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Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

"The development of the speaking skill through visual aids at SRC Turi female inmates"

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Resumen

Independientemente de la edad, estatus social, religión, raza o estatus legal, todos tienen derecho a acceder a la educación. Una parte de ser educado en nuestro país es aprendiendo inglés. Las reclusas también tienen derecho a aprender este idioma. Esa es la razón principal por la que este estudio tuvo como objetivo desarrollar la habilidad de hablar utilizando ayudas visuales como imágenes, dibujos, tarjetas con imágenes, títeres y gráficos murales. Se utilizó un diseño pre-experimental, en el que participó un grupo de nueve (9) internos del Centro de Rehabilitación Social (CRS Turi). El investigador realizó una intervención, enseñando inglés con ayudas visuales. Para recopilar los datos, se utilizaron una prueba previa, una prueba posterior y un cuestionario. Los resultados del análisis cuantitativo demostraron que hubo una mejora del 26, 67% de todo el grupo de internos entre la prueba previa y la prueba posterior. También se analizaron sus percepciones sobre el uso de ayudas visuales. Mostraron aspectos positivos y negativos. Entre los positivos, los internos mencionaron que las ayudas visuales eran útiles para desarrollar su habilidad para hablar, y señalaron la importancia de aprender inglés. Sin embargo, los participantes mencionaron el tiempo restringido dedicado a sus clases de inglés como aspecto negativo.

Palabras clave: Ayudas visuales. Habilidad para hablar. Reclusos. Educación.



Abstract

Regardless of age, social status, religion, race or legal status, everyone has the right to access education. One part of being educated is learning English in our country. Female inmates¹ also have the right to learn this language. That is mainly why this study aimed to develop the speaking skill using visual aids such as pictures, realia, flashcards, puppets and wallcharts. A pre-experimental design was used, in which a group of nine (9) inmates of the Social Rehabilitation Center (SRC Turi)² participated. The researcher conducted an intervention, teaching English with visual aids. To collect the data, a pretest, a posttest and a questionnaire were used. The results of the quantitative analysis demonstrated that there was a 26, 67 % of improvement between the pretest and the posttest of the whole group of inmates. Their perceptions regarding the use of visual aids were also analyzed. They showed positive and negative aspects. Among the positive ones, inmates mentioned that the visual aids were useful to develop their speaking skill, and they pointed out the importance of learning English. However, the participants mentioned the restricted time devoted to their English classes as negative.

Keywords: Visual aids. Speaking skill. Inmates. Education.

¹ Henceforth, people who are deprived from freedom.

² Hereafter, SRC Turi stands for Social Rehabilitation Center.



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Dedication

This project is dedicated to all my family: my children (Juan, David), my husband (Teodoro), my parents (Jorge, Nieves), my grandmother (Julia), my brother (Jonatan) and sisters (Janet, Jimena and Paola) who have always supported me.



Prologue

In the current study, I was guided and inspired to work with inmates, since I had a previous experience as an inmate myself. Some years ago, I decided to migrate to the United States due to difficult economic circumstances. When I was in Mexico, I was taken to prison because I did not have legal documents. The prison was specifically for migrants. I had to stay with other female migrants from different countries for about two months. As time went by, we were enrolled in workshops such as handicrafts, sewing, religion, games and other activities.

The inmates were people from different countries and they spoke different languages. The communication was sometimes difficult. Therefore, I realized that learning a foreign language is very important. I deduced that to learn English was not an obligation, instead it was a necessity. English as a communication tool can help others, especially people in need. A feeling of empathy emerged, which made me think of the common good, and encouraged me to teach and spend time with the inmates of our city. I learned about other cultures and backgrounds and began sharing common experiences and knowledge.

In conclusion, when you feel love and passion to teach, the place, the time, and the date is not a problem; only the desire to do it with your heart.



Introduction

Education is a right for everyone regardless of age, social status, religion, race or legal status. However, for people deprived of their freedom in jail, this topic is hard to address because of the place where they are, and especially if it is related to learning a foreign language, such as English.

Nowadays, there is a lack of English programs within rehabilitation centers in Ecuador. This is the case of Social Rehabilitation Center (SRC) Turi. A newspaper article called “Personas privadas de la libertad muestran obras” (2017, pág. 7A) explained that currently there is a non-profit foundation called “Nuevo Propósito” that carries out an English program; however, there is the need to reach more inmates to promote language learning as a means of a key element in rehab. According to a newsletter, published in (Ministerio de Justicia, n.d), the constitution states that those who have been incarcerated have the right to receive formal education. In conclusion, education is a human right, which does not discriminate against anyone. Inmates are not the exception, and this research, entitled *“The Development of the Speaking Skill through Visual Aids at SRC Turi Female Inmates”* aims to help them to develop their speaking skills through Visual Aids.

This document is divided in six (6) chapters as follows: (1) the description of the study, (2) the theoretical framework, (3) literature review, (4) methodology, (5) the results of the study and (6) conclusions and recommendations . Chapter I, as its name indicates, addresses the scope of the study. In the second chapter, general definitions are provided regarding prison education and visual aids. In chapter III relevant studies are included, which show some



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similarities with the current study. Chapter IV describes the methodology employed, Chapter V, the results and finally, in Chapter VI, conclusions and recommendations are offered.



CHAPTER I

1. DESCRIPTION OF THE RESEARCH

The researcher of this study became interested in working at SRC Turi with inmates because she had an opportunity to observe their English classes. The inmates were only provided one book to study English. Therefore, it was felt that implementing visual aids would help inmates improve their speaking skills. The reason why such didactic material was used in the current study lies in the fact that people remember better, when they visualize, so these materials do support students in their learning process. Also, there are some restrictions inside the prison that keep the researcher from employing other types of didactic materials such as technological equipment or cutting tools during the English class.

1.1.JUSTIFICATION

Education is highly important, as it might grant people the opportunity to pursue a professional career and provide them with economical support, as well. In another newsletter published in the web page of the Ministerio de Justicia (n.d) Rosana Alvarado³ highlighted the different activities the inmates develop inside the SRC, which are coordinated by the Ministry of Justice and other ministries and government institutions. Such activities aim to help inmates rehab into society. The same minister mentioned five essential components for the social rehab system: educational, labor, health, reinsertion and connection with society. These components guide inmates to plan their future lives, rehabilitation and reinsertion process.

In the Constitution, the article 203, number two, states that in social rehabilitation centers and provisional detention, educational plans can be promoted and implemented; therefore, inmates

³ Former Ministry of Justice



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can enroll in any level of the educational system such as primary, secondary or higher education. This entire program is supported and coordinated by the Ministry of Education and the SENESCYT⁴ (Ministerio de Justicia, n.d). However, SRC Turi has not carried out any research in the field of language learning specifically applied to the acquisition of the English language. It has not yet set up an official program in this regard.

The acquisition of English as a Foreign Language provides a tool that can help inmates to increase the possibilities to be better prepared people in society. According to Kouyoumdjian (2012) to do so, it is important to emphasize that visual aids can help learners improve [their abilities] in comprehension and increase retention of vocabulary as the mind relates to the image with the word.

In addition, Smaone (2015) states that visual aids can be effective in enhancing and clarifying concepts for students during the production of speech as well as engaging the audience during their presentation. With this in mind, the researcher planned to use visual aids to help inmates develop their speaking skills.

Finally, the acquisition and development of English language speaking skills would enable inmates to pursue even more opportunities in their future lives. Therefore, they would probably have the chance to make a positive contribution to society and their families.

⁴Spanish acronym that refers to the *Secretaria de Educación Superior, Ciencia, Tecnología e Innovación*.



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1.2.BACKGROUND

Women, who are inmates, in the SRC Turi are potential learners of the English language. It is important to motivate them to look for opportunities to obtain an academic preparation. In fact, as part of their preparation, inmates can learn English, so this project focuses on the development of the speaking language skill through visual aids.

Also, Bradshaw cites authors Kemp and Dayton who state that “visual aids in motivation and maintaining attention by adding variety and making the lesson more interesting” (as cited in Ramírez, 2012, p.13). Thus, Kouyoumdjian (2012) states that colors and figures get stored in learners minds and help them to recall words easily and increase motivation to continue with the production of the language. Teachers have to take into account the application of different strategies to keep students from getting bored and keep them engaged in the second language acquisition process.

Clark and Lyons have found that “memory for visual aids tends to be better than memory for words” (as cited in Ramírez, 2012, p. 14). In addition, the brown expression “a picture is worth a thousand words” is very familiar to us, and fits with the idea that memory works better with pictures. Indeed, in most situations it can be assumed that pictures will be better remembered than words. One picture can contain enough information to convey many meanings.

It is highly important to remember that using visual aids can help convey vocabulary and expressions much easier than oral explanation since visual aids motivate and catch learners’ attention.



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1.3.OBJECTIVES

1.3.1. General Objective

- To evaluate the influence of using visual aids to teach the speaking skill to SRC Turi female inmates.

1.3.2. Specific Objectives

- To determine students' level at the beginning of the intervention through the application of a pretest.
- To apply Visual Aids for 20 hours.
- To evaluate the level of development of the speaking skill after the intervention through a posttest.
- To determine students' perceptions towards learning through visual aids by means of a questionnaire.



CHAPTER II

2. THEORETICAL FRAMEWORK

2.1.General Terms

In order to have a better comprehension of the current issue, it is important to review and mention some terms: education in social rehabilitation centers, inmates, adult learners, speaking skill (accuracy and fluency, macro and micro skills, principles, and why speaking skill is difficult in the teaching and learning process), and learning tools, such as visual aids. These terms are employed along the whole study.

2.1.1. Education in Social Rehabilitation Centers

According to Muñoz, education should promote an “environment for those who are detained that enables positive change and human capacity” (as cited in Hawley, Murphy, & Souto-Otero, 2013, p.10). The same authors state that to help inmates acquire knowledge and develop their potential capabilities have become a basis for their further rehabilitation lives. Although inmates are in prison, the learning process can give them insights to keep up developing their skills during their sentence.

In fact, Muñoz (as cited in Hawley, Murphy, & Souto-Otero, 2013) explains that many inmates believe that education in prison can be another opportunity to learn, gain knowledge for their future lives, or demonstrate to their relatives they have succeeded. Furthermore, inmates are aware that they will be part of the society again after they leave prison. Education helps inmates build a different attitude and behavior. Educating inmates goes beyond preparing them for their future lives in social rehab, or develop their capabilities. It refers to the opportunity to create an environment of self-confidence, self-motivation, autonomy and becoming responsible no matter the context they are involved.



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2.1.1.1. Inmates

Zoukis (2013) states that “inmates are people who are incarcerated” (para. 2). English Oxford Living Dictionaries (n.d.) defines an inmate as “a person confined to an institution such as prison.” Therefore, inmates are people like all of us, so they are part of society. When they get the freedom again, they will necessary go through a rehabilitation process in which the knowledge acquired during the years inside the prison can be put into practice.

2.1.1.2. Adult Learners

An adult can take the learning process in a more responsible way since this life stage demands the development of more skills, even more, than when someone is young. The point is that for adults, time seems to go faster, so they aim to learn and develop potential skills even faster than when they were younger. That is why the teacher should take into consideration the most effective manner to treat and teach them (Rodríguez & Flores, 2008). In this case, inmates are adult learners who are deprived of freedom, and it is important to have an overview of some internal and external aspects adult learners may bring to the English foreign language class during their learning process.

According to Heather and Tom (1999) several factors can help or hinder adult learners from acquiring a foreign language. They mention the following aspects that adults bring to class:

- **Language:** sometimes the use of the new language can be difficult for adults since they have not developed the communicative competence in the target language yet. In fact, the English language system includes four (4) main skills and none is isolated; instead, all of them function together.
- **Background knowledge:** adults bring previous knowledge to which the teacher should build the new knowledge.



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- Expectations: depending on the previous experiences, learners will create an image of how the new class is going to be. In addition, learners may think that the type of methodology will be the same as it was in the last classes. It is important for the teacher to be aware of the learners' expectations.
- Learning styles: learners have several learning styles since they use their human senses to acquire knowledge. Therefore, the teacher needs to understand their different learning styles.
- Confidence: some learners may be very confident and take the risk to learn a new language; however, others do not keep up and stay in a low level. It is important to create a comfortable classroom atmosphere to help the learner feel confident to take the risk of using the new language.
- Motivation: adults have either intrinsic, extrinsic or both types of motivation. Considering students' motivation, the teacher can show them the value of knowledge, which somehow contributes to reach students' goals.
- Personal circumstances: learners bring different aspects such as age, health conditions and beliefs regarding younger learners and older learners, home problems and other cognitive issues.

