

**The Impact of Using Picture Narrating Strategy
on Primary School Pupils' Speaking Skills and
Anxiety**

Faten A. Zahran

Associate professor of ELT and Head of English Language
department at Horus University, New Damietta, Egypt.

Yousra A. Qoura

An EFL Researcher

المستخلص:

لقد أجريت هذه الدراسة بهدف تحديد تأثير استخدام استراتيجية السرد بالصورة علي مهارات التحدث باللغة الإنجليزية كلغة أجنبية وخفض القلق لدي تلاميذ المرحلة الابتدائية. وقد تم توزيع هؤلاء التلاميذ الي مجموعتين إحداهما تجريبية والآخرى ضابطة. وقد تضمنت أدوات الدراسة: استبيان لتحديد مهارات التحدث اللازمه لطلاب الصف الخامس الابتدائي, ثم قامت الباحثتين بإعداد اختبار قبلي- يعدي بهدف قياس مهارات التحدث اللازمة لدى هؤلاء التلاميذ. كما قامت الباحثتين بإعداد مقياس لقياس مستوي القلق نحو تحدث اللغة الانجليزية كلغة أجنبية. وتم قياس صدق وثبات هذه الأدوات. ثم تم تطبيق الإختبار والمقياس كتطبيق قبلي لكلا المجموعتين. وقد أثبتت نتائج التطبيق القبلي تجانس المجموعتين. ثم قامت الباحثتين بتطبيق التدريب التجريبي القائم علي استخدام استراتيجية السرد بالصور، وقد تناول هذا التدريب تطبيق مهارات التحدث بمنهج الصف الخامس الابتدائي داخل الفصل الدراسي لطلاب المجموعة التجريبية في حين تلقت المجموعة الضابطة التعلم طبقا للتعليمات الوزارية. وبعد ذلك تم تطبيق اختبار تحدث ومقياس بعدي على كلا المجموعتين. وقد أثبتت النتائج وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعتين لصالح المجموعة التجريبية. وبناءً على ذلك تم استنتاج ان استخدام استراتيجية السرد بالصورة لها أثر فعال في تنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية بالإضافة الى الحد من مستوي القلق لدى تلاميذ المرحلة الابتدائية اثناء ممارسة مهارات التحدث.

الكلمات المفتاحية: مهارات التحدث، القلق، تلاميذ المرحلة الابتدائية، استراتيجية السرد بالصورة

Abstract

The aim of the study is to determine the impact of picture narrating strategy on pupils speaking skills and anxiety. Four instruments -prepared by the researchers- that involved: a speaking skills checklist, a speaking skills rubric, a speaking test and an anxiety scale were used. Results of the study indicated that pupils speaking skills performance was considerably higher and their anxiety was lower than their counterparts of the control group in speaking test and anxiety scale. Based on the results, it was concluded that picture narrating strategy could be used for improving speaking skills and decreasing pupils' anxiety.

Key Words: *Speaking Skills, Anxiety, Picture Narrating Strategy.*

Introduction

The ultimate goal of learning English as a foreign language is expressing ideas and exchanging knowledge through clear and meaningful communication. English language is taught to Egyptian pupils starting the primary stage. As a result, it is crucial to equip pupils with all requirements that enable them to develop speaking skills. EFL teaching in the primary phase has a weighty influence on learners' achievement level in the consequent educational phases (Zahran, 2018). Consequently, improving primary pupils speaking skills is of unlimited significance. The capability to tell, convince, influence, direct in addition to profession development are features which should go together with practicing and improving speaking skills (Gillis, 2013). It is through interpreting thoughts into oral speech, pupils develop their ability to think, solve problems, exchange ideas and develop their speaking skills (Sarac, 2007). In order for EFL pupils to be able to express their thoughts, they should experience real communication. That in turn requires teachers to make their pupils practice speaking skills inside classrooms.

However, enhancing EFL young learners speaking skills is a very challenging task. Sarac (2007) mentioned some of obstacles that hinder enhancing pupils speaking skills such as the difficulty to prepare material which can suit the diversity of pupils' language levels and needs at the same class, the absence of assessment for speaking

skill, the literal translation which means that pupils try to compose phrases and sentences in their mother tongue then translating them into English. Moreover, Waters (2003) added that anxiety hinder the improvement of speaking skills. Mayangta (2013) added that pupils become frightened when they have to speak in front of their classmates. Concerning EFL anxiety, both Occhipinti (2009) and Ansari (2015) revealed that speaking in front of peers is the most awkward situation for pupils which begins at early age because of fear of making mistakes in front of class, fear of getting negative feedback and shyness. Furthermore, Zhang (2009) and Rata (2011) found that lack of motivation, difficulty of topics and mother tongue use are among factors that negatively affect speaking skills.

