable tasks to stimulate speech". She also mentioned that "Speaking is fundamentally an interactive process and is defined by interactivity, and speaking is more fundamentally linked to the individual who produces it than the written form is".

Another aspect found during the English class was that students usually work just with their textbooks. So, it is indispensable to implement didactic materials to develop all English skills especially to promote the speaking ability.

All students need to raise awareness and develop the Speaking skill because thanks to this they can share information with foreign people. Remember that having this ability opens the doors to a good job inside and outside the country.

For these reasons, this project has the intention to help teachers and students of second course at "Salinas Siglo XXI" High School with fun activities through the use of pictures to promote improvement of speaking skill.

4.3 Significance

This project is justified because English teachers at "Salinas Siglo XXI" High School don´t practice fun exercises to develop all English skills, especially to promote the development of speaking skill into classes, and students are conscious that having the ability of speaking in English helps them in different aspects especially for communicating with foreign people.

It was verified that students from second course need their English class include dynamic activities to promote the development of speaking skill, and students agree that the implementation of pictures for practicing some activities is an excellent idea.

So, the use of pictures results a good strategy to increase the practice of speaking skill in class because there are many activities that students can practice to increase this skill. For example, Describing Picture is a fun activity where students share information about it using a specific vocabulary or expressing their ideas according to the grammar studied.

Furthermore, students enjoy doing this activity and use their imagination and creativity. Students can describe different pictures by themselves or interchange information working in pairs or groups.

Describing pictures in English classes is also useful to practice pronunciation, increase English fluency, analyze situations and develop their imagination. For these reasons, to practice this activity in class result a great strategy to improve

Speaking skill. In this proposal, the direct beneficiaries will be the Second Course Students at "Salinas Siglo XXI" High School.

The result of applying this proposal is that students enjoy the English classes and develop the ability of communicating in English language without fear to make mistakes. If teachers take into consideration the activity proposed in this project the goal can be achieved. However, it is necessary that the research about this topic will continue by others in order to find new activities to help students in the development of all English skills.

4.4 Objectives

4.4.1 General Objective

To develop different activities using pictures in order to promote speaking skill of the Second Course Students from "Salinas Siglo XXI" High School. Jose Luis Tamayo - Salinas, Province of Santa Elena. School Year 2015 – 2016.

4.4.2 Specific Objectives

1. To propose and instruct teachers about the use of pictures in the development of speaking activities.

2. To design fun activities that involves the use of pictures for motivating students toward the practice of this language.

3. To apply Picture Description activities to promote the development of speaking skill in the students.

4.5 Methodology

Arias (2012) mentioned that The Methodology is the way to achieve a specific goal or a set of steps, techniques and procedures used to formulate and solve problems.

This research will be developed taking into consideration the suggestions or techniques that Cabal (2011) mentions in her blog about Speaking-Pictures Description.

4.5.1 What is Picture Description?

Picture Description results a fun strategy that many teachers around the world implement in English classes for developing different skills in many fields. For example, it is useful for practicing English vocabulary, promoting discussions, inferring information, increasing imagination, and all of them help in the development of speaking skill. Teachers only need to adapt The Picture Description according to the students´ needs.

Practicing this activity, teachers can evaluate the fluency, stress, vocabulary, rhythms of speech and pronunciation, grammatical accuracy, ability to communicate and interactive communication, or to evaluate all of them at the same time.

4.5.2 Guidelines to use in Picture Description
In the following chart, there are some suggestions to apply when you have to describe a picture.

Chart 29: Guidelines to describe pictures

GUIDELINES

DO	DON´T
➢ Look carefully at the photos. Think how to describe what you can see. Take your time to do it.	➢ Don´t worry if you don´t understand immediately what is going on in the picture.
➢ Be as precise as you can when you describe the photo itself. Use some 'position' language if it helps.	➢ Don´t worry if you don´t know the precise words for what you can see; use alternatives.
➢ Use present continuous verbs to describe what is happening.	➢ Don´t use the present simple to describe what is happening.
➢ If there is a person or people in the photo, you will need to describe their appearance.	➢ Don´t use general language to describe people. You should use vocabulary of the level required.
➢ Answer questions as fully as possible. Keep talking, give details, explain your point, ask questions, paraphrase, don´t get stuck on words…. Any device that demonstrates that you can carry a topic through will help your performance.	➢ Don´t give too many one - or two – word answers. Avoid answers which are single words or lists. Silence is you enemy! If you are not a talkative person by nature, you must make an extra effort for the test.
➢ Try to direct the conversation towards something you are interested in and can talk about easily.	➢ Don´t feel you have to stick rigidly to the subject. Don´t give complicated explanations if you are not sure.
➢ Speak naturally and be animated! Keep eye contact with the examiner, be friendly and show a positive attitude.	➢ Don´t be shy! This is your chance to show how well you can speak. Smile and relax!

Source: http://www.englishcenter.cz/downloadfiles/145.pdf

Author: Andrea De La Cruz.

4.5.3 Techniques

Picture Description involves a set of steps as the following:

1. Describe the location of the things according to the picture:

You can use the following expressions to specify the location of the different objects into the picture.

Chart 30: Expressions of Location.

IN THE TOP LEFT (HAND) CORNER	AT THE TOP	IN THE TOP RIGHT (HAND) CORNER	O F T H E
IN THE LEFT (HAND) SIDE	IN THE MIDDLE	IN THE RIGHT (HAND) SIDE	E P I C
IN THE BOTTOM LEFT (HAND) CORNER	AT THE BOTTOM	IN THE BOTTOM RIGHT (HAND) CORNER	T U R E
IN THE BACKGROUND/ FOREGROUND			

Source: http://www.englishcenter.cz/downloadfiles/145.pdf

Author: Andrea De La Cruz.

2. Do not overly accurate: Usually people can´t be sure about what is happening in the picture and they have to speculate or guess. For this reason, it is necessary to use some expressions such as:

Chart 31: Expressions to give opinion

I think / suppose / guess it is…   **Maybe / Perhaps** they are…..

I ´m not sure but, they could be…   **They seem to be** taking part in…

It is not very clear but, probably…   **It can / could / might** be a scene of…

I can´t quite make it out but, perhaps…

Source: http://www.englishcenter.cz/downloadfiles/145.pdf

Author: Andrea De La Cruz.

3. Paraphrase: There are instances that people don´t remember or don´t know a specific work. It is here when you can paraphrase and use expressions such as:

Chart 32: Expressions to paraphrase

It is used to open**…** / **It is used for** opening**…** / **You use it to** open**…**

It is what you do when you… (if you don´t know the verb)

I don´t know what you call it, but… (describe or define it)

I don´t know what it is called / the word for it, but…

It is a kind / sort of…   It is like a …   It is stuff / a thing for

Source: http://www.englishcenter.cz/downloadfiles/145.pdf
Author: Andrea De La Cruz

4. Share your personal opinion : You can give your own opinion about the content of the picture using these expressions: As I see it, I suppose, I believe, I think, In my opinion, As far as I´m concerned, From my point of view, and so on.

5. Ask for explanation: When you don´t understand what the other people say or answer, you can ask for clarification and use expressions such as : Can you repeat, please?, Should I start?, Can I interrupt?, Could I say something?, I don´t have the assurance what I have to do, and so on.

6. What more to include: You can include Place, Location, people´s actions, give other details and Impressions.

4.6 Plan of Action - Design and development of the Proposal

Title of activity: What do you see?

Objective: To describe the picture and learn new vocabulary.

Assessment: Development of speaking skill.

Material: Pictures of a landscape, dictionary.

Source:http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/1024/
German%203/Altagsbilder/im%20Park%203.jpg
Author: Andrea De La Cruz

Procedure:

1. Review about the use of There is and There are.

2. Explain to students that they have to share information about what they see on the picture. Students can use there is/there are or phrases such as I can see or I see.