Teachers can help them by being aware of the learners' native background knowledge, learning styles and personal circumstances.

2.1.2. The Four Language Skills

According to Lightbown and Spada (2013) it is commonly known that there are four basic skills that are developed in any language. The first skill developed in early childhood is listening because the child listens to what others communicate and in response he or she emits several



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sounds such as short utterances or hesitations. Then, through imitation and repetition, the speaking skill is developed. Later on, the same person learns to read (reading skill) to finally produce in the written form all the acquired knowledge (writing skill) (Lightbown & Spada, 2013). For the purpose of this research, the speaking skill will be discussed.

2.1.2.1. Speaking Skill:

Bygate stated, "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages"(as cited in Urrutia & Vega, 2010). Interaction among students is better accomplished in a comfortable environment, in which fluency can be developed effectively. Fluency involves promoting an easy and appropriate interchange of ideas among learners (Urrutia & Vega, 2010).

According to Brown (2007) "accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output" (p. 324). In the same way, "fluency is probably best achieved by allowing the 'stream' of speech to 'flow'" (Brown, 2007, p.324). In addition, the same author states that fluency and accuracy should be developed through message-oriented techniques that focus mainly on teaching language use instead of language oriented.

Brown (2007) explains that macro and micro skills should be considered when learners produce oral communication as follows.

2.1.2.1.1. Macro-skills

- a.** Learners utilize cohesive tools when producing oral language.
- b.** Communicate the message through verbal and non-verbal language clues, such as gestures, body movements and signs.



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2.1.2.1.2. Micro skills

- a. Produce chunks of language of different lengths.
- b. Produce reduced forms of words and phrases.
- c. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization,) word order, patterns, rules and elliptical forms.
- d. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups and sentences (Brown, 2007, p. 328).

2.1.3. Principles for Teaching Speaking Skills

Brown (2007) establishes some principles that teachers should take into consideration when helping learners develop the speaking skill, related to fluency, accuracy, motivation, and feedback.

1. Fluency and accuracy centered approach guided by the class objective.

To apply activities or games that focus on linguistic topics, which help learners achieve building blocks of language, drills should be applied in a meaningful manner.

2. Create intrinsic motivation techniques.

This principle helps learners see the reasons or benefits why they should learn the language.

3. Enhance the use of authentic language in significant contexts.

Authentic materials gives the opportunity to have an idea of the contexts and meaningful interaction. Then the teachers' materials can be useful to provide a sense of authenticity in the classroom.

4. Provide feedback and correct mistakes.

Teachers should use the different types of techniques for correcting mistakes in the class at the time of the mistake.



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5. Compare listening and speaking

Both, listening and speaking skills, can reinforce each other, so the teacher can create activities to integrate them.

6. Create the necessary space to initiate the speech.

To initiate conversations to fulfill different functions is part of the oral communication process.

7. Create spaces to encourage the speaking skill development.

This principle helps learners develop individual strategies to communicate their ideas. Namely, asking information questions, asking for help, etc.

2.1.4. Why is the Speaking Skill difficult to teach and to learn?

Brown (2007) explains that producing oral language can be, in some cases, difficult or complex to learn and to teach depending on the characteristics of the spoken language such as clustering, redundancy, reduced forms and performance variables.

a) Learning:

- **Clustering:** learners may have some difficulties when trying to speak fluently, so they can cluster the information to convey it better.
- **Redundancy:** learners can rephrase the information to communicate it.

b) Teaching:

- **Reduced forms:** to teach phonemes, phonology and pronunciation is a complex task for teachers. In addition, some learners are not familiar with colloquial contractions and use formal language all the time, so it can bring them some pragmatic difficulties.



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- **Performance variables:** teachers should help learners acquire several pause and hesitation options, so they can use them when producing the spoken language.
- **Colloquial language:** teachers should verify learners are familiar with the different colloquial forms of the language and practice them.

After this short review, it can be determined that teaching speaking is not an easy task, neither for teachers nor for learners, due to several factors when teaching or learning it. However, there are different instruments to help learners develop the speaking skill, and in the current study, we focus on visual aids. These instruments help motivate, catch students' attention and present the language through images.

2.1.5. Visual Aids

Merriam Webster (1828) an online dictionary defines visual aids as “an instructional device (such as a chart, map or model) that appeals chiefly to vision; especially: an educational motion picture or filmstrip.” In the same manner, Burton defines “visual aids are those sensory objects or images which initiate or stimulate and support learning” (as cited in Shabiralyani, Shahzad, Hamad, & Nadeem, 2015, p. 226).

According to Shabiralyani et al., (2015) visual aids such as “pictures, models, charts, maps, videos, slides, real objects etc.” (p.226) can be defined as tools to help clarify and present a topic clearly and easily for a better comprehension. The same author Shabiralyani et al., (2015) states the importance of using visual aids in the learning process. Such visual aids are used for promoting learner's acquisition of knowledge purposes. The visual aids help build the effectiveness of the learning process and the expansion of knowledge.



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2.1.5.1.Types of Visual Aids

The world of education offers a variety of visual aids like pictures, charts, maps, videos, slides, real objects etc. that can be used in a class. However, to accomplish this study, only some specific visual aids (pictures, puppets, realia, flashcards, drawings and wall-charts) were employed during the researcher's study. The researcher applied these specific visual aids because there was a limited period of time (20 hours) to apply them. In addition, SRC Turi has some restrictions about using technological gadgets.

2.1.5.1.1. Drawings

According to Computer Hope (2017) a drawing is a significant trace: which helps people, achieve several objectives. In fact, the use of drawings allows people to present objects in different ways.

2.1.5.1.2. Pictures

According to Computer Hope (2017) a picture is “a visual capture of an object” (para. 1). In this case, the researcher used pictures related to the topic addressed in the lesson. Such pictures were selected according to the relevance of the topic and the learners' level of knowledge.

2.1.5.1.3. Puppets

Linn defines a puppet as “an educational tool lies in its being a type of three- dimensional symbolic art form and being able to move and speak” (as cited in Remer & Tzuriel, 2015).

2.1.5.1.4. Realia

In the same way, Linn defines realia as the objects that can be found in a regular class time. Teachers use them to help students comprehend the meaning of words, or clarify an idea. Teachers can also use the objects that already exist in the classroom or can bring some others to the class (as cited in Remer & Tzuriel, 2015).



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2.1.5.1.5. Flashcards

Haycraft as cited in Insaniyah, defines flashcards as “the cards on which words and or picture are painted or drawn” (as cited in Syaifudin, 2017, p. 34). In addition, they can represent pictionaries but in an isolated way. That is, every word of the vocabulary is accompanied with its representative picture on every piece of card (Syaifudin, 2017).

2.1.5.1.6. Wall charts

A wall chart can be defined as a “type of large poster often displaying information for educational use or entertainment” (Serrano & Garcia, 2010, p. 2). The main purpose of the use of wall charts in the class is to catch learners’ attention. It can also include pictures and written text.



CHAPTER III

3. LITERATURE REVIEW

After the review of some terms, which will be used in the current study, the literature review will be presented. As it is known, in the learning process there are several techniques, didactic material and procedures, which can be used in order to promote the use of language. In fact, research addressing these different issues has been published (Widyaningrum, 2014; Hoit & Toledo, 2016; Rokhmawati, 2010; Maharani, 2016 & Syaifudin, 2017). These studies have been carried out around the world. Such studies can provide guidance to carry out the current research, since the focus of this research will be on studies regarding the use of visual aids in the classroom (Widyaningrum, 2014). The first section of this literature review will focus on prison education, and the second one will address effects of using different materials and techniques on the development of a foreign language.

3.1. Prison Education

A study carried by Banegas (2018) in which two teachers were interviewed regarding their teaching practices at an Argentinian prison, provides interesting and relevant information. These teachers mentioned that they worked in a mixed prison, women and men. One of the teachers worked with 20 to 50 year-old inmates. She kept a journal in which she wrote the experiences in the teaching learning process such as grammar structures, vocabulary, techniques and methods she used in class.

Some methods she used were role-plays, creating Facebook profiles on paper, and a gossip corner for a local magazine (female inmates). The teacher, in this case, mentioned that the inmates have had a hard life and the goals of the course was to help instruct them for their further



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rehab process into society where they were previously rejected. The teacher made a comparison between the prison education and the education in normal classrooms. She was very positive; however, she mentioned that inmates did not attend class regularly. In some cases, they used to bring their babies to class. The participant mentioned that in order to work at a prison, teachers should be passionate in their work and be creative. In addition, she used engaging and fun activities and positive verbal reinforcement.

The other teacher worked with men who were between 25 to 50 years old. She worked with 5 to 10 inmates per lesson. This teacher kept motivated because of three aspects: “the school coordinator’s encouraging and hands-on-managing style, her colleagues and instance of professional development” (Banegas, 2018, p. 14). Attending conventions where this teacher could share experiences and learn from other teachers, who also work at prison, helped her a lot. The teacher mentioned she felt secure when working with inmates, something opposite what people usually think. Freedom involved a different meaning for her; actually, the English class provided freedom to inmates. The point of view towards inmates changed since she began to see them as learners. She applied different strategies such as drama, role playing, translation, etc. The material was developed by herself (Banegas, 2018).

Both teachers mentioned that they have developed some emotional links with the inmates and their personal lives, and they were respected and loved. In addition, both teachers were in charge of 2 to 10 learners per lesson. Inmates studied English for three years. The teachers taught two hours per week, and 20 hours per month. They stated that they consider prison education a time to create and develop freedom (Banegas, 2018).



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Both teachers reported a sense of pursuing social justice. While one of the participants was guided by Catholicism, and working with few people, the other one was guided by social sensitivity, her interest in psychology and previous teaching experiences. (Banegas, 2018).

This researcher also mentions the existence of some laws regarding education at prisons, which protect both the inmates and the teachers. Although inmates are not allowed to have access to internet service, these laws state that inmates have to receive the necessary materials, and appropriate structure for their learning process

The previous author Banegas (2018) stated that the Argentinian government has established some laws in favor of non-formal education at prison, and as an encouragement for the inmates, the government has offered to allow them to leave prison before they accomplish the confinement period.

In a research study carried out by Olinger, Cabrales, Mapp, Mayorga, Nunez, Slater, Sosnowski, and Torres (2012) the results demonstrated that the teaching-learning process in prison is valuable since the learners acquire new knowledge with the help of their partners. In addition, the influence in the familiar relationships and some patterns among the inmates were revealed during the teaching-learning process.

According to Hawley, Murphy, and Souto-Otero (2013) to teach in prison, which states that inmates have several linguistic difficulties when learning a foreign language. This is because when the speaking skill is not developed yet, they suffer frustration, and emotional stress besides the fact that they are foreigners. Based on the consulted information, the researcher applied motivating techniques and different manners to keep inmates from getting frustrated or demotivated. For example, they employed positive verbal and non-verbal reinforcement. Related



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to the first one, positive phrases (good for you, excellent, good job, well done, etc.) were used. Related to the second one, body signs, gestures, symbols, etc. were used as positive reinforcement.

3.2. Research on Adult Learners

Malcolm Knowles carried out a research in 1975 in which some essential facts regarding adult learners were compiled. Such facts are related in the following situations.

- The feeling of being respected
- Seeing new things as immediately useful
- Realizing the importance of “visual or practical component to the lesson” (as cited in Vella, 1979, p. 4).

3.3. Research on Total Physical Response Method (TPR)

Gardner carried out a study applying the TPR method, which proved that the four skills could be developed through a game. TPR was commonly used with children; however, the researcher used it with adult inmates (as cited in Ghani & Ghous, 2014).

Gardner explained that the learners used several visual aids such as pictures, videos and sports illustrations that help them understand the new language. In addition, there was a good transition from one skill to another, which proves that the four skills are linked to each other (as cited in Ghani & Ghous, 2014). In the current study, the researcher used some TPR activities that helped learners keep active and motivated. For example, the inmates were being asked to decorate a poster called ‘My Family Tree’, in which the learners worked in cooperation.



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3.4.Children and Adult Learners and Formal and Non-formal Instruction

As the current study is regarding adult learners, it is important to cite Brumfit, who states that children are more prominent to learn a language than adults, since children are not worried of getting embarrassed. In addition, the educational community is more aware of their children (as cited in Maharani, Susilohadi, & Pudjobroto, 2016). This could be a factor that can influence the learners' language acquisition.