On one hand, Urrutia and Vega (2010) suggested concentrating on participation, grammar, pronunciation, vocabulary learning and self-confidence as a key for facing speaking challenges. On the other hand, a number of experimental studies (e.g., Asfa, 2010; Kano and Fardyansyah, 2015; Khamsiah, 2016) examined the impact of picture narrating strategy on speaking skills and found that it positively impacts pupils speaking skills. It was assured that picture narrating strategy helped teachers to make speaking task an inspiring activity. It also aided pupils to fluently describe the content of pictures without fear. besides pupils did not have to deal with difficult materials. Moreover, it helped pupils to develop

grammar, vocabulary and fluency. Picture narrating strategy is confirmed to be beneficial in improving pupils speaking skills. Describing a picture proved to be a thought-provoking activity for pupils. Meanwhile it is a simple task that motivate pupils to practice speaking (Murni, 2018).

As mentioned above the obstacles that impede the process of improving speaking skills are various. Therefore, solutions and recommendations differ according to the reasons. Concerning the current study, the challenges that primary pupils face during enhancing speaking skills include pupils' anxiety, the lack of using proper strategies for teaching speaking by teachers, and the difficulty of material at the same time. As a result, there is a need for a strategy that enable teachers to guide their pupils, create comprehensible speaking tasks, use interesting material that encourage pupils to use the vocabulary they know and participate without fear.

The Context of the Problem

The researchers noticed that pupils at primary school are not able to express themselves well orally. In order to document this problem, the researchers conducted informal interview with ten EFL primary teachers. Results showed that 80% of teachers confirmed the problem. To follow the problem, the researchers conducted a pilot study to investigate pupils' level in speaking skills and anxiety (see Appendix (A)). A speaking test based on pupils English

text book "Time for English" was designed and administered to a random sample of fifth year primary pupils from Omar Ibn Elkhatab primary school at Awish Elhagar, Mansoura City. The following table shows the results of the test.

Table 1: *Results of speaking test of 5th year primary pupils.*

N	Test score	Mean	Standard deviation	percentage
45	20	8	3.1	42 %

Results in table 1 indicates that the percentage of the sample's score (42%) on the speaking sub-skills (vocabulary, grammar, pronunciation, fluency) is below average.

Additionally, the researchers conducted a pilot anxiety scale to be more convinced about the existence of the problem. The pilot anxiety scale consists of 10 statements. The statements of the scale were simplified to fit young learners. Pupils had to respond to each statement by choosing one of the three alternatives: agree, neutral, or disagree. The following table shows the results of the anxiety scale.

Table 2: *Results of anxiety scale of 5th year primary pupils.*

N	Scale score	Mean	Standard deviation	percentage
45	20	10	1.3	39.7%

Table 2 shows that the percentage of pupils' anxiety is 39.7% which is below average. Anxiety interferes with pupils' desire to participate in speaking tasks and make them hesitant to speak in front of their peers.

It is through participation in speaking tasks, learners become able to enhance their ability to communicate in English language (Leong & Ahmadi, 2017). In Egypt – where the current paper is done- learning EFL begins at primary stage. However, it is confirmed by many Egyptian studies that pupils do not have good command over speaking skills. Ahmed (2020) for example assured that pupils face many difficulties that make them unable to practice or develop speaking. These difficulties include shyness, fear of making mistakes, difficulty of topics, lack of speaking activities and absence of speaking assessment. There are also other EFL studies which were performed in other countries (e.g., Babu, Ashrafuzzaman, Khanum, 2013; Ehsan, Ashrafuzzaman & Das, 2013) that confirmed the same reasons behind inability of primary pupils to improve their speaking skills. Several EFL studies (e.g., Kano and Fardyansyah, 2015; Khamsiah, 2016; Murni, 2018) recommended using techniques that decrease anxiety and motivate pupils to participate without fear in speaking tasks. They suggested that picture narrating strategy is suitable for primary stage. It was proved that picture narrating strategy helped pupils reduce anxiety and motivate them to use vocabulary and participate in speaking tasks.

Based on the pilot study as well as reviewing the above mentioned EFL studies that showed the challenges which primary pupils face and recommendations concerning using picture narrating strategy, the three main factors that founded the base for the current study are: (1) the results of the pilot study, (2) the obstacles that Egyptian primary pupils face and their exact needs, and (3) the results of previous EFL studies that examined picture narrating strategy. Consequently, the statement of the study problem can be articulated as follows.

Statement of the Problem

Primary pupils don't have good commands over speaking skills. They lack the ample training needed for enhancing speaking skills. Moreover, their speaking anxiety affects their performance. Accordingly, the researchers suggest using picture narrating strategy as a solution that may improve pupils speaking skills and decrease their speaking anxiety.