3. Ask students to form group of four.

4. Give students the pictures. They have 5 minutes to work.

5. After that, each group has 30 seconds to describe the picture. The group that mentions more things or activities wins.

Title of activity: My City

Objective: To share information about the location of different places.

Assessment: Development of speaking skill practicing the use of Prepositions of place, There is/ There are, and ask some questions.

Material: Pictures of a city

Source:http://2.bp.blogspot.com/KAJDEuYDR1k/VHYqQqReL0I/AAAAAAAA
BCA/SWis53dWU5w/s1600/map.png.
Author: Andrea De La Cruz

Procedure:

1. Review the use of prepositions of place and the use of There is /there are.

2. Explain to students that they are going to work in pair, and they have to describe the picture giving information about the location of some places.

3. Give examples and deliver the pictures to students.

4. Students have 5 minutes to work.

5. After that, teacher asks some questions about the pictures to different students.

Strategy # 3

Title of activity: People´s feelings

Objective: To infer how people feel and give reasons of it.

Assessment: Development of speaking skill and fluency.

Material: Pictures of people.

Source: AndreaDLC´s pictures.
Author: Andre De La Cruz.

Procedure:

1. Review about adjectives. Each student has to mention one.

2. Ask students to work in group of three.

3. Explain to students that they have to select two scenes of the picture and to create a story about how people feel and why (at least 5 sentences per story).

4. Students work during 5 minutes.

5. Finally all students share information about the different scenes.

Strategy #4

Title of activity: Narrating a story

Objective: To speculate what happened before the scene and afterward it.

Assessment: Development of speaking skill using Past tense and Future tense

Material: Pictures of the textbook.

Source: AndreaDLC's pictures.
Author: Andrea De La Cruz

Procedure:

1. Review about the Past Tense and Future Tense.

2. Ask students to work in pair and choose any picture of their textbook.

3. Explain to students that they have to relate a story (One student tells what happened before the scene and the other tells what will happen afterward).

4. Develop the activity during five minutes.

5. Select pairs of work to narrate the story in front of the classroom.

Strategy #5

Title of activity: Describing actions.

Objective: To argue why people are doing these activities.

Assessment: Development of speaking skill and fluency.

Material: A Picture of different activities, dictionary, a ball.

Source:https://smediacacheak0.pinimg.com/736x/98/f1/54/98f15495bffe76c44c75
77263ff82d17.jp
Author: Andrea De La Cruz.

Procedure:

1. Give the students the pictures.

2. Ask the students to look at the picture attentively.

3. Explain to students they have to describe what people are doing and argue it.

4. Teacher gives some examples. After that, he throws a ball to a student to continue with the activity.

5. Students can not repeat the information and the activity finishes when all students have participated.

Strategy #6

Title of activity: Describing objects

Objective: To describe objects specifying functions, colors, materials or shapes.

Assessment: Development of speaking skill and comprehension.

Material: Pictures of different objects, dictionary.

Source: http://www.mazeguy.net/portfolio/images/webart5.png
Author: Andrea De La Cruz.

Procedure:

1. Ask students to form group of four.

2. Explain that 3 students have to select an object of the picture and describe it. The other student listens to the information and tries to draw it on the board.

3. Teacher gives some examples.

4. Each group selects an object, formulates their sentences and shares them to his/her classmate.

5. Finally, the group that gets his/her classmate draws the object correctly wins.

Strategy #7

Title of activity: Describing places

Objective: To share information about why people should visit a specific place.

Assessment: Development of speaking skill and fluency.

Material: Pictures of different places.

Source: AndreaDLC's pictures.
Author: Andrea De La Cruz

Procedure:

1. Review about the use of should and shouldn´t.

2. Explain to students that they have to talk about a touristic place and give reasons why people should visit that place.

3. Teacher gives some examples.

4. Students work during few minutes to prepare the activity.

5. Teacher selects some students of each column to share the information in front of the classroom.

Strategy #8

Title of activity: Interchanging information

Objective: To formulate questions and answer them.

Assessment: Development of speaking skill.

Material: Pictures of different situations**.**

Source: AndreaDLC's pictures
Author: Andrea De La Cruz.

Procedure:

1. Review about WH Questions, Is there, and Are there.

2. Explain to students that they have to formulate and answer questions according to the pictures.

3. Students work during few minutes to prepare the activity.

4. Teacher asks volunteers to start the activity.

5. The activity finishes when all students have participated.

Title of activity: My last vacations

Objective: To describe some pictures using the simple past.

Assessment: Development of speaking skill and fluency.

Material: Pictures of a trip and dictionary.

Source: AndreaDLC's pictures
Author: Andrea De La Cruz.

Procedure:

1. Review about the Simple Past and WH Questions.

2. Teacher describes some pictures about his/her last vacations and asks the students if they have any question.

3. Students have few minutes to prepare their presentation.

4. Each student describes his/her pictures (at least 6 sentences).

5. Teacher asks some students to formulate questions to his/her classmate.

Strategy #10

Title of activity: The beach

Objective: To talk about differences and similarities.

Assessment: Development of speaking and fluency.

Material: Pictures about beaches, dictionary, a ball.

PUNTA CARNERO

SALINAS

Source: http://www.hotelsunbeachsalinas.com/images/salinas-record--ecuador.jpg
Author: Andrea De La Cruz

Procedure:

1. Explain to students that they have to describe the picture talking about differences and similarities between the pictures.

2. Teacher gives some examples and divides the class in two groups.

3. One group talks about differences and the other about similarities.

4. Students work during 5 minutes.

5. Teacher throws a ball to a student to start the activity and it finishes when all students have participated.

4.7 Charts, tables and graphs.

The following chart shows a summary of the surveys directed to students of Second Course at Salinas Siglo XXI High School after the application of the proposal

Chart 33: Summary of the Proposal

QUESTIONS	YES	SOME THING	NO	Total
1. Do you believe to speak in English is easy?	42 53%	22 27%	16 20%	80 100%
2. Would you like to learn more through the use of pictures?	72 90%	0	8 10%	80 100%
3. Does working with pictures help you in the development of all English skills?	46 58%	26 32%	8 10%	80 100%
4. Were the activities developed in class easy?	50 63%	16 20%	14 17%	80 100%
5. Is it better to practice speaking skill through the use of pictures?	58 73%	14 17%	8 10%	80 100%
6. Did you enjoy working with pictures?	68 85%	0	12 15%	80 100%
7. Did you develop your speaking skill practicing the exercises with pictures?	52 65%	22 28%	6 7%	80 100%
8. Did you work with pictures before this project?	26 32%	8 10%	46 58%	80 100%
9. Is Picture Description a fun activity?	62 78%	10 12%	8 10%	80 100%
10. Would you like the teachers implement the use of pictures in class?	64 80%	10 13%	6 7%	80 100%

Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz

4.7.1 Survey directed to students from "Salinas Siglo XXI" High School after the Application of the Proposal

Question 1: Do you believe to speak in English is easy?

Objective: To know the predisposition of the students toward the practice of the English Language.