It is important to mention that working with young learners differs from teaching adults because adult motivation is determined by other internal and external factors that can influence the participants' behavior, attitude and way of thinking when learning a foreign language, such as English. In fact, the participants (inmates) are not obliged to be part of this study, whereas, the intrinsic motivation is what has moved them to accept to be part of it. Contrary to this situation, young learners most of the times must take English classes because it is part of the curriculum.

It is well known that a “normal classroom” is extremely different than a prison context. “Normal classrooms” can be equipped with technological gadgets or any other material when needed; however, to set a classroom context in a prison is a bit more difficult. The prison rules do not allow teachers to have technological gadgets inside the classroom for security purposes.

The studies reviewed demonstrate that different visual aids such as puppets, pictures, realia, wallcharts and flashcards do work in order to develop the speaking skill. These studies were applied to different level learners and in different countries around the world.

Studies which have taken place in social rehabilitation centers regarding the development of the speaking skill neither local nor worldwide have not been found. However, there are some studies, which have been carried out in prisons that refer to non-formal education in general.



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Since the results of the previous studies have proven that visual aids such as pictures, puppets, realia, among others in the EFL class work effectively in the improvement and development of speaking abilities at different level learners, this study applied some of them in order to determine the development of the speaking skill through visual aids on female inmates.

Therefore, this study aims to determine the development of the speaking skill through visual aids such as flashcards, wall charts, puppets, pictures, at the Social Rehabilitation Center Turi (SRC).

3.5. Materials and Techniques

In this section, several studies and their different authors are mentioned (Widyaningrum, 2014; Hoit & Toledo, 2016; Rokhmawati, 2010; Maharani, 2016; & Syaifudin, 2017). The studies are related to different visual aids, (pictures, puppets, realia, wallcharts, flashcards) helped the researcher determine some aspects of the application of such visual aids in the classroom.

3.5.1. Pictures

A study in Indonesia carried out by Widyaningrum (2014) regarding the effect of pictures on the development of the speaking skill demonstrated how visual aids such as pictures could be very helpful to elicit and motivate second language learners to produce oral utterances. He found that pictures are effective visual aids to enhance the speaking skill. The researcher made a comparison of the results of a pretest and the posttest applied to an experimental and control group of 32 participants.

The results showed that the participants obtained higher scores in speaking after being taught using pictures in the class. Based on the results, the author suggested the use of pictures as well as the teachers' guidance and motivation as essential factors during the entire learning



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process. In addition, motivation and teacher's planning are crucial when applying pictures or any other material in the class. Wright, supports that pictures can be applied in different manners. First, pictures can motivate learners to speak. Second, pictures can promote learner's answers. Third, pictures allow learners to access information. Fourth, pictures "stimulate and guide spoken descriptions, narrations, and dialogues" (as cited in Widyaningrum, 2014, p.352). Finally, pictures provide information to allow learners speak.

The study has determined that the impact of the use of visual aids in the class depends on several factors such as extrinsic or intrinsic motivation, the level of knowledge, the context, and the infrastructure of the classrooms. Therefore, the researcher took into consideration as a guidance the procedures the former researchers have used.

The material and visual aids should be adequate and effectively chosen according to the students' necessities and level. Teachers should select a great variety of visual aids in order to keep students from getting bored during the class. Therefore, the use of pictures in the class to develop speaking should be guided and directed depending on the learner's needs.

3.5.2. Puppets

Following the same path, Toledo & Hoit (2016) carried out a study regarding the impact of the use of puppets on the development of speaking in a private school in Chile. There were 22 participants, 6-year-old children, at first grade of primary school. The researchers applied a case study divided into two phases, which included observation, focus groups, and the use of the puppets in the class.

The authors suggested that exposing children to the use of puppets promotes the development of aural interaction skills. When children focus their attention on puppets, they are



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unaware of the fact that they are actually practicing and using a foreign language (Hoit & Toledo, 2016).

The researchers found that using puppets in the class promotes learners' speaking skill since they paid more attention to the puppets. In other words, they were unconsciously learning a second language. It is known that stressful situations can keep learners from acquiring a second language effectively. That occurs, for instance, when a person is thinking about memorizing some information instead of focusing on communicating something. When students concentrate on memorizing, it is more difficult to achieve communication.

Another finding demonstrated that besides the production of language, children expressed emotions through body movements showing that they understood what they were saying. The use of puppets allowed learners to interact meaningfully. Based on these findings, the authors suggested that teachers should guide learners when utilizing puppets in the class. Furthermore, teachers can use different material besides the puppets in the class such as "finger puppets, hats and teddies" (Hoit & Toledo, 2016, p. 8).

3.5.3. Realia

Following the same idea, another material or visual aid, which can be applied in a lesson, is realia. That is why a study carried out by Rokhmawati (2010), in MTs Mathalibul Huda Jepara, in Indonesia which included 44 children, will be reviewed. The participants were ninth-grade learners. This study applied action research, which included observations and tests applied to the learners.

The results demonstrated that realia used in the class could help develop the learners' speaking skill. In addition, it was found that low-level learners' speaking improved after the



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implementation of realia in the class. The researcher concluded that the use of realia had positive implications in the improvement and development of speaking abilities (Rokhmawati, 2010).

As can be observed some researchers have found that some visual aids have had positive effects on learners. Although the participants' background, methodology and context of the studies mentioned above vary, some factors such as planning, methodology and results are insights to carry out this research. Such studies support the basis for this study, since they have proven that the use of pictures, realia, and other aids in a classroom are helpful to develop one of the macro-skills, speaking.

3.5.4. Wall charts

There is another study carried out by Maharani (2016) regarding the development of students' vocabulary mastery using the use of wall charts in elementary school students. The researchers used tools such as observation, interview, document and a pretest and posttest. The results demonstrated that wall charts helped students improve the acquisition of vocabulary and motivation. This study did not focus directly on speaking, but on vocabulary, which is essential in the four skills since the more vocabulary a person acquires the better speaking skills develops.

In this case, as the previous researcher, I began teaching vocabulary since it is the basis to develop speaking. It is obvious that when people have a large range of lexicon, the communication flows better since they can use a wide range of options to say the same thing that helps them reduce redundancy.

3.5.5. Flashcards

In another study carried out by Syaifudin (2017) regarding "the use of flashcards to enhance student's speaking skill through vocabulary mastery" (p. 33) the researchers used planning, acting, observing and reflecting. This is a classroom action research. The researchers



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found that flashcards enhanced the students' speaking skill through vocabulary mastery. It is important to mention that the researcher applied a pretest, which showed that the results were better from 62 to 63.6 in the first and second cycle, and a posttest, which showed that the results were better from 68.5 to 70.85 in the first and second cycle. In addition, flashcards can help make the class more enjoyable and motivate learners to acquire the vocabulary.



CHAPTER IV

4. METHODOLOGY

This chapter describes the methodology. This section includes a description of the research approach, the participants, the instruments for data collection and analysis.

4.1. Research Approach and Design

4.1.1. Mixed Methods

Creswell and Clark define mixed methods research as a group of “philosophical assumptions” (p.4) which function as a guidance for collecting and analyzing data (as cited in Cameron, 2015). The essence of this type of method is based on the use of both qualitative and quantitative methods in order to achieve better results of the research (as cited in Cameron, 2015). In fact, this study applied mixed methods in order to have a better overview of both the learners’ improvement of the speaking skill and their perceptions about the classes in which they were involved.

After the review of the theory about mixed methods, the researcher decided to use this type of method since it offered the possibility to use not only quantitative but also qualitative methods. Thus, it provided the advantage of combining different techniques to obtain a wider overview of the facts under research.

The researcher applied a pre-experimental design since treatment was applied to one group as well as a pretest and a posttest (Child Care & Early Education , 2018). The Director of “Fundación Nuevo Propósito”, Felipe Toledo, selected the inmates that conformed this group. Furthermore, quantitative tools, such as a pretest in order to know the level of speaking skill, and a posttest to determine whether the degree of development of the speaking skill after using visual



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aids on inmates were employed. This design was used because it was not possible to have neither a control group nor a random assignment of the participants.

4.2. Research Design

4.2.1. Pre-experimental design

According to Sampieri, Callado, and Baptista (2010) the pre-experimental design can be expressed in the following formula.

G 01 X 02

This formula can be explained in the following manner:

G stands for the group that will be treated.

01 represents the score of the pretest.

X stands for the application of the experiment or treatment.

02 represents the score of the posttest.

Following this design, a pretest is applied to a group of people. Then, the treatment is applied to the same group, and finally the posttest is administered to the group.

| Advantages | Disadvantages |
|--|--|
| This design allows to determine the initial level of the group before the treatment. | This design does not help determine causality. |
| It allows the group tracing during the treatment. | There is not a group of comparison. |
| | There is a risk to choose a non-common group. |



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Based on the theory, the researcher applied a pretest to the treatment group (9 inmates) in order to measure the variable called the speaking skill, which could change depending on the treatment (use of visual aids). After, a posttest was applied to measure the usefulness of the intervention.

The researcher moved from quantitative to qualitative methods when necessary or depending on the development of the study process. Thus, a qualitative tool, a questionnaire, with the purpose of collecting data about the learners’ perceptions was also employed. First, I wanted to use an interview to be able to make further questions; however, the regulations of the SRC did not allow me to do that. That is the reason why a questionnaire was used. The following chart represents the instruments used to give an answer to the research question proposed at the onset.

| Research question | Instruments |
|--|-------------------------------|
| To what extent can the use of visual aids activities help inmates to develop their speaking skill? | Pretest |
| | Intervention with visual aids |
| | Journal |
| | Posttest |
| | Questionnaire |

4.3. Participants

The participants of this study were nine female inmates who had been deprived from their freedom from different legal reasons or circumstances. They were between 20 and 50 years old. Most of the participants were married, and two of them were single. Three of them were Ecuadorian, five of them were Colombian and one was Guatemalan. Most of them had gotten a



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high-school diploma, and some of them had been studying at the university before they were taken to prison. Some of them had been studying at SRC to obtain a bachelor's degree. The participants had been imprisoned at the SRC Turi from 4 months to 3 years.

4.4.Procedure:

First of all, the secretary of the Foundation called “Nuevo Proposito”, who teaches at the Social Rehabilitation Center, located in Turi, Cuenca, helped me obtain permission to enter into the Social Rehabilitation Center. This allowed me to carry out the research. I started with observations. I observed an English teacher giving classes to male inmates. He did not use any material because of the restrictions of the prison. I realized the students had difficulties understanding the teacher, so I decided to teach female inmates using visual aids.

4.5.Data collection instruments

The researcher used quantitative and qualitative instruments in this study: such as a pretest, the application of the visual aids, a posttest and a questionnaire. The procedure of the application of the aforementioned instruments will be explained as follow.

4.5.1. Pretest

The researcher adapted a test taken from a document called “The A level speaking test” downloaded from the following internet site http://rcel2.enl.uoa.gr/kpg/files/A_level_oral_examiner_info_pack.pdf . It was applied to the inmates to measure the level of their speaking skill (See appendix 1). First, I introduced myself to the class. Then, I explained to them about the study, and I asked them how they felt about being part of it. They agreed to participate. Next, I asked them to introduce themselves. I called one by one by their names to take the test. When they were taking the test, some of them did not understand some items such as vocabulary, and grammatical structures. For this reason, I gave



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them some clues, provided some examples, and used translation to help them understand the content of the test. Each activity took 4 minutes per participant, which means that they spent 10 to 12 minutes for the test. In fact, they had one minute to answer every question. Therefore, it took me about two hours to give the pretest. The parameters of the evaluation were checked at end of the test based on a rubric (See appendix 2). After that, I thanked the inmates for their time and participation. Valuable information was gathered to be taken into account for the planning of each class.

4.5.1.1. Treatment

After analyzing the pretests, it was determined that the inmates were in level A1. Another teacher at SRC gave me a book called Attitude 12345 so, it helped to design 10 lesson plans in order to apply the visual aids for that level in a period of 20 hours. (See appendix 3). These hours were distributed for two hours each Saturday. The researcher used flashcards, wallcharts, pictures, realia, puppets, drawings, etc. The flashcards were used in order to teach different topics and in different sessions to teach vocabulary. The wallcharts were used in order to teach feelings, the verb to be, the alphabet, descriptive adjectives and yes/ no questions. The pictures were employed in order to teach the members of the family. Realia was utilized to teach the prepositions. The researcher also used puppets to address the issue of adoption. The drawings were employed to practice vocabulary of the members of the family. It is worth mentioning that some of the above visual aids were combined since the development of the activities required it. Audio aids, such as recorders could not be used, so students only receive listening input from the teacher.