Questions

1. What are the features of the picture narrating strategy based treatment that helps in improving pupils' speaking skills and decreasing their speaking anxiety?
2. What is the effect of using picture narrating strategy in improving speaking skills?
3. What is the effect of using picture narrating strategy in decreasing primary pupils' speaking anxiety?

Significance

The research importance is based on the subsequent elements:

- 1) Providing primary pupils with new strategy for developing speaking skills.
- 2) Providing primary pupils with new strategy for decreasing their speaking anxiety.
- 3) Showing English language curricula designers the impact of using picture narrating strategy.
- 4) Drawing EFL teachers' attention to the importance of creating a relaxing learning environment to decrease their pupils' speaking anxiety.

Delimitations

1. A group of the fifth year primary pupils from Omar Ibn Elkhatab primary school at Awish Elhagar, Mansoura City.
2. Four speaking skills (vocabulary, grammar, pronunciation, fluency in story building).
3. The second semester of the academic year 2021/2022.
4. The five selected stories for teaching speaking skills.

Review of Literature

Teaching EFL to young pupils starting primary stage become a standard practice at many countries. Young learners do not have adequate opportunities to practice language outside schoolrooms. Therefore, choosing and planning tasks for promoting EFL should be based

authentic material that support comprehensible communication (Nunan, 2018; Pinter, 2017; Martin, Avila and Guzman,2020).

Nature of Speaking Skills

A number of studies (e.g., Ibrahim, 2007; Syakur, 2007; Badr, 2009; Khorashadyzadeh, 2014) investigated the nature of speaking skill. They indicated that speaking skills features include: (1) it requires the ability to produce meaningful language with the correct use of phonological and grammar rules, (2) the social nature of speaking that necessitates conveying feeling, opinion and attitude using both verbal and nonverbal language which is represented in body language, (3) it is a compound skill that necessitates realizing what, why, when and how to use language to covey ideas. Due to the above mentioned features of speaking skill, the teachers should be keen on giving pupils opportunities to practice speaking skills. Teachers should also watch how pupils use the speaking components that include grammar, pronunciation and vocab. Speaking is the fundamental part of EFL teaching as it is the way by which pupils transmit their thoughts and opinions. The ability to tell and influence is the result of becoming skilled at speaking (Gillis, 2013). Irawati (2014) defined speaking skills as communication with others using spoken words to express and transmit ideas. Speaking skill is operationally defined as the ability of primary pupils to express thoughts and feelings without

being afraid using picture narrating strategy.

Speaking Skills Difficulties

Ahmed (2020) indicated that EFL pupils' problems in speaking could include thinking in Arabic then translating to English, lack of motivation and pupils fear of making mistakes. According to Sarac (2007), EFL teachers and pupils face challenges that include the lack of authentic material, absence of speaking assessment, the difficulty of topics included in course book besides the lack of speaking tasks included, the dissimilarity of pupils' performance level and the tendency of most pupils to make sentences using their mother tongue then depending literal translation of each word to English language. Urrutia and Vega (2010) found that shyness, mother tongue use and lack of participation are the problems that pupils face in speaking and added that anxiety and fear of classmates' mockery are among obstacles that hinder pupils' interaction. Hoge (2012) assured that mastering grammar and vocab are not necessarily the roots for improving speaking. It was established that participation is the base for developing speaking skill. Jabeen (2013) confirmed that the atmosphere that does not support pupils' interaction is a main factor behind the difficulty of improving speaking. According to Alam & Ashrafuzzaman (2018), the lack of vocab and failing in using grammar are the main obstacles that pupils face during speaking tasks. Bashir & Azeem (2011) added that inadequate knowledge of language

mechanism, function and cultural rules make pupils unable to express their ideas and in turn make them unable to develop speaking skill.

As solutions for the above mentioned EFL speaking problems, Mazouzi (2013) proposed providing pupils with opportunities to practice language and interact with each other through choosing topics that motivate them to participate in speaking tasks. Scrivener (2011) emphasized that involving pupils in conversation in which they listen and speak to each other is the pillar for enhancing speaking skill. While Urrutia and Vega (2010) focused on two elements: (1) providing inspiring environment inside classrooms that support pupils' self-confidence and (2) providing pupils with vocab knowledge and grammar that enable pupils to interact with each other to develop speaking skills. Furthermore, Harmer (2015) recommended starting with prepared speech for EFL lessons then using triggering tasks that motivate participation in speaking such as verbal repetition, acting written dialogues, information gap and role play. In the same vein Horvathova (2017) confirmed the significance of participation and highlighted practicing language structure in comprehensible conversations. Ball (2016) thought that the contexts in speaking tasks are the leading power for using the language. Consequently, the researcher recommended that the chosen topics should be interesting in order for pupils to be stimulated to improve their

speaking skills. The researcher suggested using role play and story narrating in speaking activities.