Chart 34: Predisposition to speak in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	42	53%
No	16	20%
Something	22	27 %
Total	80	100%

Graph 21: Predisposition to speak in English
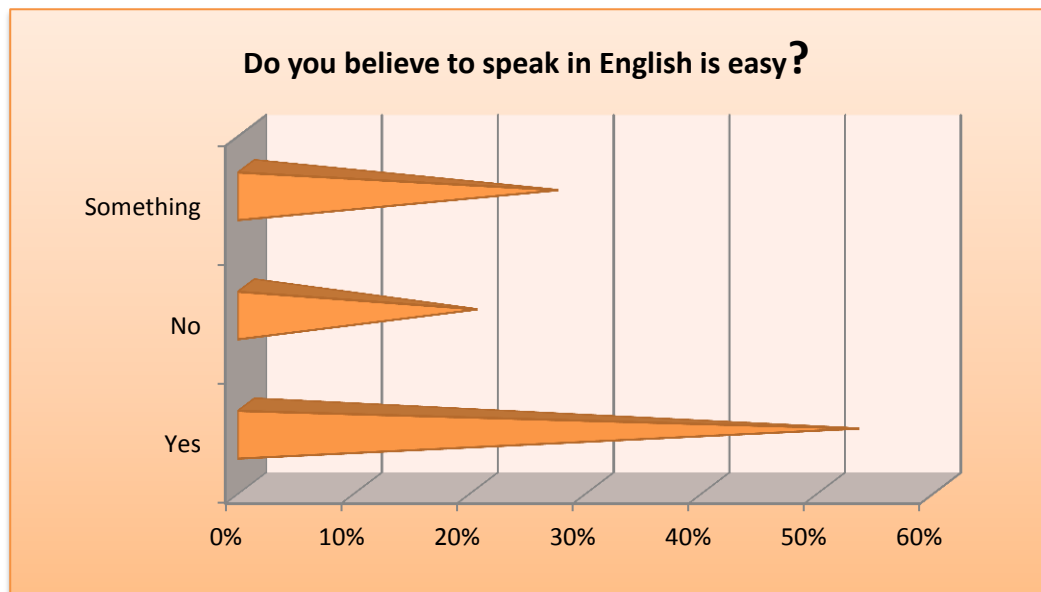
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 53% of students consider to speak in English is easy, and just the 20% of the students consider the contrary. It means most students have good predisposition to speak in English.

Question 2: Would you like to learn more through the use of pictures?

Objective: To know the opinion of the students about working with pictures.

Chart 35: Learning with pictures

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	72	90%
No	8	10%
Something	0	0 %
Total	80	100%

Graph 22: Learning with pictures
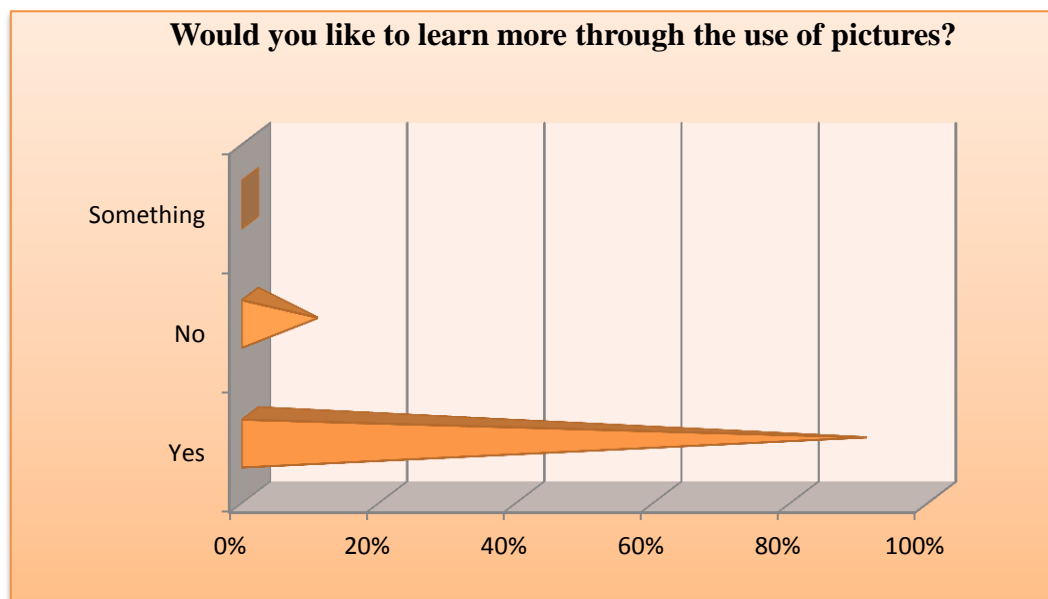
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 90% of students want to learn more through the use of pictures and just the 10% of them said the contrary. So, there is a good predisposition toward the use of pictures, too.

Question 3: Does working with pictures help you in the development of all English skills?

Objective: To know the students´ opinions about the use of pictures during the learning process.

Chart 36: Learning process with pictures

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	46	58%
No	8	10%
Something	26	32 %
Total	80	100%

Graph 23: Learning process with pictures
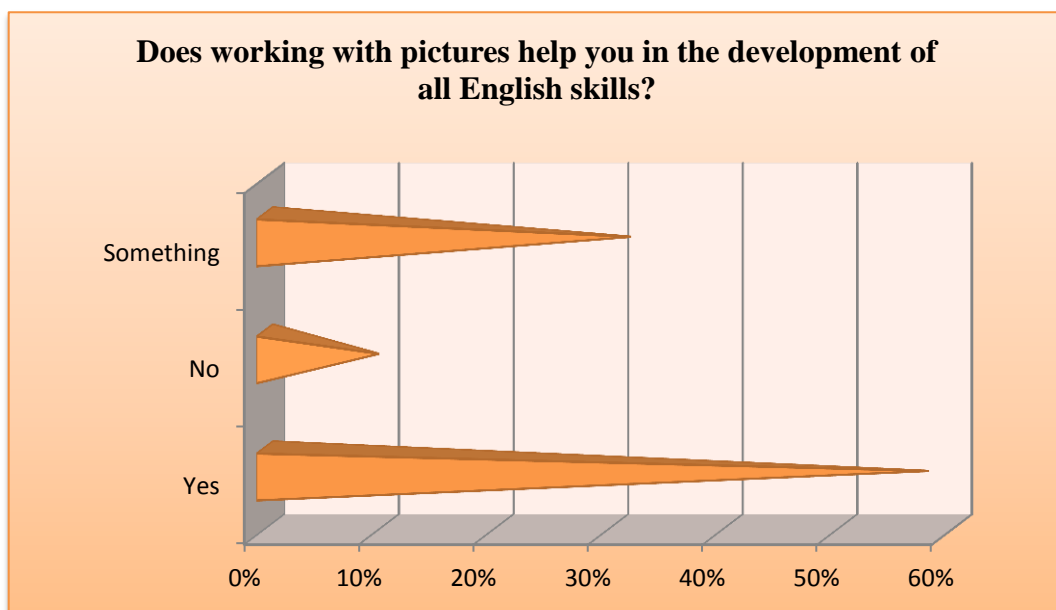
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 58% of students said that working with pictures can help them in the development of all English Skills, and the 10% of them mentioned the contrary. It results really useful to implement pictures in class for the development of all English abilities.

Question 4: Were the activities developed in class easy?

Objective: To know the complexity of the students at the moment of developing the activities.

Chart 37: The complexity to develop the activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	50	63%
No	14	17%
Something	16	20%
Total	80	100%

Graph 24: The complexity to develop the activities
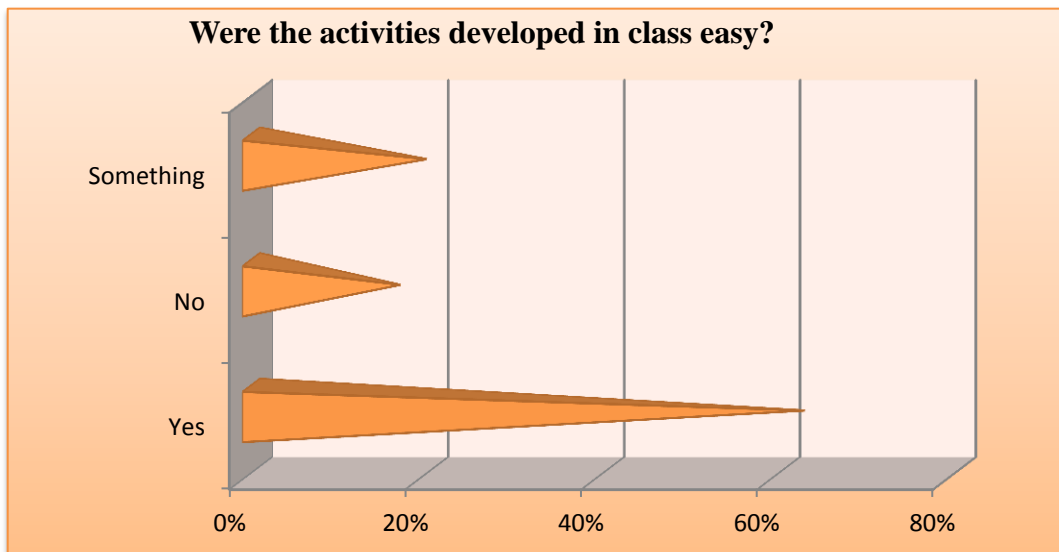
Source: Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, the 63% of students said that the exercises developed in class were easy, and just the 17% said that the exercises were difficult. It means Students practice in an active way in class and have fun when the exercises are easy to do.