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4.5.1.2. Development of a Lesson

This is an example of the very first class. A very similar routine was carried out in every lesson.

1. I took attendance. Most of the time, all of the inmates were in class (5 minutes).
2. I started with a warm up. (10 minutes). For example, a hangman game was used in the following manner: Learners had to guess different letters until they guessed the complete word.
3. The researcher informed the students about the contents of the unit. For example, unit 1 entitled “Meeting and greeting” was introduced along with some subthemes like “Hello there!”, grammar contents, such as verb to be, and sentences stress and vocabulary related to countries.
4. In the anticipation stage (20 minutes), students looked at the cards and the clue words written on them, and they listened to the teacher’s introduction of her own personal information (name and age). Teacher said, “My name is Diana. I am 30 years old”.
5. In the knowledge construction stage (15 minutes), after listening to the teacher’s introduction, inmates introduced themselves using different cards prepared by the teacher with their names and ages. Learners had to stick their cards under the correct column on the board.
6. After that, I showed students an octopus with different color paper rolls in each of its legs; the teacher presented the colors and her favorite ones (10 minutes). Students chose a colorful wooden stick, which represent their favorite color, and placed it on the right place in the octopus, saying, “My favorite color is....” (30 minutes).



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7. Teacher showed a flip chart with the subject pronouns, all the forms of the verb to be and its contractions. Students identified all of them. They listened and repeated sentences following the model the teacher used with people in the class (e.g. “I am Diana”; “we are women”; “she is a student”, etc.) and pointing at them and using hand gestures.
8. Finally, students recognized countries using a map (20 minutes).
9. In the affirmation stage, learners introduced themselves to the teacher. (5 minutes).
Class was over when the teacher said good-bye.

4.5.2. Journal

It is important to mention that after each class, during the intervention, the researcher wrote in her journal. She registered attendance and class events describing things that went well in the class and activities that did not work very well in order to improve. In addition, the researcher wrote down things and activities that motivated students as well as the ones that did not motivate them. (See appendix 4).

4.5.3. Posttest

Finally, the researcher adapted and applied a posttest (See appendix 5) although 10 participants took the pretest, one of them did not take the posttest. The participant who did not take the posttest did so at her own will.⁵

⁵ Since this participant did not take the posttest, the researcher discarded the participant’s pretest results.



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4.5.4. Questionnaire

After the posttest, a questionnaire was provided. (See appendix 6). It contained open questions since the researcher was not allowed to bring any technological gadget in order to record the participants' answers.

4.6. Data analysis

After the data collection and in order to analyze the quantitative data, the researcher compared the pretest and the posttest in the following manner.⁶

First, in order to determine if there was a significant difference between the scores of the pretest and the posttest, the software SPSS was used. The data was registered in this program and a box and whiskers diagram was developed.

Later, the researcher registered the results of the pretest and posttest on an Excel spreadsheet in order to calculate the Percentage Relative Frequency. The results of the posttest were subtracted from the grades of the pretest. The result of the subtraction showed the improvement. In other words, that result showed the number of points of improvement. However, in order to see clearly how much it was improved, a percentage was needed, considering that, 15/15 represented a 100%. Therefore, the following process was carried out:

1. S1 got 13/15 in the posttest and got 7/15 in the pretest. Subtracting the posttest score from the pretest score, we can say that the participant improved her score 6 points.
2. If we consider that in the pretest S1 obtained 7, we could say that this student needed 8 points to reach 15 points, which represent a 100%. Therefore, it is necessary to know how much the 6 points of the first step represent in percentages.

⁶ The same rubric was used for the pretest and the posttest.



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- In order to find out this percentage, a rule of three was used considering 8 points in the 100% value. This way a percentage of improvement, 75% in this case, was obtained. These 6 points would represent 75% of improvement out of 100%.

Graph 1. Steps carried out to calculate improvement in points and in percentages (Percentage relative frequency).

| STEP 1 | | | | |
|---|---|-----------------------|---|-------------------------------|
| Posttest 13/15 | - | Pretest 7/15 | = | Points of improvement 6 |
| STEP 2 | | | | |
| Points needed to reach a 100% in posttest 8 | | = | | 100% |
| 6 | | = | | ? |
| STEP 3 | | | | |
| $6 * 100 = 600$ | | $600 / 8 = 75$ 75% | | |

Source: Diana Baculima



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The value of the improvement speaking skill is represented in percentages. In addition, a general frequency relative percentage of the improvement of the posttest was calculated. Then, all these values are displayed in a bar graph, which will be explained in the next chapter. The quantity obtained between the grade of the pretest and the posttest was used to determine whether the visual aids helped develop the speaking skill on inmates.

After this, the qualitative data was analyzed. The researcher proceeded to read the questionnaires⁷ and reflect on the inmates' opinions, feelings and perceptions. By means of the frequency of opinions presented, the researcher arrived at different results, which were categorized in different tendencies or patterns.

4.7.Ethical Considerations

Like any research project, this study required the consent of the participants. In this case, all the participants were adults. First, they received the information about the English project (Free English classes for them). In addition, the researcher explained about the process to maintain inmates' confidentiality and anonymity; their identities were protected using numbers instead of names. The researcher told them that they were free to withdraw at any time during this research. The researcher guaranteed that the information obtained would be confidential, with the sole purpose of academic research. The inmates decided to be part of the study. After

⁷Since the researcher could not take any equipment inside the prison, such as a cellphone to record, a questionnaire was used. Questionnaires were anonymous, so real data could be collected. Because of restrictions of getting into the prison, the researcher herself had to conduct the questionnaires.



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that, the researcher gave more details about the development of this project, such as pretest, classes with the application of some visual aids, posttest and a questionnaire.

4.8.Expected Limitations

Every class was planned carefully. Later, the researcher carried out the planned activities every Saturday; however, some factors might have limited the normal development of the lessons, such as the restriction of the use of technological gadgets, the Social Rehabilitation Center rules, the participants' behavior, motivation, sickness, tasks, and age and the monthly family meeting.

First, there are some restrictions regarding the use of technology inside the SRC Turi. That is why, only printed or handmade visual aids were applied in the EFL classes. In fact, audio visual aids were not allowed in the classes due to security rules. It would be ideal to use technology to help learners to develop their pronunciation through listening to native speakers.

Second, the Social Rehabilitation Center rules did not allow the use of some cutting tools (scissors, pencil sharpeners, etc.) to develop activities such as cutting some paper in different shapes to elaborate handicrafts, or any other task in the class that could help them develop the speaking skill. Namely, learners cannot use scissors to do homework.

Third, all the participants are expected to attend all the programmed sessions; however, in some cases, they did not attend classes since they have did not demonstrate good behavior. That means that they had been punished, without being allowed to attend classes. In addition, some participants demonstrated low motivation and interest towards the subject. In some sessions, they tended to show themselves demotivated to learn a Foreign Language. Inmates were also exposed to some sicknesses, which did not allow them to attend to EFL classes. Besides the English



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classes, inmates had other tasks inside the Social Rehabilitation Center Turi. Namely, the inmates were part of some workshops such as cooking, sewing, handicrafts and others attend secondary classes. The participants' age was also a limitation since some participants stated that they were not in the ideal age to learn a Foreign Language.

Fourth, the participants had the right to meet their families depending on the established schedules of the prison, so there was not time to attend classes. One session had to be postponed to the next weekend.

Fifth, in some cases, the researcher prepared some didactic material to use in the class, but such material was not allowed inside the SRC. It was due to the size, odor or shape of the material. Then, that session would be based only on the guidebook called "S 12345 Attitude".

Finally, the aforementioned limitations affected in some manner the development of the study; however, the researcher found the most effective solutions or manners to overcome these external (prison rules) and internal (participants' factors) limitations.



Chapter V

5. Analysis and Interpretation

In this chapter, the results are presented in order to know if the project fulfilled the objectives of this work related with the development of the speaking skill, using visual aids at SRC. To know the achievements of this strategy; there was a process where some instruments a pretest, a posttest and a final questionnaire were applied.

5.1. Quantitative Methods

5.1.1. Results: Analysis and Interpretation of the Pretest and Posttest

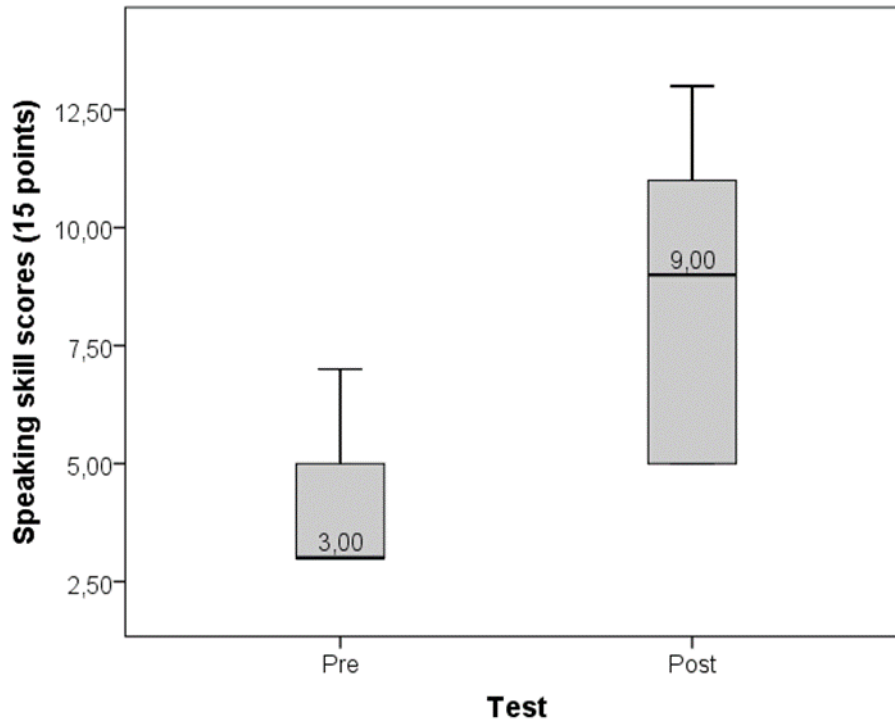
The objectives of this investigation were the following: To determine students' level before the intervention, to evaluate the level of the development of the speaking skill after the intervention, and to analyze students' perceptions towards learning through visual aids. To achieve the first objective, a pretest was used. To achieve the second objective, the results of pretest and posttest were compared. Finally, to determine students' perceptions, the answers of the questionnaire were analyzed. Thus, after the collection and analysis of the data, the following findings were obtained.

In order to show whether there was a difference between the scores of the pretest and the posttest, the software SPSS was employed. Thus, a box and whiskers diagram of pretest and posttest was developed. In the following graph, the whisker of pretest does not reach the median of the posttest, which shows a significant difference between the scores of these two tests. Therefore, there is an improvement in the speaking skill of the students under the previous treatment.



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Graph 2: *Box and whiskers diagram of pre and posttest.*



Software SPSS was employed to obtain results

Note: Additionally, the Wilcoxon test showed a significance value of 0,006656, which means that the posttest score, is significantly different from the pretest.

It is important to mention the individual improvement. For that, the relative percentage frequency was used. It is explained bellow. Grades of pretest and posttest are displayed in the first two columns of Table 1. *Average of Pretest, Posttest, improvement in point, and relative percentage frequency.* Both of these tests are over 15 points. In the third column, improvement is placed in number of points. In the last column, the relative percentage frequency is display. This was calculated by subtracting the grade of the posttest with the grade of the pretest.



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Table 1 Average of *Pretest*, *Posttest*, *improvement in point*, and *relative percentage frequency*.