Based on the literature review concerning EFL pupils speaking problems, primary pupils speaking problems could be classified to three sets that include: EFL pupils, teachers and the course book. The lack of motivation, fear of making mistakes, translating Arabic sentences to English besides the absence of practicing outside classrooms are among the problems that are related to pupils. Whereas the problems that are related to teachers include: using unsuitable strategies in teaching speaking, focusing on written activities and the overuse of their mother tongue (Arabic) inside classes. While the obstacles that are related to the course book include the lack of speaking tasks.

Characteristics of Young Learners and Strategies for Teaching Speaking skills

The features of young learners according to Pinter (2006) and Harmer (2007b) include responding to comprehensible context regardless the difficult words included. Besides, indirect learning. Sensory learning also is a main feature of young learners which means that their senses are stimulated by hearing, sight and interacting. The difficulty of instructional rules of language for them. Young learners are curious and motivated to explore the nearby sphere and this feature stimulates learning.

Furthermore, they search for getting appreciation, attention and positive feedback from their tutors. They also have intense desire to express themselves and talk about their personal life as a theme in schoolrooms. Finally, they prefer to be fully involved in the activity otherwise they lose interest. Regarding the above mentioned features of young pupils, Pinter (2006) clarified that the matter of uniqueness of each child ought to be the main concern for EFL teaching. Moreover, background and cultural differences between pupils should be taken into consideration. It was added that teachers should be keen in choosing a proper and reliable teaching strategy that match young learners needs (Horvathova, 2017).

As young pupils learn indirectly by interacting, Kayi (2006) suggested a number of activities that are proper for teaching EFL speaking that include: discussion, simulations, information gap, interviews, brain storming, storytelling, role play, picture describing, story completion, reporting, find the differences, playing cards and picture narrating. Graham-Marr (2004) recommended using songs for teaching stress and rhythm. According to Ball (2016) there are two driving forces in teaching speaking that include providing pupils with meaningful activities and engaging them in authentic topics. Urrutia and Vega (2010) suggested a number of criteria in planning a speaking task that include: using a suitable speaking strategy that match pupils' requirements, using stimulating

activities that motivate pupils to participate in speaking tasks, depending comprehensible material that provide pupils with opportunities to practice authentic language, making a link between listening and speaking in the speaking task, providing pupils with vocabulary and grammar as guide during practicing speaking, giving them feedback and correcting their mistakes. Kayi (2006) suggested using picture narrating strategy in which pupils tell their classmates a story according to a set of serial pictures and using the rubrics provided by their teachers. These rubrics include vocabulary and structure that pupils can use as a guide for them in narrating the story and evaluating their speaking skills performance.

Speaking Anxiety and its Types

Anxiety is a feeling of being in intimidating or problematic condition. Generally, people become worried if they have to deal with oral exam, job interview or a presentation. Those uncomfortable situations make people afraid of talking (Neil, 2008). Concerning EFL speaking anxiety, Hanifa (2018) revealed that pupils who have to speak in front of their peers feel anxious. According to Waters (2003), speaking anxiety is a feeling of worried about being involved in oral communication. Clark and Beck (2012) defined it as a feeling of uneasiness comes from thinking about performance. In this study speaking anxiety is defined as being worried about making mistakes when speaking in front of classmates. A number

of studies (e.g., Occhipinti, 2009; Mayangta, 2013; Ansari, 2015) examined pupils speaking anxiety and found that the main reason of being fear of speaking inside classrooms is the fear of making mistakes. While Ito (2008) indicated that anxiety is caused by the difficulty of the speaking tasks. Additionally, Ansari (2015) confirmed that receiving negative feedback is the reason behind pupils' anxiety.

Woodrow (2006) categorized anxiety into 3 types that include: trait anxiety which is a personal trait, state anxiety which is a temporary caused by certain conditions, and situation anxiety which is connected to specific situation. Gopang, et al. (2015) divided them into trait and state anxiety. While Palwak (2015) differentiated between the anxiety which happens if pupils don't have the desire to speak and the anxiety which happen if pupils have a desire to participate as a part of preparing for an exam.