Question 5: Is it better to practice speaking skill through the use of pictures?

Objective: To know the acceptance of working with pictures in the development the Speaking skill.

Chart 38: Working with pictures

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	58	73%
No	8	10%
Something	14	17 %
Total	80	100%

Graph 25: Working with pictures
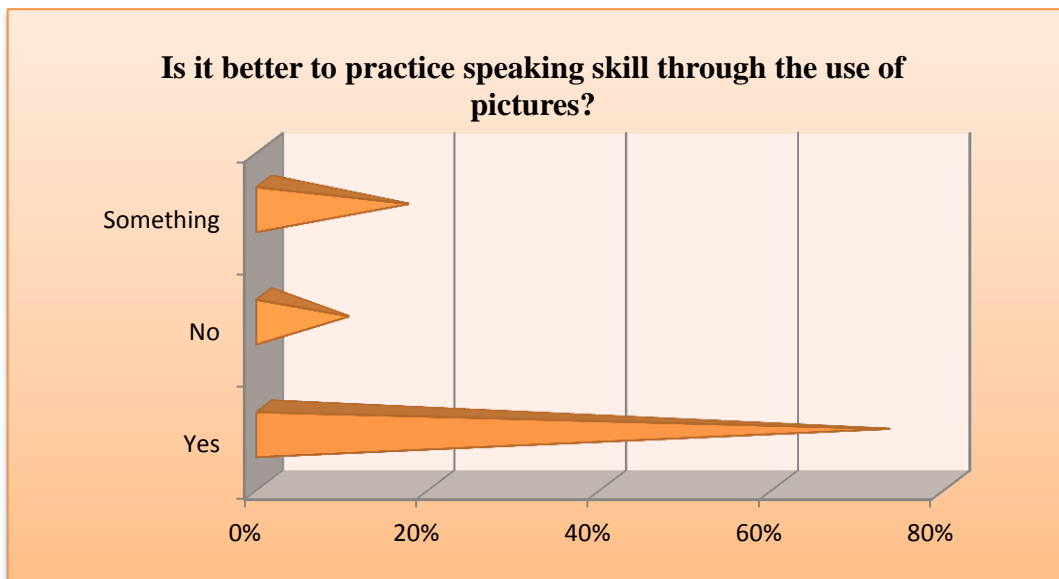
Source:Salinas Siglo XXI High School.

Author: Andrea De La Cruz.

Analysis: According to the data, the 73% of students said that it is better to practice speaking skill with the use of pictures, and few students, the 10% of them said the contrary. It shows that the implementation of pictures is a good strategy to get students practice speaking activities.

Question 6: Did you enjoy working with pictures?

Objective: To know the acceptance of the students toward the use of pictures.

Chart 39: Enjoying the exercises

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	68	85%
No	12	15%
Something	0	0 %
Total	80	100%

Graph 26: Enjoying the exercises
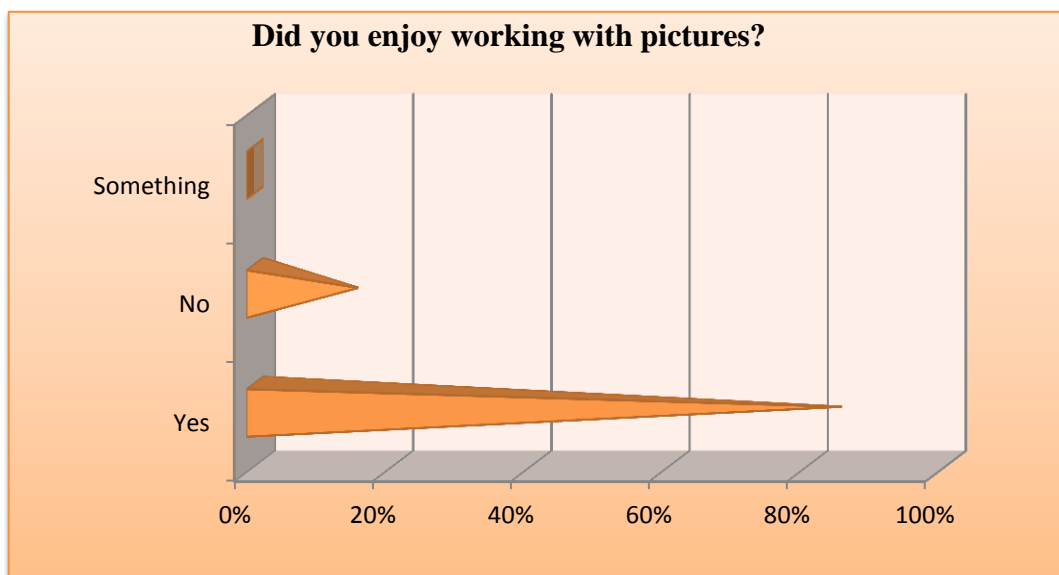
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 85% of students enjoyed working with pictures in class, and the 15% of them said the contrary. It shows that working with pictures is useful to get an active participation of the students in class.

Question 7: Did you develop your speaking skill practicing the exercises with pictures?

Objective: To know the benefit of working with pictures.

Chart 40: Development of speaking skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	52	65%
No	6	7%
Something	22	28 %
Total	80	100%

Graph 27: Development of speaking skill
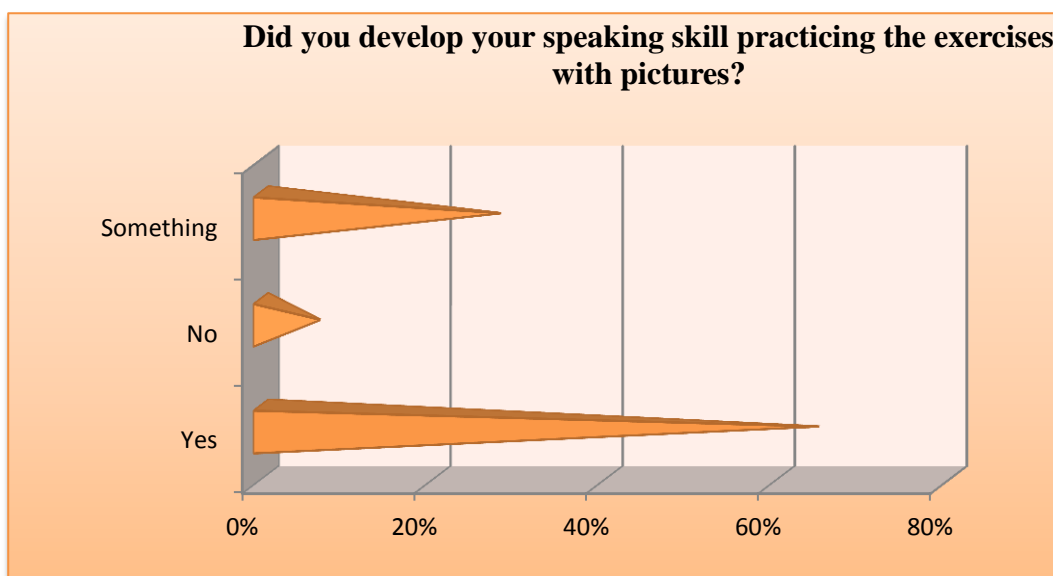
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 65% of students said that thanks to the practice of exercises with pictures they develop more their speaking skill, and the 7% of the students said the contrary. It means practicing exercises with pictures helps students in the development of their speaking skill.