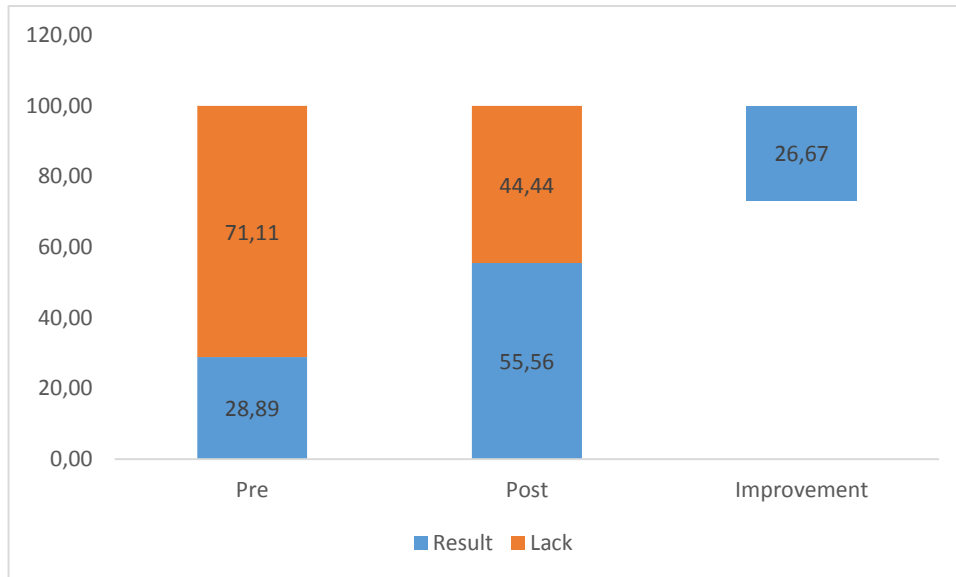
| Students | PreTest | Posttest | Improvement in points | Percentage relative frequency |
|----------|---------|----------|--------------------------|-------------------------------------|
| S1 | 7 | 13 | 6 | 75% |
| S2 | 3 | 5 | 2 | 16% |
| S3 | 3 | 9 | 6 | 50% |
| S4 | 7 | 9 | 2 | 25% |
| S5 | 3 | 5 | 2 | 16% |
| S6 | 3 | 5 | 2 | 16% |
| S7 | 5 | 11 | 6 | 60% |
| S8 | 3 | 7 | 4 | 33% |
| S9 | 5 | 11 | 6 | 60% |
| Total | 39 | 75 | 36 | |
| Average | 4,3 | 8,3 | 4,0 | |

In the Chart 3, it is possible to see the general results in terms of percentage. Here the pretest showed at first time 28,89% of achievement and in the second time 55,56% of achievement. It means that the intervention allowed to improve 26,67% of achievement.



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Graph 3: *Percentage relative frequency.*



Total improvement

5.2. Qualitative Methods

5.2.1. Results: Analysis and Interpretation of the Questionnaire

The researcher analyzed every question, one by one taking into account the students' perceptions about the language. Therefore, the researcher found the following:

In the first question regarding the usefulness of speaking English to fulfill professional and personal future plans, the majority of the participants agreed that English would be useful to accomplish both aspects. To illustrate this, the opinion of two participants is provided:

“[By learning English] I could help improve my relatives and friends' education, and it will be helpful for my job⁸.” (S.7)

“To get a good job, it is necessary to speak English.” (S.2)

⁸All the quotes used in this section were translated from Spanish to English by the researcher.



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In the second question regarding what the students liked the most, the majority of the students mentioned that they liked the way of teaching which included aspects such as patience and the way teacher explained the subject as well as the pronunciation.

“The teaching method and the explanation of the subject were given in a gradual way, and we learned day after day. Then, we were able to learn and acquire pronunciation and writing.” (S.5)

In the third question, the participants talked about what they liked the least, and the majority mentioned the limited time. They also disliked speaking in front of the entire class. Following there are some examples:

“The time [of the classes] was short. I would have wished more time because for me it is interesting to learn more each day. [Also, she mentioned] the kindness and responsibility [of the teacher]” (S.4)

“The time and days [of the classes] were short” (S.6)

In the fourth question regarding the most helpful visual aids to learn vocabulary, all the participants mentioned all of them. For instance, 2 participants mentioned the following opinions:

“In the pictures” [She learnt vocabulary] (S.6)

“The alphabet and verb wallcharts” [She learnt vocabulary] (S.7)

All the information collected through this questionnaire was helpful to understand in a better way the inmates' perceptions towards the knowledge of English and how it is essential in their lives. In general, it can be observed that there are benefits of learning English as well as the use of visual aids to improve speaking skill.



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5.3.Discussion

It is important to compare the reviewed studies regarding puppets, pictures, realia and flashcards⁹ in formal education with the current research in order to have a clear idea of the similarities and differences between them. Also, I will consider a research carried out in a prison, or non-formal education.

In the previous studies (Widyanningrum, 2015; Hoit & Toledo, 2016; Rokhmawati, 2010; Maharani, 2016; & Syaifudin, 2017), the background of the participants varied in age, culture, level of knowledge, nationality and place of development of the study. In addition, in most cases, such studies were carried out in “normal classrooms”, but in the current study, it took place at a prison, Turi SRC.

The number of participants varied in all studies. Some of them ranged from 10 to 50 participants between men and female (boys and girls). Meanwhile, the participants in this study were 9.

It is important to mention that the participants in this study were inmates, women deprived from freedom. In fact, there are several surrounding factors that could influence them in the learning process rather than those participants, who were taught in their regular classrooms, as seen in other studies. In some of the three previous studies, the methodology included experimental and control groups; however, the research design in this study was pre-experimental due to the restricted conditions of the SRC. There was only one group of participants having as a design a pretest and a posttest.

⁹ Hereafter, these studies will be mentioned as previous studies.



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Researching the impact visual aids have on the development of the speaking skill is a wide area, so the previous studies did not focus on visual aids as a whole; each one of them concentrated on finding information regarding visual aids separately. For example, Widyaningrum (2015) focused on researching the impact of pictures on the development of speaking. In Hoit and Toledo (2016), the use of puppets in developing speaking was analyzed. Rokhmawati (2010) focused on the application of realia in the classroom; Maharani (2016) regarding the development of students' vocabulary mastery using the use of wall charts in elementary school students; and Syaifudin (2017), studied the use of flashcards to enhance student's speaking skill through vocabulary mastery.

The results of the previous studies and the current study demonstrated that different visual aids such as puppets, pictures, realia, wallcharts and flashcards do work in order to develop the speaking skill. These studies were applied to different level learners and in different countries around the world.

Studies that have taken place in social rehabilitation centers regarding the development of the speaking skill neither local nor worldwide have not been found. However, there were some studies, which were carried out in prisons. In other words, they encompassed, what is known as non-formal education in general. The results of the previous studies proved that visual aids such as pictures, puppets, realia, among others, in the EFL class work effectively in the improvement and development of speaking abilities at different level learners.

Banegas (2018) conducted an interview of two teachers who taught in prison. This study shares some similarities with the current one. In both, the inmates' groups were formed by 2 to 10 people. The inmates' ages range from 20 to 50 years old. The courses had similar number of



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students, 10 in total. One difference between these two studies has do with visual aids. The aids both teachers used are different from the activities the research of this study used. For example, flashcards, pictures, puppets, wallcharts, etc. were be used in the current study, which were not employed in Banegas (2018) by the two teachers of that research. They only used wallcharts.

Both teachers of the previous study carried out a journal in which they wrote their experiences of their teaching practices in jail, the activities they practiced, and their emotions they developed. In the same manner, the researcher of this study kept a journal registering all the activities and facts that happened in every class.

The results in the previous two stories confirm that teachers need to be motivated, have creativity, be dynamic and have the heart to teach wherever be the situation.



Chapter VI

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

The research study was designed to develop the speaking skill through visual aids with SRC Turi inmates. As the conclusion of this study, it can be observed that the application of visual aids helped them to achieve a 26% improvement in their speaking skill despite the difficult conditions of the inmates living in a jail. Before the application of visual aids, in the research process, the investigator observed male inmates' classes, so the researcher had an idea to use visual aids in order to fulfill the objective of this study. I came up with this idea because the restrictions in the jail did not allow the use of technological gadgets inside the prison.

In order to develop the speaking skill through visual aids at SRC Turi, a qualitative and quantitative approach was adopted, using instruments that could help in the process of getting to conclusions. It included the application of quantitative instruments through a pretest and posttest. In addition, qualitative information was gathered through a questionnaire administered to inmates. The qualitative and quantitative methods were helpful to collect and analyze information that included the improvement and the inmates' perceptions regarding learning English as a Foreign language with visual aids.

I truly believe that a helping hand that offers something never expects to receive anything in return. I experienced this feeling teaching English to inmates. I am pleased because I received a lot of respect, interest and good opinions from my students. An inmate said to me that she was happy because someone wanted to teach them at SRC Turi, so she was very grateful for it. Another student alleged that English would help in her future life, for example, she can teach her



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children when her conviction time ends. All the opinions that they gave me were a force that helped me to continue with this project.

c: to value myself as a human being and to value others. The female inmates' experiences taught me that we as human beings make mistakes. However, we are still human beings with feelings and weaknesses, and nobody has the right to discriminate against us. In addition, by noticing the difficult conditions of the inmates, I learned to value the foodstuffs that our parents provide us because sometimes we despise such foods. Finally, inmates taught me to be a more gentle and an empathetic person. I also feel proud because of not only the successful improvement in numbers, but because I could contribute with a small part in the social life of the inmates.

6.2. Recommendations

After the development of this research, some recommendations are proposed:

One of the recommendations is that visual aids can be a great alternative in places that do not provide technological resources such as; rural schools, detention centers, prisons, etc. All this didactic material will help them to develop not only their vocabulary but also their speaking skills.

Another recommendation can be that children and adults can take the school as a place of interaction and safety as sometimes, they suffer frustrations and problems with their family. This is why they seek refuge in their school. For them, school is their second home. With regard to the inmates, they took the English classes as a relaxation space, time of comprehension and dissipation that helped them to overcome imprisonment. For this reasons I not only was their teacher, but also a friend, while maintaining a limit of respect.



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In addition, one of the duties of the education can be to seek for integral development of the human being since this would help to relieve the conditions of life of each person.

Finally, the classes can be combined with dedication and creativity to wake up the inmates' interests and curiosity that allows them to connect the reality with the target language while engaging them with enthusiasm and getting them involved in the learning process to increase self-confidence.

All the previous recommendations can help to improve future projects and help people that have similar situations to learn and improve an important language such as English.



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APPENDICES

Appendix 1: Pretest Template

PRETEST

1. Answer the following personal questions.

- a) What is your name?
- b) When is your birthday?
- c) What is your favorite color?
- d) Do you have a brother / a sister? Tell me about him/ her.
- e) What kind of food do you like?

2. Describe the following photos.

- a) How many people are there in photos 1 and 2?
- b) Where are the people in photos 1 and 2?
- c) Compare photos 1 and 2 (what they are doing, how old they are).
- d) What do you think people in photo 1 and 2 will do next?

1



2





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3. Giving and asking for information

- A. a) When is the party?
b) What time is the party?
c) Where is the party?

1



- B. a) Who is sending the invitation card?
b) When is the party?
c) Where is the church?

2





Appendix 2: Rubric Template for pretest and posttest



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**SOCIAL REHABILITACION CENTER
(SRC) TURI**

Project Name: THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES

Teacher: Diana Baculima **Hours:** 9:00- 11:00 a.m.

Participant: Ten (10) **Days:** February 24th, 2018

Gender: Female **Time:** Two hours

Age: 20-50 years old **Grade:** / 15

Name:

**Pretest
Rubric for Speaking**

| | Excellent 5 | Good 3 | Poor 1 | Points |
|--|---|---|--|---------------|
| ACTIVITY 1 Personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | |



| | | | |
|---|---|--|--|
| <p>ACTIVITY 2 Describe photos</p> | <p>Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.</p> | <p>Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to two questions.</p> | <p>Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.</p> |
| <p>ACTIVITY 3 Ask for information</p> | <p>Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.</p> | <p>Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task.</p> | <p>Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.</p> |
| <p>TOTAL</p> | | | |



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**SOCIAL REHABILITACION CENTER
(SRC) TURI**

Project Name: THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES

Teacher: Diana Baculima **Hours:** 9:00- 11:00 a.m.