Factors that Trigger Speaking Anxiety

Toth (2006) and Yahya (2013) criticized the shortage of studies that examined EFL speaking anxiety especially in Arab countries as a starting point for searching the reasons and introducing recommendations and solutions. According to Yahya (2013), EFL pupils' speaking anxiety reasons include: being unprepared, being worried about receiving undesirable feedback from the teacher, fear of making mistakes before peers, having a negative attitude towards English class, the difficulty of speaking task and

being unsatisfied about the method by which the teacher correct pupils' mistakes. Genard (2015) added that being worried about the peers' judgment, inadequate preparation, comparing made by teacher or by pupils themselves and being uncomfortable towards speaking in front of a class are among the causes of speaking anxiety. Moreover, Kusiak (2009) reported that some pupils feel uncomfortable towards speaking a foreign language as a result of getting tired of the effort made to pronounce words and the difficulty of the chosen topic. Many studies (e.g., Ahmed, Pathan, & Khan, 2017; Hanifa, 2018; Asif et al. 2019; Hussain & Shen, 2019; Shan, Hussain, & Sargani, 2020; Abbas et al. 2020; Badrasawi, Solihu, & Ahmad, 2020), categorized the factors of anxiety into two groups: (1) pupils-correlated sources as shyness, lack of vocabulary and grammar knowledge, (2) external sources as teachers' negative feedback, difficult topics and unsuitable teaching strategies. They concluded that cooperation, teamwork, conversations, communication and interacting are procedures followed to decrease pupils' anxiety. Asif (2017) and Cayli (2020) found that pupils fear of receiving negative comments as a response from the teacher towards their mistakes increased their anxiety. Mak (2011) added that asking pupils to speak without providing them with sufficient time to get ready increase their anxiety. While Nimat (2013) and Malik et.al., (2021) revealed that pupils feel worried about being obligated to recall and use vocabulary and

grammar. Besides it was found that pupils prefer to correct their own mistakes by themselves and also prefer individual correction for mistakes than being corrected in front of peers.

Overcoming Speaking Anxiety and Fluency in Young Learners Oral Production

Since anxiety hinder improving speaking skills, seeking proper strategies that could reduce pupils' anxiety is imperative. Subsequently, Tsiplakides and Keramida (2009) revealed two main leading forces in overcoming speaking anxiety. First, creating a reassuring learning environment inside classrooms that increase pupils' self-confidence and reduce their fear of being mocked by teacher or their peers. That is why teachers should positively correct wrong answers without criticizing pupils. Second, engaging pupils in short-time speaking task that enable them to cooperate in which each one has a definite role and responsibility that increase pupils' confidence in their speaking ability and in turn reduce their anxiety. Various studies (e.g., Nimat, 2013; Asif, 2017; Harutunian, 2017; Cayli, 2020; Malik et.al., 2021) confirmed that teachers have the leading role in reducing pupils' anxiety. They explained that the unfriendly response and the awkward feedback towards pupils' mistakes are sources of anxiety. They added that teachers should be considerate with pupils in order to reduce their fear and worries. Ellis and Jean (2014)

acknowledged that using storytelling activities motivate pupils to share in speaking activities without worries.

Fluency means being involved in conversation or any speaking activity without silence times or hesitancy. Consequently, fluency requires engaging pupils in interactive activities that give them opportunities to communicate and express their ideas without disruptions. It was assured that designing speaking activities for children should be based on their nature and needs in a way that enable them to connect language use with their actual life (Lindahl, 2018). Pupils have tendency to use their imagination and to tell personal details. Picture narrating strategy provide pupils with sequential set of pictures that stimulate their imagination and vocabulary background to practice speaking with their peers Nunan (2018).

Picture Narrating Strategy

As reported by Szpotowicz (2012), improving speaking skills prerequisite involving in realistic meaningful interaction. Pictures motivate pupils to use vocabulary to create a short story. Pictures were indicated as a motivational visual aids that help pupils to be engaged in meaningful speaking tasks (Macwan, 2015). Boers (2018) focused on the use of pictures in speaking tasks and explained that they are used to help pupils acquire language skills. Pictures in narrating strategy are used as a

visual aid that stimulate creating stories depending on what pupils see in these pictures in addition to the questions that the teacher asks. Afraz, Taghizade, & Taghinezhad (2018) agreed that picture narrating strategy has a good impact on enhancing communication and motivation that in turn impact speaking skills. Pictures narrating strategy is a convenient means for planning the speaking tasks. Boers (2018) added that picture narrating strategy stimulates the enhancement of grammar, vocabulary and oral fluency. Lavalle and Briesmaster (2017) confirmed that pictures have a positive influence on pupils' motivation and communication skills.

Kayi (2006) defined picture narrating strategy as a set of sequential pictures in which pupils take turns in order to tell a story based on these pictures and the rubric provided by the teacher. The researcher explained that the rubric includes vocabulary and structures that assist pupils during narrating. Besides it was explained that the main difference between picture narrating strategy and story-telling is the use of rubrics which are incorporated in picture narrating strategy. Rubrics included in picture narrating strategy help pupils to know vocabulary, grammar that they ought to use and the instruction that should be followed. According to Patra (2018), rubric included in the picture narrating strategy has a main role in teaching process. It clarifies the instruction of the activity, time, pupils' role and the evaluation criteria. Picture narrating strategy operationally

defined as telling stories based on a set of provided pictures as well as a rubric of vocabulary and grammar in order for EFL pupils to improve their speaking skills and decrease their speaking anxiety.