Question 8: Did you work with pictures before this project?

Objective: To know if students had worked with pictures before this.

Chart 41: Application of pictures

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	25%
No	52	65%
Something	8	10%
Total	80	100%

Graph 28: Application of pictures
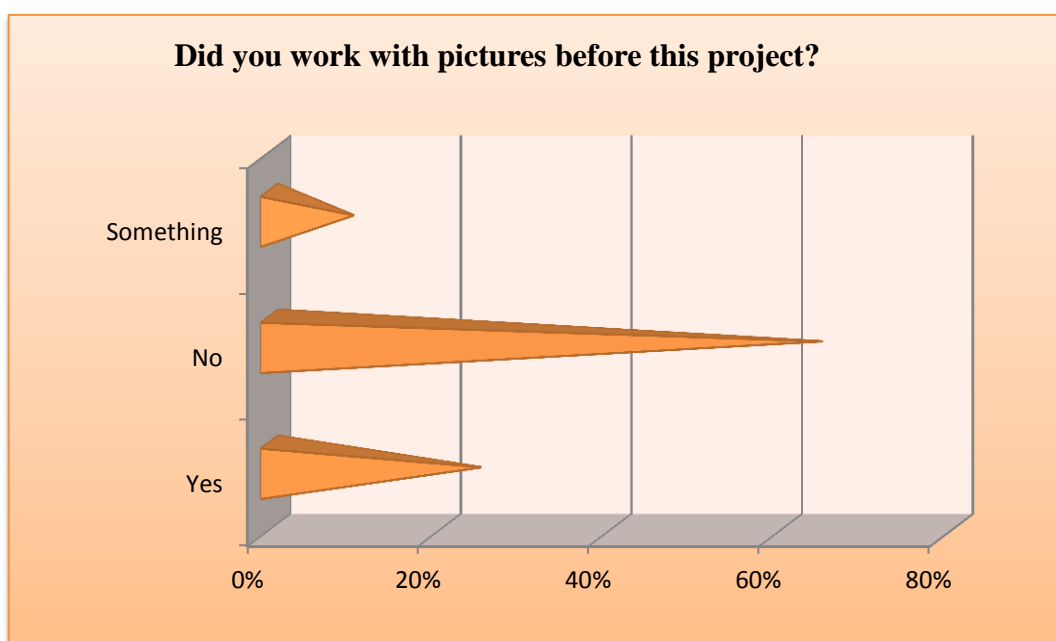
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 65% of students said that they had not worked with pictures before this project, and the 25% of students said the contrary. It means the implementation of didactic material such as pictures is a good and fun strategy.

Question 9: Is Picture Description a fun activity?

Objective: To know the opinion of the students about Picture Description.

Chart 42: Picture Description is fun

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	62	78%
No	8	10%
Something	10	12 %
Total	80	100%

Graph 29: Picture Description is fun
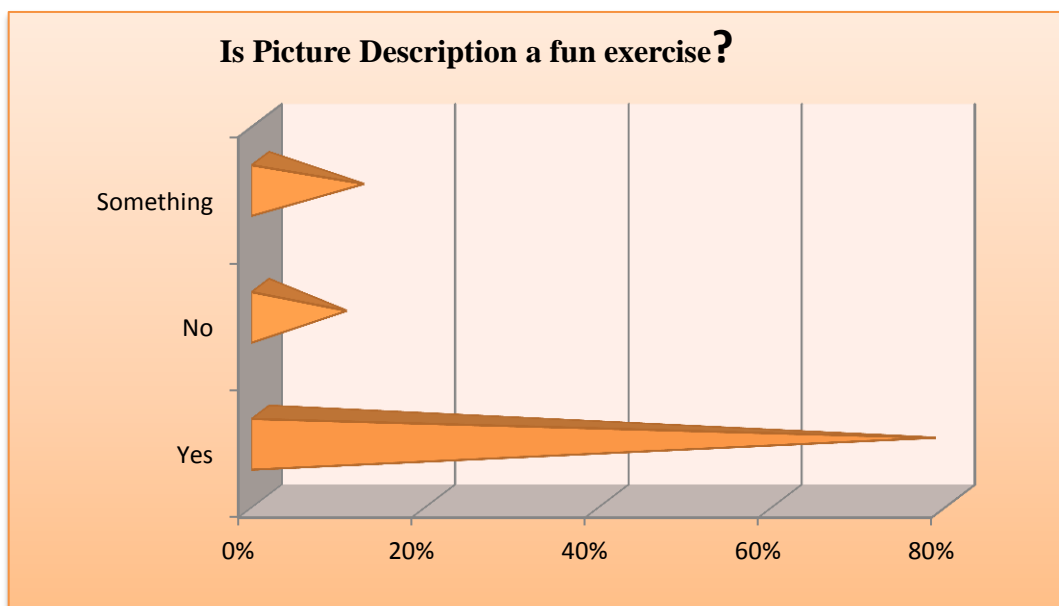
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 78% of students said that Picture Description is a fun exercise, and just the 10% of the students said that it is not fun. It means Picture Description is a good strategy to keep the motivation of the students during the class.

Question 10: Would you like the teachers implement the use of pictures in class?

Objective: To know the likes of students about the implementation of pictures in class.

Chart 43: Implementation of pictures

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	64	80%
No	6	7%
Something	10	13 %
Total	80	100%

Graph 30: Implementation of pictures
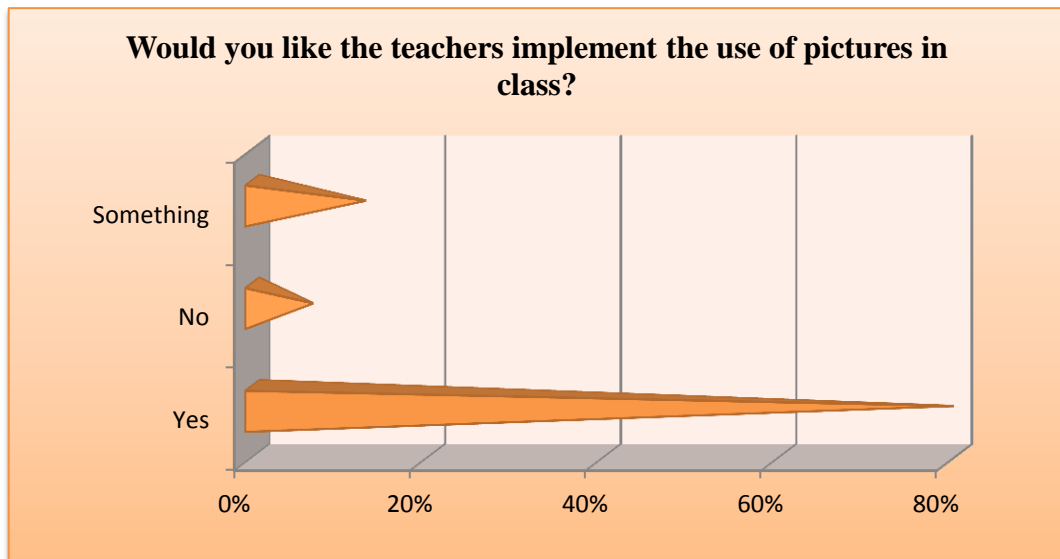
Source: Salinas Siglo XXI High School.
Author: Andrea De La Cruz.

Analysis: According to the data, the 80% of students said that they would like that teachers implement exercises with pictures in class, and just the 7% of the students mentioned they disagree with it. It means most students agree with the implementation of exercises with pictures in class.