Participant: Ten (10) **Days:** June 5th, 2018

Gender: Female **Time:** Two hours

Age: 20-50 years old **Grade:** / 15

Name:


**Posttest
Rubric for Speaking**

| | Excellent 5 | Good 3 | Poor 1 | Points |
|--|---|---|--|---------------|
| ACTIVITY 1 Personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | |



| | | | |
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| <p>ACTIVITY 2 Describe photos</p> | <p>Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.</p> | <p>Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to two questions.</p> | <p>Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.</p> |
| <p>ACTIVITY 3 Ask for information</p> | <p>Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.</p> | <p>Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task.</p> | <p>Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.</p> |
| <p>TOTAL</p> | | | |

Appendix 3: Lesson Plans

| | | | | | |
|--|---|---|--|--|---------|
|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 1 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 1 Meeting and greeting | General Objective: By the end of the lesson, students will be able to introduce themselves using Visual Aids and recognizing different colors. | | | |
| Lesson: 1 Hello there! | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: March 3 rd , 2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/Techniques/Instruments | |



| | | | |
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| <p>Anticipation</p> <p>Knowledge construction</p> | <p>Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) Hangman game: Learners will have to guess different letters until they guess the word.</p> <p>Speaking Skill (30 minutes) Cards Usage</p> <p>Students will look at the cards and the clue words written on them and they will listen to the teacher introduction. Learners will listen to the teacher introduction; then they will introduce themselves using different cards and the clues (Names and ages).</p> <p>Octopus usage as visual aids</p> <p>Teacher will show students an octopus with different color paper rolls. Teacher will present the colors and her favorite ones. Students will look at the bars of colors and put them on the right place in the octopus.</p> <p>Book exercises (40 minutes)</p> | <ul style="list-style-type: none"> ●Whiteboard ●Markers ●Tape ●Cards ●Notebooks ●Book ●Pen/ pencil ●Adhesive tape ●Eraser ●Guide book ●Student’s book ●Register book | <p>ACTIVITIES</p> <ul style="list-style-type: none"> ● Students will introduce themselves to the teacher. <p>TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
|---|--|--|---|



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| <p>Consolidation</p> | <p>Teacher will read and students will listen and do the exercise (A-B) on page 6.</p> <p>Students will have to do the exercises 2 (A-B) on page 6.</p> <p>Students will do the exercise 2 (A). After that, teacher will check their answers.</p> <p>Teacher will show a map to teach some places, so students will talk about it.</p> <p>Grammar (20 minutes)</p> <p>Teacher will use a huge cardboard in order to teach the verb to be, and its contractions.</p> <p>Students will look, say, repeat and produce the use of verb to be.</p> <p>Final review (20 minutes)</p> <p>Teacher will review the use of Verb to be</p> <p>Teacher will review places.</p> <p>Students will introduce themselves to the teacher.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 2 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 1 Meeting and greeting | General Objective: By the end of the lesson, students will be able to spell their names and their last names using the letters of the alphabet. | | | |
| Lesson: 2 Arrivals | | Periods: 2 | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: March 10 th ,2018 | |
| Stages | | Methodological Strategies | Resources | Evaluation: Activities/ Techniques/Instruments | |



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| | <p>will go to the front, take one of them and say the written number. They will also say the color of it.</p> <p>Book activities (30 minutes) Students will do the book activity Number 4. They will put one phrase (1-3) into each dialogue (a-c) the sentences and the pictures.</p> <p>Final review (20 minutes) Teacher will review the alphabet Teacher will review numbers 1-10.</p> <p>Speaking Skill (30 minutes) Learners will spell their names and their last names.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 3 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 1 Meeting and greeting | General Objective: By the end of the lesson, students will be able to present a short dialogue with everyday things. | | | |
| Lesson: 3 In the bag | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: March 17 th ,2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/Instruments | |
| | Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) | | <ul style="list-style-type: none"> ●Cubes numbered from 11 to 30. ●Cardboard | <p style="text-align: center;">ACTIVITIES</p> <ul style="list-style-type: none"> ● Learners will present a short dialogue | |



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| <p>Anticipation</p> <p>Knowledge construction</p> <p>Consolidation</p> | <p>Students will play a game called “Name Game”. Teacher will give some sentences to students with personal information by throwing a ball to each one. Student will repeat the same sentence with her own information. For example, My name is.... I am 31 years old My favorite color is...</p> <p>Pictures and cubes usage (20 minutes) Students will look at the cubes with numbers from 11 to 30. Teacher will ask students to read each number below the pictures to clarify any doubt about understanding. Students will have to repeat the numbers. Game activity (30 minutes) Teacher will invite students to play bingo. Students will have to participate in that game. Book activities (10 minutes) In pairs, students will do the book activity Number1 on page 10.</p> <p>Visual aid usage (20 minutes)</p> | <ul style="list-style-type: none"> ●Markers ●Adhesive tape ●Two jars made of cloth ●Flashcards ●Bingo cards ●Eraser ●Student’s Book ●Bag ●Student book ●Register book ●Realia | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work ● Pair work <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
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| | <p>Teacher will introduces the indefinite article (a- an) using realia. Students will practice it on the whiteboard.</p> <p>Final review(10 minutes) Teacher will review the numbers 11-30 Teacher will review indefinite articles</p> <p>Speaking Skill (30 minutes) Students will have to present a short dialogue using (a-an).</p> | | |
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|--|--|---|---|---|---------|
|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 4 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 1 Meeting and greeting | General Objective: By the end of the lesson, students will be able to express their emotions using adjectives. | | | |
| Lesson: 4 Saying how you feel | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: March 24 th , 2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments | |
| | Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) | | <ul style="list-style-type: none"> ● Cardboard ● Markers ● Adhesive tape | <p style="text-align: center;">ACTIVITIES</p> <ul style="list-style-type: none"> ● Learners are able to express how they feel using adjectives. | |




| | | | |
|--|--|---|---|
| <p>Anticipation</p> <p>Knowledge construction</p> | <p>Students will play a game called “Draw a word” Class will be divided into two groups. After that, each group will select one student. Then, teacher will show her a word about last topic. This student will have to draw this word on the whiteboard without talking. Finally, the rest of the group will have to guess the correct word.</p> <ul style="list-style-type: none">• Apple• Bag• Pen• Pencil case• Elephant <p>Review last class (10 minutes) Review the previous class about the indefinite article and the numbers. Introduce the new topic, feelings. Miming: teacher will mimic and will express the emotions such as happiness, sadness and conditions such as being tired, cold, hot, stressed out, angry, and hungry.</p> <p>Wallchart Usage (40 minutes) Learners will imitate the emotions. Teacher will ask students to repeat the emotions. Teacher will ask</p> | <ul style="list-style-type: none">•Flashcards•Eraser•Guide book•Bag•Student book•Register book | <p>TECHNIQUES</p> <ul style="list-style-type: none">• Individual work <p>INSTRUMENTS</p> <ul style="list-style-type: none">• Notebook/ folder |
|--|--|---|---|



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| <p>Consolidation</p> | <p>students how they feel. Learners will use the flashcard emotions.</p> <p>Teacher will show a chat window of Facebook drawn on a piece of cardboard. Learners will go to the front, take a flashcard with the emoji that represents their feelings and paste it on the chat window.</p> <p>Speaking Skill (20 minutes)</p> <p>They also will say how they feel. Teacher will show pictures on the book and ask learners how those people feel.</p> <p>Book activity (20 minutes) Students do the book activity Number 3 letter C Teacher will review the whole unit 1</p> <p>Final review (20 minutes) Learners answer how they feel.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 5 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 2 Sports and leisure | General Objective: By the end of the lesson students will be able to recognize and use the days of the week in a daily routine | | | |
| Lesson: 1 Leisure activities | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: April 7 th , 2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments | |
| | Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | ACTIVITIES <ul style="list-style-type: none"> ● Learners will be able to use days of the week in a short presentation | |




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| <p>Anticipation</p> | <p>Students will play a game called “Hangman” Teacher will divide the class into 2 groups. Teacher will ask one student of each group for a letter in order to guess the complete word. The words can be about the last class for example (happy, sad,...)</p> | <ul style="list-style-type: none"> ●Eraser ●Guide book ●Student book ●Register book | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work |
| <p>Knowledge construction</p> | <p>Introducing new topic (10 minutes) Teacher will ask a question. What do you do in your free time? Moreover, she will Introduce the new topic Sports and leisure.</p> | | <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
| <p>Consolidation</p> | <p>Speaking skill (20 minutes) Learners will answer the question about what they do in their free time.</p> <p>Flashcards usage (30 minutes) Teacher presents flashcards with the days of the week and some pictures with different kind of sports. Learners go to the front, choose one of them and say the name. Teacher will ask students to repeat the days of the week.</p> | | |



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| | <p>Book activity (10 minutes) Students will do the activity 1 on page 16 (letters a-b) and activity 2 (letter a)</p> <p>Learners will use the days of the week to formulate sentences.</p> <p>Teacher will introduce the use of prepositions using some pictures (in, on, at)</p> <p>Final review (10 minutes)</p> <p>Learners prepare a short conversation using the days of the week and some sports.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 6 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 2 Sports and leisure | | General Objective: By the end of the lesson, students will be able to ask and answer questions with auxiliary do. | | |
| Lesson: 2 Different lifestyles | | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: April 14 th , 2018 |
| Stages | | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments |
| | | Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | ACTIVITIES <ul style="list-style-type: none"> ● Presentation |



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| <p>Anticipation</p> <p>Knowledge construction</p> <p>Consolidation</p> | <p>Students will play a game called “Simon says” Teacher will say some commands. Students will act out the command. If someone does it incorrectly, she has to sit down and lose her turn. For example: Touch your eyes Sit down Touch your feet.....</p> <p>Introducing new topic using flashcards (10 minutes) Teacher will talk about her lifestyle for example, student, teacher, mother, seller, using her own information and her age.</p> <p>Speaking skill (20 minutes) Students will imagine that they are free so they will talk about her lifestyle.</p> <p>Students will do the exercises 1 on page 18.</p> <p>Grammar structure (30 minutes) Teacher will explain the use of DO and DOES on the whiteboard.</p> | <ul style="list-style-type: none"> ●Eraser ●Guide book ●Student book ●Register book ●Register book | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> • Individual work <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> • Notebook/ folder |
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| | <p>Final review (10 minutes) Teacher will review DO and DOES grammar</p> <p>Student's presentation (30 minutes) Teacher will give a worksheet (Grammar exercises), so students have to do it. Finally each one has to read all of them</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 7 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 2 Sports and leisure | General Objective: By the end of the lesson, students will be able to use simple present 3 rd person. | | | |
| Lesson: 3 Opinions | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: April 21 st , 2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments | |
| | Introduction of the teacher (1 minute) Warm up (5 – 10 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | ACTIVITIES <ul style="list-style-type: none"> ● Presentation | |



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| <p>Anticipation</p> <p>Knowledge construction</p> <p>Consolidation</p> | <p>Pictionary Teacher will choose 2 groups of 5 students and will give them the words of the vocabulary in a bag to each group. After that, each student has to choose a word of the bag and draw it on the whiteboard. The winning group will be the one that draws all the words first.</p> <p>Introducing new topic using flashcards (40 minutes) Teacher will talk about sports, her likes, and her dislikes. Using flashcards.</p> <p>Students will do the exercises 1(A-B) Teacher will sing, so students will complete exercise C on page 21</p> <p>Grammar structure (30 minutes) Teacher will explain the use of simple present on the whiteboard.</p> <p>Speaking skill (20 minutes) Students will practice in pairs. Teacher will listen to each pair.</p> <p>Final review (20 minutes)</p> | <ul style="list-style-type: none"> ●Worksheet ●Eraser ●Guide book ●Student book ●Register book | <p>TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
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| | <p>Teacher will review <i>like</i> and <i>dislikes</i> exercises</p> <p>Teacher will review simple present grammar</p> <p>Teacher will give a worksheet, and students will do it.</p> <p>Students will read exercises of the worksheet.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 8 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 2 Sports and leisure | General Objective: By the end of the lesson, students will be able to use simple present 3 rd person, questions and answer with auxiliary do and does. | | | |
| Lesson: 4 Quiz on sports and leisure | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: May 5 th , 2018 | |
| Stages | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments | |
| | Introduction of the teacher (1 minute) Warm up (15 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | ACTIVITIES <ul style="list-style-type: none"> ● Presentation about themselves e-mail | |