Nation (2009) explained that picture narrating strategy consists of three stages: (1) stimulating background information, in this stage teacher asks questions in order for pupils to relate the topic to their previous knowledge, (2) guiding pupils, in this stage teacher shows the set of pictures in sequential order and the rubric then explain what the pupils have to do, (3) interacting, in this stage pupils work in small groups where each pupil has a role then all groups share the activity with the whole class. Patra (2018) clarified that providing pupils with sequential pictures helps pupils to be motivated and involved in the topic taught. It also motivates them to write down their thoughts. Consequently, it enhances writing skills as well. The author added that the set of pictures explain one topic such as telling a story, explaining an event, clarifying how to make something or describing a place. It stimulates pupils' curiosity to organize their ideas in a written form then transmit it orally.

The Advantages of Using Picture Narrating Strategy

Zainatuddar (2015) examined the difference between picture narrating and drill technique. The author found that the speaking class is more productive and

inspired when using picture narrating strategy. It was confirmed that picture narrating strategy can be used in improving speaking skills. In the same vein, Fatimah (2011), Patra (2018) and Mukmin & Nurwahidah (2021) assured that picture narrating strategy is a suitable method for developing students speaking skills. Goodman (2008) categorized the benefits of picture narrating strategy into three elements that are derived from its features. First, providing indications: picture narrating strategy offers verbal clues (hints, words, structure) and non-verbal clues that are beneficial in creating a story. Consequently, it helps pupils keep flow of speech depending on these clues. Second, creating and memorizing information: in making up a story or describing a picture, pupils make use of the sequential pictures and their imagination. So they benefit from both vocabularies they know and clues included in pictures. Third, evaluation: picture narrating strategy provide pupils with rubric that works as a guide that enable them to realize the steps which they should follow and at the same time this rubric works as an assessment tool in which pupils' oral production is evaluated according to the criteria provided in the rubric.

To sum up, picture narrating strategy helps pupils to participate in speaking activities without worries. Furthermore, it makes teaching process thought-provoking and comprehensible. Besides, picture narrating strategy is proper to pupils needs and characteristics. Moreover, it is

beneficial to teachers. It provides teachers with criteria-based assessment in which they can easily evaluate pupils' oral speech according to the rubric provided.

Methodology

Participants

Two classes from Omar Ibn Elkhatab primary school were chosen. Pupils were divided to an experimental group (N =31), and a control one (N =31). Pupils' age was between eleven and twelve years. The researchers have chosen that school to apply their investigation for some bases:

1. The trainer of the experimental group was one of the researchers.
2. The school is situated in one of the researchers' hometown, consequently it is effortlessly reachable.

Design

The quasi-experimental design was adopted. The post EFL speaking and anxiety scale were administered to experimental and control group. The experimental group was trained using picture narrating strategy. At the same time, the control group continued to study according to the regular method that prescribed in the Teacher's Guide of the Ministry of Education. The post EFL speaking test and anxiety scale were administered to both groups after the treatment. The results of the pre-post EFL speaking and anxiety scale were analyzed by using *t*- test.

Instruments

To achieve the purposes of the study, the researchers prepared the following instruments:

- 1) A speaking skills checklist, see Appendix (B).
- 2) A speaking skills test, see Appendix (C).
- 3) A speaking skills rubric, see Appendix (D).
- 4) An Anxiety scale, see Appendix (E).

Validity of the instruments were proven through jury validation. Alpha Cronbach was used to measure the internal consistency for the speaking skills test and speaking anxiety scale. The value of alpha coefficient for the speaking test was 0.735, which means that the test is reliable. The value of alpha coefficient of the anxiety scale was 0.712, which indicates a high value of the scale reliability.

The Treatment: Picture narrating strategy for increasing primary pupils speaking skills and reducing anxiety

Aim

Based on reviewing related literature and speaking skills checklist, the treatment was designed in order to increase pupils' speaking skills and reduce their anxiety, see Appendix (F).

Description, Duration and Content

Taking into account the criteria of picture narrating strategy, the treatment was planned for the experimental

group. The treatment consisted of five topics that were divided into ten sessions in addition to one session for explaining picture narrating strategy steps. Each session was 45 minutes. The treatment lasted for one semester. Teaching the experimental group took place over a period of 12 weeks (February, March and April) during the academic year 2021/2022 from 20/2/2022 till 29/4/2022. Pupils were given both positive feedback and opportunities to evaluate their participation according to the provided criteria with the selected stories that taught for them during the experiment.