4.8 Conclusions and Recommendations

4.8.1 Conclusions

1. The teachers are responsible of getting the students participate in an active way in class and develop all the English skills.

2. The Speaking skill can be developed in the students according to the activities or strategies teachers apply during the class.

3. The students enjoy working with pictures in class. A guide of exercises can help the students in the development of their speaking skill, and also increase their motivation, imagination and thinking.

4. Teachers can implement the use of pictures for practicing many exercises, and Picture Description helps students to promote improvement of all English skills.

4.8.2   Recommendations

1. It is considered that teachers should be well prepared to teach English Language and apply good strategies using didactic materials to get students acquire their knowledge in a fun way.

2. Teachers should apply meaningful strategies to get their students have a good level in English Language to communicate easily with others.

3. Teachers should have a guide of exercises with pictures and apply it in class to get a meaningful learning in their students. The use of this guide will be really useful to practice a lot of fun activities.

4. It is highly recommended that teachers implement the use of pictures in class. Picture Description should be applied to promote improvement of English Language.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. Resources

5.1.1 Institutional Resources

It includes the name of the Institution where the proposal was applied.

Chart 44: Institutional Resources

Description
"Salinas Siglo XXI" High School
Total

5.1.2 Human Resources

It includes all the people who collaborate with the project.

Chart 45: Human Resources

Description
Second Course Students
Second Course English Teachers
Specialist Professors
Research Paper Tutor
Proofreader
Total

5.1.3 Materials

In the following chart there is a list with all materials required during the project.

Chart 46: Materials

Description	Unit cost	Total (in dollars)
Text Book	$15,00	$15,00
Sheets of paper	$3,50	$ 7,00
Copies	$0,03	$ 6,00
Cartridge	$30,00	$60,00
Ink	$4,00	$24,00
Prints	$0,10	$30,00
Cds	$1,00	$ 3,00
Flash drive	$10,00	$10,00
Total		**$155,00**

5.1.4 Technology

The needed technological equipment was the following:

Chart 47: Technology

Description	Unit cost	Total (in dollars)
Internet	$30,00	$240,00
Laptop		$500,00
Printer		$100,00
Total		**$840,00**

5.1.5 Economic (Budget)

It includes expenses such as:

Chart 48: Budget

Description	Unit cost	Total (in dollars)
Transportation		$20,00
Unforeseen expenses		$20,00
Total		$40,00

TOTAL SUMATORY	**$ 1.035,00**

5.2 SOURCE MATERIALS
5.2.1 Timetable

Chart 49: Timetable

	Activities/Months	September				October				November				September				October				November				December				January				Jun				August			
		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
1	Socialization with thesis advisor.	x																																							
2	Thesis Desinging.		x	x																																					
3	Elaboration Chapter I.				x	x	x																																		
4	Chapter I Progress.							x	x																																
5	Elaboration Chapter II.									x	x	x	x																												
6	Field Research at "Institution".													x	x																										
7	Survey Implementation.															x	x																								
8	Analysis and interpreation of results																	x	x																						
9	Elaboration Chapter III.																			x	x																				
10	Chapter III Progress.																					x	x																		
11	Elaboration Chapter IV and V.																							x	x	x															
12	Implementation of activities.																										x	x	x												
13	Review of Thesis draft.																													x	x	x	x								
14	Delivery of final work																																	x	x	x	x				
15	Pre defense of thesis																																					x	x		
16	Defense of Thesis																																								
17	Graduation day.																																								

5.2.2 Bibliography

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  http://upse.eblib.com/patron/Default.aspx?r=1

APPENDIX

Attachment 1: Survey directed to students of Second Course at "Salinas Siglo XXI" High School.

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

This questionnaire will be applied to Students of Second Course at "Salinas Siglo XXI" High School.

Read the questions attentively and cross the answer with a X according to your opinion. Please, answer honestly.

1. What do you enjoy most about English class?

Learn something new_____

Practice exercises in class_____

Work with your classmates_____

The dynamics that the teacher performs_____

Do not like English class____

2. How is the English class mostly?

Practice_____   Theoretical_____   Both (50% Practice-50% Theoretical) _____

3. **Where do you consider the use of English Language will be useful?**

At University_____

For communicating with foreign people_____

For getting a job_____

For understanding English videos_____

For understanding English books_____

English is not necessary_____

5. What is your favorite English skill?

Listening_____   Speaking_____   Reading_____   Writing_____

6. Which of these skills you need to improve?

Listening_____   Speaking_____   Reading_____   Writing_____

7. How often do you practice Speaking in class?

Never_____   Sometimes_____
Usually_____   Always_____

7. Is it easier for you to speak in English?

YES_____   NO_____

8. What didactic material do you use the most in class?

Textbook_____   Videos_____
Pictures_____   Songs_____
Wallpaper_____

9. Would you like using pictures in class?

YES_____   NO_____

10. What is missing in your English class?

Dynamics_____   Practice_____
Nothing_____   Others_____

THANKS FOR YOUR COLLABORATION

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

This questionnaire will be applied to English Teachers of Second Course at "Salinas Siglo XXI" High School.

Read the questions attentively and cross the answer with a X according to your opinion. Please, answer honestly.

1. What percentage of the English Language do you use in class?

0 – 25%_____   26 – 50%_____   51 – 75%_____   76 – 100%_____

2. What of the four abilities do you practice the most with the students?

Listening_____   Speaking_____   Reading_____   Writing_____

3. What of the four abilities do you consider is the most difficult for developing in your students?

Listening_____   Speaking_____   Reading_____   Writing_____

4. What ability do you find most important?

Listening_____   Speaking_____   Reading_____   Writing_____

5. How often do the students practice the speaking ability in class?

Always_____   Often_____   Sometimes_____   Seldom_____   Never_____

6. What percentage of students speak in English during the class?

0 – 25%_____   26 – 50%_____   51 – 75%_____   76 – 100%_____

7. What is the level of fluency of your students?

Excellent_____   Very good_____

Good   _____   Acceptable_____

Not Acceptable_____

8. What do you do to increase the active participation of students during the class?

Practice dialogues_____   Read interesting topics_____

Listen to music _____   Write specific information_____

9.-Which of these didactic materials do you use more in class to practice the speaking ability?

Videos_____   Songs_____

Pictures_____   Newspaper articles_____

Other: _____

10.-Do you consider that the use of pictures helps students in the practice of speaking activities?

YES_____   NO_____

THANKS FOR YOUR COOPERATION

Attachment 3: Interview directed to Specialist Professors in the English area at Peninsula of Santa Elena State University.

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

This interview will be applied to Specialist Professors in the English area at Peninsula of Santa Elena State University.

Objective: To collect information about the strategies that teachers apply during the learning process to get a meaningful learning.

1.-How many years of experience do you have as an English teachers?

_____

_____

2.-Which of the four abilities do you consider the students develop easily? Why?

Listing_____   Speaking_____

Reading_____   Writing_____

3.-Which of the four abilities do you consider the students develop hardly? Why?

Listing_____   Speaking_____

Reading_____   Writing_____

4.-What is the best method to teach English?

_____

_____

5.-What strategies do you apply to get an active participation of your students?

_____

6.-What is necessary to develop the speaking skill?

_____

7.-What is a good strategy to develop the speaking skill?

_____

8.-Do you consider the use of pictures is useful to develop the speaking skill?

_____

9.-What activities can student practice to develop speaking using different pictures?

_____

10.-Do you consider Describing pictures will be a good activity to promote the speaking skill?

_____

THANKS FOR YOUR COOPERATION!

Attachment 4: Survey directed to Students of Second Course at "Salinas Siglo XXI" High School after applying the Proposal.

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

This questionnaire will be applied to Students of Second Course at "Salinas Siglo XXI" High School.

Read the questions attentively and cross the answer with a X according to your opinion. Please, answer honestly.