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| <p>Anticipation</p> <p>Knowledge construction</p> <p>Consolidation</p> | <p>Students will play a game called “Complete the phrase”. The class will be divided in two teams. After that, teacher will write one word or two words about last class. Students will have to complete the phrase in 10 seconds.</p> <ul style="list-style-type: none"> • I ____ books • He ____ soccer • Does he ____ a letter? • Do ____ listen romantic music? <p>Teacher will review previous classes (40 minutes) Use of verb to be, Use of do and does, and Simple present.</p> <p>Book activity (10 minutes) Students will do the exercises 1(A)</p> <p>Speaking skill (30 minutes) Students will present Which ones do you like? about activity 1 (A)</p> | <ul style="list-style-type: none"> •Eraser •Guide book •Student book •Register book •Worksheet | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> • Individual work <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> • Notebook/ folder |
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| | <p>Teacher will sing and students will complete exercise C on page 21</p> <p>Grammar and Vocabulary review (30 minutes) Teacher will explain the activities on page 24 and 25 and students will do them.</p> <p>Final review (20 minutes) Students will write an e-mail about themselves and they will have to present it in front of the class.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 9 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 3 Families | | General Objective: By the end of the lesson, students will be able to use simple present 3 rd person, ask questions and answer with auxiliary do and does. | | |
| Lesson: 1 Happy Families | | Periods: 2 | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: May 12 th , 2018 |
| Stages | | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments |
| | | Introduction of the teacher (1 minute) Warm up (15 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | ACTIVITIES <ul style="list-style-type: none"> ● Short Presentation about her family |



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| <p>Anticipation</p> | <p>Teacher will play a game called Hangman</p> | <ul style="list-style-type: none"> ●Wallchart ●Eraser ●Guide book ●Student book ●Register book | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work |
| <p>Knowledge construction</p> | <p>Teacher will introduce new vocabulary through flashcards, wallchart (40 minutes)</p> <p>Teacher will start talking about her family (mother, father, grandmother, grandfather,)</p> | | <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
| <p>Consolidation</p> | <p>Teacher will paste a wallchart (family tree)</p> <p>Students will look, listen, repeat and talk about each member of the family.</p> <p>Teacher will show flashcards with each member, and students will paste in each correct member</p> <p>Activity (20 minutes)</p> <p>Students will draw and color their family in a piece of paper.</p> <p>Speaking skill (30 minutes)</p> <p>Students will present her family in front of the class.</p> <p>Grammar (20 minutes)</p> | | |




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| | <p>Teacher will explain possessive and possessive adjectives on the whiteboard.</p> <p>Final review (20 minutes) Students will do the exercise 4 on page 27 and present orally.</p> | | |
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|  UNIVERSIDAD DE CUENCA | | SOCIAL REHABILITACION CENTER (SRC) TURI | | School Year: 2018-2019 | |
| LESSON PLAN 10 | | | | | |
| 1. Information Data: | | | | | |
| Teacher: Diana Baculima | | | Female Inmates | | |
| Area | | Foreign Language | | Subject | English |
| Level: A1 | Unit: 1 Families | General Objective: By the end of the lesson, students will be able to use simple present 3 rd person, ask questions and answer with auxiliary do and does. | | | |
| Lesson: 4 Ask the family | | Periods: <p style="text-align: center;">2</p> | | Time: 9h00 – 10h00 10h10 – 11h10 (80 minutes) | Day: May 26 th , 2018 |
| Stages | | Methodological Strategies | | Resources | Evaluation: Activities/ Techniques/ Instruments |
| | | Introduction of the teacher (1 minute) Warm up (15 minutes) | | <ul style="list-style-type: none"> ● Markers ● Adhesive tape ● Flashcards | <p style="text-align: center;">ACTIVITIES</p> <ul style="list-style-type: none"> ● Presentation use of Have |



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| <p>Anticipation</p> <p>Knowledge construction</p> <p>Consolidation</p> | <p>Teacher will sing members of the family. Father finger, father finger where are you?.....</p> <p>Teacher will review previous classes (30 minutes)</p> <p>Teacher will use puppets in order to review members of the family.</p> <p>Book activity (10 minutes) Students will do the reading “Ask the Family”; then, students will do the exercise 1(A-B-C-)</p> <p>Teacher will present flashcards with some adjectives (positive and negative)</p> <p>Board game (20 minutes) Teacher will paste a board game Students will play with one dice.</p> <p>Grammar (30 minutes) Teacher will explain the use of HAVE on the whiteboard.</p> <p>Final review (15 minutes)</p> | <ul style="list-style-type: none"> ●Eraser ●Puppets ●Guide book ●Student book ●Register book | <p style="text-align: center;">TECHNIQUES</p> <ul style="list-style-type: none"> ● Individual work <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ● Notebook/ folder |
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| | Students will present some sentences using HAVE through puppets. | | |
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Appendix 4: Journal Template

When carrying out a research, it is important to keep track of the experiences that occur during the development of the activities that help collect the information for further analysis for the study, so a journal has been written in order to achieve this purpose. It describes the activities done since the beginning (observation) until the ending (application of the questionnaires.) of the study.

First, on January 6th, I went to observe a group of male inmates, who were learning English and the strategies and materials the teacher used in class for an hour. Then, I made up the idea that students would learn better the language if I could implement something different, as visual aids are, in order to develop the speaking skill.

The secretary of the Foundation “Nuevo Proposito” selected 11 (eleven) inmates based on their behavioral antecedents, in order to participate in this study. He established the following schedule: the classes will be taken during 10 Saturdays. They will last 2 hours each from 9 to 11 a.m. So then, on February 24th, I began applying the pretest, which lasted 2 hours.

To be the first class, only eight inmates attended class, and they demonstrated interest towards the subject since they were punctual and respectful. During the class, they seemed to be confused sometimes, so it was necessary the application of different strategies such as translation, patterns, clues, in order to help them grasp some vocabulary and ideas in the target language and motivate them.

I elaborated a list of the participants in order to take attendance for every class, and I prepared the class based on a book called “Attitude 12345”.



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On March 3rd, it was the first class, and I gave the students some copies of the book. I started with a warm up of five minutes to continue with Unit 1 “Meeting and Greeting”, which included and the charts Hello there! Verb to be, Countries, and Sentences stress. I developed some activities such as giving personal information such as name, age, nationality, favorite colors, family, etc., using an octopus as a visual aid that covers personal information to organize it. Also, the identification of the verb to be, and its contractions. I used oral patterns, movements, gestures, and signs with the hands. Also, learners recognized countries using a map. All of them demonstrated interest when I taught them with some visual aids. One of them talked about the importance of using different types of materials.

On March 10th, one student did not come to class because she had been let free. The class started with a warm-up of 5 minutes. We continued with Arrivals, Numbers 1-10 and Alphabet. First of all, I took tubes of toilet paper to play with numbers, so they recognized, repeated and identified numbers 1-10 through a memory game. However, they had some difficulties recognizing the letters of the alphabet. For this reason, I gave the whole group a piece of cardboard, and every one had to write a letter of the alphabet, while they were listening to the teacher, using different colored pencils according to their preferences. Finally, they recognized the letters of the alphabet. They were happy.

On March 17th 7 (seven) inmates came to class, since one had gone to the doctor, another student had been punished, and another inmate did not want to come to class. Then, I started the next unit “In the bag” which included some charts such as Indefinite article, Every day things and Numbers 11-30. In this class, I used two jars made of cloth in order to



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discriminate the usage of the indefinite article and put together some nouns. Another activity included the recognition of some items inside a bag. Some cubes were taken to associate the number with their written representation...



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Appendix 5: Posttest Template

Posttest

1. Answer the following personal questions.

- What is your name?
- When is your birthday?
- What is your favorite color?
- Do you have a brother / a sister? Tell me about him/ her.
- What kind of food do you like?

a) How many people are there in photos 1 and 2?

2. Describe the following photos.

- Where are the people in photos 1 and 2?
- Compare photos 1 and 2 (what they are doing, how old they are).
- What do you think people in photo 1 and 2 will do next?

1



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3. Giving and asking for information

- A. a) When is the party?
b) What time is the party?
c) Where is the party?

1

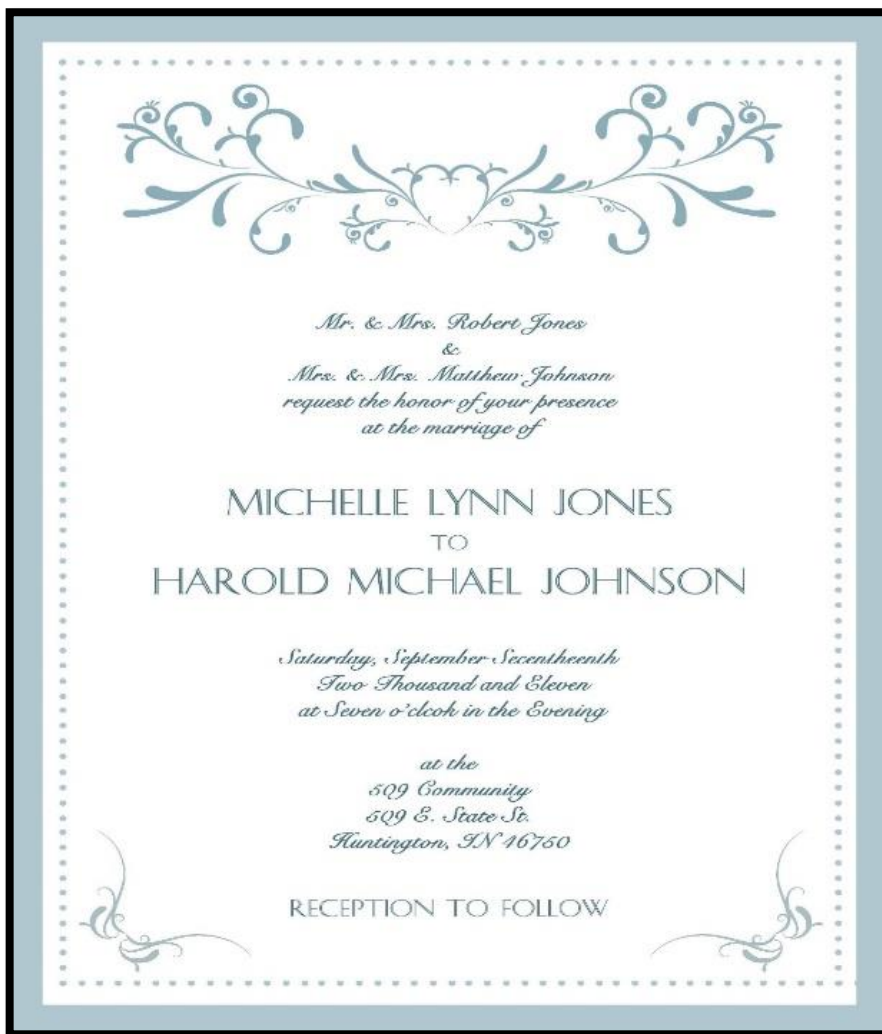




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- B.** a) Who is sending the invitation card?
b) When is the wedding?
c) Where is the church?

2





Appendix 6: Questionnaire Template

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| SOCIAL REHABILITATION CENTER (SRC)TURI | |
| Nombre del Proyecto: | THE DEVELOPMENT OF THE SPEAKING SKILL AT SRC TURI FEMALE INMATES |
| Fecha: Sábado, 9 de junio del 2018 | Género: Femenino |
| Nombre: | |
| Edad: | |
| Instrucciones: Leer cuidadosamente cada una de las preguntas y escribir la respuesta respectivamente. | |
| Student's perception | |

Appendix 6: Questionnaire Template

1. Piensa usted que hablar en inglés podría ayudarle a cumplir expectativas profesionales o personales en un futuro

Personales _____ Profesionales _____ Ambas _____ ¿Porque?

_____.

2. De las clases de inglés que es lo que más le gusto.

_____.

3. De las clases de inglés que es lo que menos le gusto.




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4. De todo el material utilizado en las clases de Inglés cual le ayudo más a aprender el vocabulario.