Results and Discussion

Results of the study are reported according to the study hypotheses. The t-test was used to verify the first hypothesis that states there is a statistically significant difference at the ≤ 0.05 level between the mean score of experimental group and the control group on the post-administration of speaking skills test favoring the experimental one. Table 3 reports the differences between the mean scores of pupils in the experimental and control group regarding the speaking skills test.

Table 3: Comparing the speaking skills of the control and experimental groups on the post test.

Speaking Skills	Groups	Test	Mean	SD	t value	Sig.
vocabulary	Experimental	Post-test	13.32	1.40	13.1	0.05
	Control	Post-test	7.87	1.70		
grammar	Experimental	Post-test	12.32	1.37	13.4	
	Control	Post-test	7.09	1.71		
pronunciation	Experimental	Post-test	12.2	1.74	12.9	
	Control	Post-test	7.90	1.56		
fluency in story building	Experimental	Post-test	14.34	1.43	15.2	
	Control	Post-test	7.91	1.87		
Total	Experimental	Post-test	64.6	7.12	14.8	
	Control	Post-test	38.3	8.09		

Results in table 3 shows that the higher mean score is for the experimental group post-test. The progress in pupils' speaking skills may possibly be due to the use of picture narrating strategy that enabled pupils to use both the sequential pictures and the rubrics given in their training to create their own stories. During reviewing studies related to the problem of the current study, the researcher found a number of studies (e.g., Ahmed, 2020; Babu, Ashrafuzzaman, Khanum, 2013; Ehsan, Ashrafuzzaman & Das, 2013) that counted some reasons behind pupils' inability to develop their speaking skills as the shortage of speaking tasks, fear of making mistakes and difficulty of topics. Considering the results of these previous studies, the researchers tried to find a solution for these problems. Subsequently, the

researchers provided pupils with interesting sequential pictures and rubrics that include vocabulary and grammar to use in creating their stories. These procedures gave pupils opportunities to practice and enhance speaking without fear knowing that there is a rubric that worked as a guide for them in narrating stories. Therefore, using picture narrating strategy helped pupils to improve their speaking skills. This result goes in line with (Asfa, 2010; Kano and Fardyansyah, 2015; Khamsiah, 2016) who confirmed that picture narrating strategy helps pupils to fluently narrate and describe the content of the pictures with motivation. Moreover, picture narrating strategy helped pupils to develop vocabulary and grammar since they had to use the provided rubric. As for the control group, the pupils did not use picture narrating strategy. Besides, their anxiety interfered with pupils desire to take part in speaking tasks. That is why their scores in the speaking test were not high as the experimental group.

The t-test was used in order to test the validity of the second hypothesis that states there is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group on the pre- and post-administration of speaking test favoring the post administration scores. Table 4 reports the results.

Table 4: A Comparison of the Performance of the Experimental Group on the Pre-Post Administration of the EFL Speaking Skills Test

Speaking Skills	Groups	Test	Mean	SD	t value	Sig.
vocabulary		Pre-test	7.42	2.46	18.8	0.05
	Experimental	Post-test	13.32	1.40		
grammar		Pre-test	7.5	2.31	17.9	
	Experimental	Post-test	12.32	1.37		
pronunciation		Pre-test	6.87	2.51	19.3	
	Experimental	Post-test	13.2	1.74		
fluency in story building		Pre-test	8.6	2.49	23.7	
	Experimental	Post-test	14.34	1.43		
Total		Pre-test	36.3	11.2	25.6	
	Experimental	Post-test	64.6	7.12		

As shown in table 4 the higher mean score is for the post administration of the experimental group. This result may be interpreted that the researchers tried to make use of picture narrating strategy to overcome the reasons behind inability of pupils to improve their speaking skills. The researchers provided pupils with interesting comprehensible topics and gave them time to create up their own stories. Moreover, the researchers applied some steps during the application of the treatment that include: (1) asking pupils to write sentences depending on the rubric included in order to give them the adequate time to organize their ideas, (2) giving them a positive feedback, (3) correcting their mistakes without criticizing them and (4) telling them that the evaluation of their stories are based on using the criteria in the picture narrating strategy rubric included. These steps encouraged pupils to use

picture narrating strategy that enabled them to develop their speaking skills. Thus, picture narrating strategy helped primary pupils to improve their speaking skills. The result of the current study goes in line with numerous EFL studies (e.g., Kano and Fardyansyah, 2015; Khamsiah, 2016; Murni, 2018) that confirmed the positive impact of picture narrating strategy on improving speaking skills.

In order to test the validity of the third hypothesis that states there is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and the control group on the post- administration of speaking anxiety scale favoring the experimental one, t-test was used. Table 5 reports the results.