QUESTIONS	SI	SOMETHING	No
1Do you believe The English Language is easy to learn?			
2Do you like learning through the use of pictures in class?			
3Do you consider the practice of speaking skill using pictures is great?			
4Is it better to practice English language with pictures?			
5Were the activities with pictures easy?			
6Did you enjoy the activities practiced in class?			
7Did you develop more your speaking skill in class?			
8Did you work with picture before this project?			
9Is Picture Description a fun activity?			
10Do you want to practice more exercises with pictures?			

Attachment 5: Surveys to English Teachers and interview to Specialist Professors

Picture 1: Surveys to English Teachers at "Salinas Siglo XXI" High School.

Picture 2: Interview to Specialist Professors at UPSE.

Attachment 6: Surveys to Students of Second Course at "Salinas Siglo XXI" High School.

Picture 3: Application of surveys to students of second course.

Picture 4: **Students fill the first surveys before the application of proposal.**

Attachment 7: Students of Second Course at "Salinas Siglo XXI" High School after applying the Proposal.

Picture 5: **Surveys to students of second course after applying the Proposal.**

Picture 6: **Students of second course fill the surveys after Proposal.**

Attachment 8: Students work with Pictures

Picture 7: **Students practice different activities through the use of pictures.**

Picture 8: **Students organize their presentations to talk about pictures.**

Attachment 9: Pictures of the development of Picture Description strategy to promote Speaking Skill.

Picture 9: Students talk about what they see in the pictures.

Picture 10: Students use pictures to talk about places using preposition of location.

Picture 11: Students look at the pictures and infer about people´s feelings.

Picture 12: Students speculate about what happens in the picture using Simple Past and Future Tense.

Picture 13: Students talk about people actions using Present Continuous.

Picture 14: Students describe objects using different adjectives.
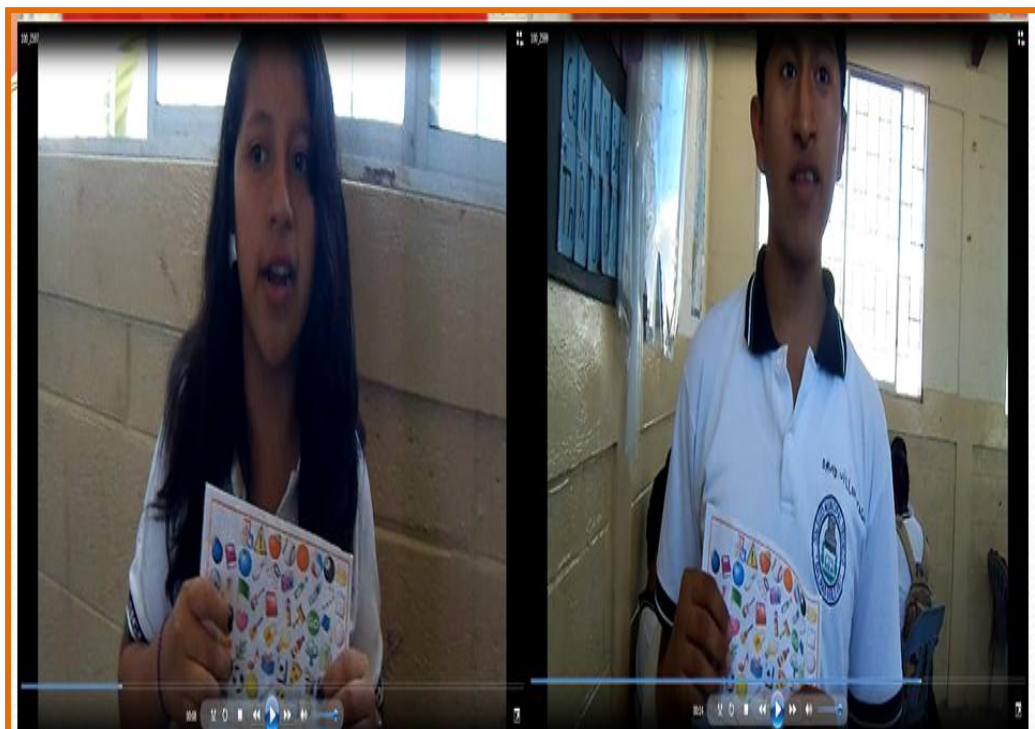
Picture 15: Students talk about Touristic Places of Santa Elena Province.

Picture 16: Students work in pairs, look at the pictures and formulate some questions

Picture 17: Students talk about their last vacation using the Simple Past.

Picture 18: Students describe pictures talking about differences and similarities.

Attachment 10: Lesson Plan 1 What do you see?

Level: Second Course	Time: 40 minutes
Topic 1: What do you see?	
Objectives: To describe the picture and learn new vocabulary.	
Expected Results: • Be able to practice The Present Continuous. • Be able to practice the use of There is / there are. • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: Picnic, couple, wastebaskets, stroller, scooter, grass, lawn, tablecloth, lake.	
Materials: Pictures of a landscape, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about the use of There is and There are. • Students share information about what they see on the picture using the Present Continuous, there is, there are, or expressions such as: I can see, I see, so on. • Students form group of four. • Teacher gives the pictures to students. They work during 15 minutes. • Each group has 2 minutes to describe the picture. The group that mentions more things or activities get extra points.	

Attachment 11: Lesson Plan 2 My City.

Level: Second Course	**Time:** 40 minutes
Topic 2: My City	
Objectives: To share information about the location of different places.	
Expected Results: • Be able to use Prepositions of place. • Be able to practice the use of There is / there are • Be able to share information talking about places • Be able to develop the speaking skill.	
Vocabulary: In front of, next to, beside, between, in the corner of, behind, in, on, across from, at.	
Materials: Pictures of a city	
Anticipated problems: Students could not understand instructions.	
Activities: • Review the use of prepositions of place and the use of There is /there are. • Teacher gives examples and delivers the pictures to students • Students work in pair to describe the picture giving information about the location of some places. • Students have 15 minutes to work. • Finally, teacher asks some questions about the pictures to different students.	

Attachment 12: Lesson Plan 3 People´s feelings.

Level: Second Course	Time: 40 minutes
Topic 3: People´s feelings	
Objectives: To infer how people feel and give reasons of it.	
Expected Results: • Be able to talk about People´s feelings using various adjectives. • Be able to increase their thinking and imagination • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: Happy, bored, scared, terrified, hopeless, worried, sure, nervous, timid, powerful, bad, angry, confused, so on.	
Materials: Pictures of people, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about adjectives. Each student has to mention one. • Students work in group of three. • Students select two scenes of the picture and to create a story about how people feel and why (at least 5 sentences per story). • Students work during 10 minutes. • Finally all students share information about the different scenes.	

Attachment 13: Lesson Plan 4 Narrating a story.

Level: Second Course	Time: 40 minutes
Topic 4: Narrating a story	
Objectives: To speculate what happened before the scene and afterward it.	
Expected Results: • Be able to practice the Simple Past. • Be able to practice The Future Tense • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: adverbs of probability and phrases for expressing opinions.	
Materials: Pictures of different events, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about the Past Tense and Future Tense. • Students work in pair and choose any picture of their textbook. • Students relate a story using their imagination (One student tells what happened before the scene and the other tells what will happen afterward). • Develop the activity during 10 minutes. • Select pairs of work to narrate the story in front of the classroom.	

Attachment 14: Lesson Plan 5 Describing actions.

Level: Second Course	**Time:** 40 minutes
Topic 5: Describing actions.	
Objectives: To argue why people are doing that activity	
Expected Results: • Be able to practice The Present Continuous • Be able to argue the people´s actions • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: Hopscotch, sowing, rope, list of verbs.	
Material resources: Pictures of different activities, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about the Present Continuous, adverbs of probability and phrases for expressing opinions. • Give the pictures to students and ask them to look at it attentively. • Students describe what people are doing according the picture and argue it. • Teacher gives some example. After that, he throws a ball to a student to continue with the activity. • Students can not repeat the information and the activity finishes when all students have participated.	