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Appendix 7: Sample of two Rubrics Pretest and Posttest scores

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|  Universidad de Cuenca | | SOCIAL REHABILITACION CENTER (SRC) TURI | | |
| Project Name: | | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES | | |
| Teacher: | Diana Baculima | Hours: | 9:00- 11:00 a.m. | |
| Participants: | Nine (9) | Days: | February 24 th , 2018 | |
| Gender: | Female | Time: | Two hours | |
| Age: | 20-50 years old | Grade: | 3 / 15 | |
| Name: | <input type="text"/> | | | |
| Pretest Rubric for Speaking | | | | |
| | Excellent 5 | Good 3 | Poor 1 | Points |
| ACTIVITY 1 To ask personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | 1 |
| ACTIVITY 2 To describe photos | Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points. | Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to two questions. | Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts. | 1 |



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| <p>ACTIVITY 3 To ask for information</p> | <p>Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.</p> | <p>Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task.</p> | <p>Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.</p> | <p>1</p> |
| <p>TOTAL</p> | | | | <p>3</p> |



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|  Universidad de Cuenca | | SOCIAL REHABILITACION CENTER (SRC) TURI | | |
| Project Name: | | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES | | |
| Teacher: | Diana Baculima | Hours: | 9:00- 11:00 a.m. | |
| Participants: | Nine (9) | Days: | June 5 th , 2018 | |
| Gender: | Female | Time: | Two hours | |
| Age: | 20-50 years old | Grade: | 9 / 15 | |
| Name: | <input type="text"/> | | | |
| Posttest Rubric for Speaking | | | | |
| | Excellent 5 | Good 3 | Poor 1 | Points |
| ACTIVITY 1 To ask personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | 3 |
| ACTIVITY 2 To describe photos | Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points. | Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to two questions. | Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts. | 3 |



| | | | | |
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| <p>ACTIVITY 3 To ask for information</p> | <p>Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.</p> | <p>Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task.</p> | <p>Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.</p> | <p>3</p> |
| <p>TOTAL</p> | | | | <p>9</p> |



Appendix 8: Sample of two Questionnaires

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|  UNIVERSIDAD DE CUENCA | |
| SOCIAL REHABILITATION CENTER (SRC) TURI | |
| Nombre del Proyecto: | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES |
| Fecha: Sábado, 9 de junio del 2018 | Género: Femenino |
| Edad: 27 años | |
| Instrucciones: Leer cuidadosamente cada una de las preguntas y escribir la respuesta respectivamente. | |
| Student's perception | |

1. Piensa usted que hablar en inglés podría ayudarle a cumplir expectativas profesionales o personales en un futuro
 Personales _____ Profesionales _____ Ambas

¿Porque?

Saber hablar en Inglés es muy bueno para nuestra personalidad y para nuestra profección y ayudar a los demás.

2. De las clases de inglés que es lo que más le gusto.

Como presentar? pronunciaci3n, escritura, me gusto estas clases que no era muy rápido y las clases siempre eran mímicas y habia participaci3n de nuestra parte, y la profesora era muy paciente.

3. De las clases de inglés que es lo que menos le gusto.

Los de verbo tobe casi como q me equivocaba

4. De todo el material utilizado en las clases de inglés cual le ayudo más a aprender el vocabulario.

El arbol familiar ayi ivamos buscando al abuelo (a), Papa y mama hasta llegar a un niño, y todas las clase estaban muy dibertidas para aprender



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|  UNIVERSIDAD DE CUENCA SOCIAL REHABILITATION CENTER (SRC)TURI | |
| Nombre del Proyecto: | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES |
| Fecha: Sábado, 9 de junio del 2018 | Género: Femenino |
| Edad: 43 años | |
| Instrucciones: Leer cuidadosamente cada una de las preguntas y escribir la respuesta respectivamente. | |
| Student's perception | |

1. Piensa usted que hablar en inglés podría ayudarle a cumplir expectativas profesionales o personales en un futuro
 Personales _____ Profesionales _____ Ambas X

¿Porque?

Pues es muy bueno ya que es un lenguaje que habra puertas y la muchas satisfacciones.

2. De las clases de inglés que es lo que más le gusto.

Lo facil que me lo hizo aprender ya que es realmente extraordinario poder hacerle entender en otro idioma y que puedo obtener muchas satisfacciones y beneficios.

3. De las clases de inglés que es lo que menos le gusto.

Pues de auto tiempo, yo hubiera deseado mucho más ya que es para mi muy interesante aprender más cada día, la humildad y responsabilidad.


4. De todo el material utilizado en las clases de inglés cual le ayudo más a aprender el vocabulario.

Las tarjetas de interactiva, los dibujos, los carteles, los dibujos y los juegos que pudimos realizar y las demas actividades que siempre son buenas.



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Appendix 9: Table of Grades


| SOCIAL REHABILITACION CENTER (SRC) TURI | | | |  UNIVERSIDAD DE CUENCA | | | | | | | | |
|---|--|---|--|--|----|----|----|----|----|----|----|----|
| Project Name: | | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES | | | | | | | | | | |
| Teacher: | Diana Baculima | Hours: | 9:00- 11:00 a.m. | | | | | | | | | |
| Participant: | Nine (9) | Date: | February 24 th , 2018 | | | | | | | | | |
| Gender: | Female | Time: | Two hours | | | | | | | | | |
| Age: | 20-50 years old | Subject: | English | | | | | | | | | |
| Pretest Rubric for Speaking | | | | Pretest Grades | | | | | | | | |
| | Excellent 5 | Good 3 | Poor 1 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 |
| ACTIVITY 1 Personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 1 | 3 |
| ACTIVITY 2 To talk about photos | Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points. | Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty | Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |



| | | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | | with or may not respond to two questions. | Ineffective or no use of visual prompts. | | | | | | | | | | |
| ACTIVITY 3 To ask for information | Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points. | Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task. | Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text. | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| TOTAL | | | | 7 | 3 | 3 | 7 | 3 | 3 | 5 | 3 | 5 | |
| | | | | <hr style="width: 50%; margin: auto;"/> 15 | | | | | | | | | |



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| SOCIAL REHABILITACION CENTER (SRC) TURI | | | |  UNIVERSIDAD DE CUENCA | | | | | | | | |
|---|--|---|--|--|----|----|----|----|----|----|----|----|
| Project Name: | | THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT SRC TURI FEMALE INMATES | | | | | | | | | | |
| Teacher: | Diana Baculima | Hours: | 9:00- 11:00 a.m. | | | | | | | | | |
| Participant: | Nine (9) | Date: | June 5 th , 2018 | | | | | | | | | |
| Gender: | Female | Time: | Two hours | | | | | | | | | |
| Age: | 20-50 years old | Subject: | English | | | | | | | | | |
| Posttest Rubric for Speaking | | | | Posttest Grades | | | | | | | | |
| | Excellent 5 | Good 3 | Poor 1 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 |
| ACTIVITY 1 Personal Information | Responds to all questions in a fully satisfactory manner, including the most important content points in the answers. | Responds to the questions effectively, including most of the main content points, but has difficulty with or may not respond two questions. | Barely responds to the questions, gives wrong or irrelevant answers or no answer at all. | 5 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 5 |
| ACTIVITY 2 To talk about photos | Responds to all the questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points. | Responds to the questions of the task effectively, using the visual prompts and including most content points, but has difficulty | Has difficulty in responding even to the questions of the task, gives wrong or irrelevant answers or no answer at all. | 3 | 1 | 3 | 3 | 1 | 1 | 3 | 3 | 3 |



| | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|----|---|----|
| | | with or may not respond to two questions. | Ineffective or no use of visual prompts. | | | | | | | | | |
| ACTIVITY 3 To ask for information | Responds to the parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points. | Responds to the part of the task effectively; using the multimodal texts and including most content points, but has difficulty with or may not respond to the part of the task. | Has difficulty in responding even to the part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text. | 5 | 1 | 3 | 3 | 1 | 1 | 3 | 1 | 3 |
| TOTAL | | | | 13 | 5 | 9 | 9 | 5 | 5 | 11 | 7 | 11 |
| | | | | <hr style="width: 50%; margin: auto;"/> 15 | | | | | | | | |

Appendix 10: Sample of Visual Aids





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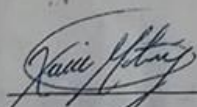




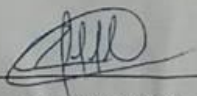
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Appendix 11: Permission to go into to SRC


| AUTORIZACIÓN DE INGRESO DE PERSONAS Y OBJETOS PARA SR. TNTE CORONEL DE POLICIA DEL CRS-TURI | | |
|---|--|----------------|
| PERSONA QUE SOLICITA | NOMBRES | C.I. |
| | JHONNY MOROCHO | 0704004597 |
| AUTORIZACIÓN # | 002-0270 | AREA EDUCATIVA |
| FECHA DE INGRESO | Jueves, 8 de febrero de 2018 hasta 27 de octubre de 2018 | |
| PERSONAS // ARTICULOS QUE INGRESAN | Vasquez Valarezo Sara Elizabeth | 1104452048 |
| | Benenaula Pesántez María Cumanda | 0104038724 |
| | Moreno Paredes María Elisa | 0104012422 |
| | Ortega Jaramillo María Verónica | 0103795548 |
| | Pacheco Salazar Vicente Guillermo | 0102327004 ✓ |
| | Toledo González María Gabriela | 0104484266 |
| | Toledo Pacheco Felipe Giovanni | 0102778834 ✓ |
| | Baculima Sarmiento Diana Catalina | 0105145452 |
| | Carrión Andrade María José | 0102878477 |
| HORA DE INGRESO | De 08h30 a 17h30 | |
| FUNCIONARIO RESPONSABLE | Lcdo. Jhonny Morocho, COORDINADOR EDUCATIVO. | |
| NORMATIVA LEGAL VIGENTE | El distribuidor o persona que entregue al CRS Turi, se responsabiliza por cualquier anomalía en el vehículo o mercadería, teniendo en cuenta todas las normas y prohibiciones de la Regional de acuerdo con el Artículo 275.- Ingreso de artículos prohibidos La persona que ingrese por sí misma o a través de terceros, a los centros de privación de libertad, bebidas alcohólicas, sustancias catalogadas y sujetas a fiscalización, armas, teléfonos celulares o equipos de comunicación; bienes u objetos prohibidos adheridos al cuerpo o a sus prendas de vestir, será sancionada con pena privativa de libertad de uno a tres años. La misma pena se aplica en el caso de que los objetos a los que se refiere el inciso anterior, se encuentren en el interior de los centros de rehabilitación social o en posesión de la persona privada de libertad en concordancia con el Artículo 718.- Ingreso de objetos ilegales Cuando una persona es descubierta ingresando con armas de cualquier clase, bebidas alcohólicas, sustancias estupefacientes o psicotrópicas, teléfonos o equipos de comunicación o cualquier instrumento que atenta contra la seguridad y paz del centro de privación de libertad, será detenida y puesta a órdenes de las autoridades correspondientes. | |
| OBSERVACIONES | Las personas que ingresan son integrantes de la Fundación "Nuevo Propósito", los mismos que ingresarán al CRS - Turi a realizar labor social y a impartir talleres educativos a los privados de libertad. | |



Dr. Xavier Martínez
PERSONA QUE AUTORIZA
DIRECTOR DEL CRS-TURI



Lcdo. Jhonny Morocho
PERSONA QUE SOLICITA
COORDINADOR EDUCATIVO



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Appendix 12: Certificate of the “Fundacion Nuevo Proposito” for Researcher



Cuenca, 28 de junio de 2018

A quien corresponda:
PRESENTE

Por este medio me complace informar que la Sra. Diana Catalina Baculima Sarmiento, portadora de cédula de identidad número 010514545-2, a quién conozco de manera personal desde hace 2 años, ha tenido la iniciativa de acudir como observadora de las clases que el Magister Guillermo Pacheco Salazar, miembro de la “FUNDACIÓN NUEVO PROPÓSITO”, imparte en las instalaciones del CRS Turi a las PACL (personas adultas en conflicto con la ley), del pabellón masculino.

Debo manifestar también, que la Sra. Diana Baculima elaboró y culminó su proyecto de tesis denominado (THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH VISUAL AIDS AT CRS TURI FEMALE INMATES) el cual consistió en trabajar impartiendo clases de inglés con las PACL del pabellón femenino, 10 internas.

La “FUNDACIÓN NUEVO PROPÓSITO” se dedica entre otras cosas a la rehabilitación y reinserción en la sociedad de los y las PACL (personas adultas en conflicto con la ley) en el “CENTRO DE REHABILITACIÓN SOCIAL TURI”.

En el tiempo que tengo de tratarla ha demostrado ser una persona responsable, seria y con gran sentido humanista, que gusta de enfrentarse a retos y trabajar en equipo.

En las labores desempeñadas ha demostrado un alto nivel de iniciativa, dedicación y profesionalismo, así como un alto grado de creatividad. Resultando evidente su integridad, compromiso y deseo de superación, lo cual la hace muy valiosa para cualquier empresa.

Agradeciendo de antemano las atenciones prestadas a la presente y reiterándole mi consideración, quedo a sus respetables órdenes en el teléfono 0994473568 para cualquier duda o aclaración.

Se extiende la presente para los efectos legales que al interesado convengan.

ATENTAMENTE

Felipe Toledo
PRESIDENTE
FUNDACIÓN NUEVO PROPÓSITO



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 @NuevoProposito
 nuevo.propositocrs@gmail.com
 (593) 994473568 / 958846659

libertad con responsabilidad libertad con responsabilidad libertad con responsabilidad libertad con responsabilidad