Attachment 15: Lesson Plan 6 Describing objects.

Level: Second Course	Time: 40 minutes
Topic 6: Describing objects	
Objectives: To describe objects specifying functions, colors, materials or shapes.	
Expected Results: • Be able to describe objects. • Be able to practice vocabulary about colors, materials and shapes. • Be able to share information about the functions of some objects. • Be able to develop the speaking skill.	
Vocabulary: circle, triangle, square, pentagon, oval, glass, wood, plastic, metal	
Material resources: Pictures of different objects, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Introduce vocabulary about types of materials and shapes • Divide the class in two groups. • Students of Group A select an object of the picture and describe it, the student of group B listens to the information and tries to draw it on the board. • Teacher gives some examples. • Finally, the group that gets his/her classmate draws the object correctly wins or get extra points.	

Attachment 16: Lesson Plan 7 Describing Touristic Places.

Level: Second Course	Time: 40 minutes
Topic 7: Describing touristic places	
Objectives: To share information about why people should visit a specific place.	
Expected Results: • Be able to use Should and shouldn ´t for describing pictures. • Be able to talk about touristic places of the community. • Be able to use phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: List of adjectives	
Material resources: Pictures of different places, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about the use of should and shouldn´t. • Teacher gives some examples. • Students talk about a touristic place and give reasons why people should visit that place. • Students work during few minutes to prepare the activity. • Teacher selects some students of each column to share the information in front of the classroom.	

Attachment 17: Lesson Plan 8 Interchanging Information.

Level: Second Course	Time: 40 minutes
Topic 8: Interchanging information	
Objectives: To formulate questions and answers them	
Expected Results: • Be able to formulate different questions according to the picture. • Be able to make WH Questions and Information Questions. • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: WH Questions and Information Questions	
Material resources: Pictures of different situation, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about WH Questions, Information Questions, Is there, and Are there. • Students formulate and answer questions according to the pictures. • Students work during few minutes to prepare the activity. • Teacher asks volunteers to start the activity. • The activity finishes when all students have participated.	

Attachment 18: Lesson Plan 9 My last vacation.

Level: Second Course	Time: 40 minutes
Topic 9: My last vacations	
Objectives: To describe some pictures using the simple past	
Expected Results: • Be able to practice The Simple Past and the Past Continuous without problems. • Be able to tell past events. • Be able to use adverbs of probability and phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: List of regular and irregular verbs.	
Material resources: Pictures of some events, dictionary, textbook	
Anticipated problems: Students could not understand instructions.	
Activities: • Review about the Simple Past and the Past Continuous. • Teacher describes some pictures about his/her last vacations and asks the students if they have any question. • Students have few minutes to prepare their presentation. • Each student describes his/her pictures (at least 6 sentences). • Teacher asks some students to formulate questions to his/her classmate.	

Attachment 19: Lesson Plan 10 The Beach

Level: Second Course	**Time:** 40 minutes
Topic 10: The beach	
Objectives: To talk about differences and similarities	
Expected Results: • Be able to talk about differences and similarities • Be able to share information about different situations. • Be able to use phrases for expressing opinions. • Be able to develop the speaking skill.	
Vocabulary: List of adjectives	
Material resources: Pictures of different places or situations, dictionary.	
Anticipated problems: Students could not understand instructions.	
Activities: • Explain the activity (Students have to describe the picture talking about differences and similarities between the pictures). • Teacher gives some examples and asks students to work in pairs. • One student talks about differences and the other about similarities. • Students work during 5 minutes. • Teacher throws a ball to a student to start the activity and it finishes when all students have participated.	

Attachment 20: Request to institution to start the implementation of project.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Oficio n. °: CLI -2015-298-OF
La Libertad, 04 Diciembre de 2015

Licenciado,
Aurelio Parrales Pozo
RECTOR COLEGIO MUNICIPAL TÉCNICO "SALINAS SIGLO XXI"
En su despacho.

De mis consideraciones:

La Srta. ANDREA ALEXANDRA DE LA CRUZ DEL PEZO, con C. I # 092046902-0, egresada de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSÉ LUIS TAMAYO, SALINAS, SCHOOL YEAR 2015-2016.	MSc. Byron Villacreses Santillán.	RCA-025-2015 DEL 24/11/2015

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

Glenda Pincargote Parra, MA. Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS

C.c Archivo

COL. MUN. TÉC.
"SALINAS SIGLO XXI"
RECIBIDO
04 DIC 2015

RESPONSABLE

Attachment 21 Acceptance of institution to implement the project.

José Luis Tamayo, 8 de Diciembre del 2015
Oficio Nº 594-R-CMTSSXXI-2015

Sra.
Glenda Pinoargote Parra, MA. Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS
En su Despacho.--

De mis consideraciones:

Reciba Usted un efusivo y cordial saludo a nombre de quienes conformamos el Colegio Municipal Técnico "Salinas Siglo XXI" de la Parroquia José Luis Tamayo del Cantón Salinas, a la vez aprovecho de la oportunidad para expresarle y comunicarle lo siguiente.

En respuesta a la solicitud presentada en el rectorado del plantel por la señorita **ANDREA ALEXANDRA DE LA CRUZ DEL PEZO** Egresada de la Carrera Licenciatura en Inglés quien se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciada en Idioma Inglés, y quien solicita se le dé las facilidades para realizar la investigación de campo y otra actividades pertinentes, al respecto me permito informar que aceptamos dicho petitorio.

Siendo la educación un derecho de la personas a lo largo de su vida y un deber ineludible e inexcusable del estado, como área prioritaria de la política pública, siempre será para nosotros un gusto brindar las facilidades necesarias que garanticen el desarrollo y fortalecimiento educativo, que se constituye en el principal eje estratégico para el desarrollo nacional. De la señora Directora,

Atentamente,

Lcdo. Aurelio Parrales Pozo MSc.
RECTOR

C.c.- Archivo.-
wlf.-

Attachment 22: Certification of institution for the implementation of project.

UNIDAD EDUCATIVA
"SALINAS SIGLO XXI"
"Educamos para la vida"

RECTORADO DE LA UNIDAD EDUCATIVA
"SALINAS SIGLO XXI"

A petición verbal de parte interesada:

CERTIFICA:

Que la señorita **DE LA CRUZ DEL PEZO ANDREA ALEXANDRA** con cédula de identidad No. 092046902-0, realizó su trabajo de titulación **"PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSÉ LUIS TAMAYO, SALINAS, SCHOOL YEAR 2015 -2016"** que incluían actividades y encuestas dirigidas a los docentes del área de inglés y con estudiantes de Segundo Año de Bachillerato FIP Administración de Sistemas, Comercialización y Ventas e Información y Comercialización Turística, tareas coordinadas con los profesores.

Es todo cuanto puedo certificar en honor a la verdad, autorizando a la interesada hacer uso del presente documento como estime conveniente.

José Luis Tamayo, 5 de Enero de 2016.

Lcdo. Aurelio Parrales Pozo, MSc.
RECTOR
Cell: 0990841297

Dirección: José Luis Tamayo. Barrio Paraíso. Avenida 18 y Calle 10. Salinas – Ecuador.
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Attachment 23: Certification of Urkund

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

La Libertad, 18 de Enero de 2016

CERTIFICADO ANTIPLAGIO

003-TUTOR BV-2016

En calidad de tutor del trabajo de titulación denominado **PICTURE DESCRIPTION TO PROMOTE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF SECOND COURSE AT SALINAS SIGLO XXI HIGH SCHOOL, JOSE LUIS TAMAYO, SALINAS. SCHOOL YEAR 2015 – 2016,** elaborado por la estudiante ANDREA ALEXANDRA DE LA CRUZ DEL PEZO, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Lic. Byron VillacresesSantillan, MBA
C.I:095238490-7
DOCENTE TUTOR