Table 5: Comparing the speaking anxiety of the control and experimental group on the post anxiety scale.

	Groups	Scale	Mean	SD	t value	Sig.
Speaking Anxiety Scale	Experimental	Post-scale	132.3	9.51	19.3	0.05
	control	Post-scale	87.5	10.19		

The mean score of the experimental group in post-scale is higher than that of the control one as shown in table 5. This result may be interpreted that the researchers followed the recommendations of both Lindahl (2018) and Macwan (2015) in using picture narrating strategy as a mean that aid pupils to participate in speaking tasks without worries about making mistakes in front of peers. Moreover, after investigating the reasons of anxiety as mentioned by many

studies (e.g., Hanifa, 2018; Asif et al., 2019; Hussain & Shen, 2019; Abbas et al. 2020; Badrasawi, Solihu, & Ahmad, 2020) that include lack of vocabulary and grammar, absence of suitable speaking teaching methods, pupils' fear of making mistakes in front of class and teachers' negative feedback, the researchers consider following certain steps with the experimental group that contained: (1) including sufficient vocabulary in picture narrating strategy rubric, (2) giving pupils time to prepare their stories by writing sentences before talking, (3) dividing pupils into groups and assigning a role for each pupil in the group, (4) correcting pupils mistakes positively. Following the above mentioned steps during teaching using picture narrating strategy helped pupils to reduce their anxiety and participate without fear or worries. This result goes in line with Kano and Fardyansyah (2015) and Khamsiah (2016) who confirmed that picture narrating strategy helps pupils to overcome speaking anxiety. As for the control group, the pupils received the regular training. They did not receive training based picture narrating strategy as the experimental group pupils. Therefore, control group pupils could not overcome their speaking anxiety. That is why their scores in the anxiety scale were lower than the experimental group.

In order to test the validity of the fourth hypothesis that states there is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group on the pre- and post- administration of

speaking anxiety scale favoring the post administration scores, the t-test was used. Table 6 reports the results.

Table 6: A Comparison of the experimental group on the pre and post anxiety scale.

	Groups	Scale	Mean	SD	t value	Sig.
Speaking Anxiety Scale	Experimental	Pre-scale	83.9	14.71	23.9	0.05
		Post-scale	132.3	9.51		

The higher mean score of speaking anxiety scale is for the post-scale as shown in table 6. This result may be due to using picture narrating strategy. The experimental group trained using picture narrating strategy that matches their features which include the tendency to learn indirectly, curiosity, motivation, replying to understandable topics, and tendency to describe things. That is why pupils enjoyed learning. Besides picture narrating strategy was suitable for primary pupils. Pupils felt that each one of them has a significant role. Furthermore, picture narrating strategy provided pupils with opportunities to cooperate that in turn created an encouraging learning environment inside classroom. Consequently, pupils participated without fear. This result goes in line with Ellis & Jean (2014) who assured the impact of picture narrating strategy on decreasing anxiety.

Conclusions

Picture narrating strategy is beneficial for improving EFL pupils speaking skills. Providing pupils with a set of sequential pictures as well as a rubric for each

story that include vocabulary and grammar that they should use during narrating their own stories motivated pupils to: (1) participate in a comprehensible activity in which each one has a definite role, (2) create and narrate their own stories as young learners tend to narrate and describe things, (3) practice a strategy that match their features and needs, (4) use the provided rubric as evaluation tool for their trials in creating stories before narrating in front of the class, (5) practice writing as they were asked to write their ideas in order to organize their stories before narrating in front of the class and (6) overcome their speaking anxiety and increase their fluency in narrating stories. Henceforward, the academic speaking activities for the primary stage should be designed based on picture narrating strategy. It is also recommended that oral exam be a part of the final exam. Finally, more studies are needed to investigate the impact of narrating strategy on writing as well as listening skills.

References

- Ahmed, A. (2020). Developing the Speaking Skills of English as a Foreign Language (EFL) Using Self-Study Strategies. *Faculty of Education Journal*, Ismailia, Suez Canal University. Vol, 48. Pp 184-234.
- Ahmed, N., Pathan, Z. H., & Khan, F. S. (2017). Exploring the causes of English language speaking anxiety among postgraduate students of university of Baluchistan, pakistan. *International Journal of English Linguistics*, 7(2),99-105.
- Abbas, F., Farid, M. F., Iqbal, A., & Parveen, S. (2020). Impact of

- Using Newspapers Reading in Improving English Reading Proficiency: A Study of Pakistani University Students. *International Journal of Innovation, Creativity and Change*, 14(10), 223–232.
- Alam, A & Ashrafuzzaman, M. (2018). Challenges of Developing Speaking Skill through Classroom Interaction of EFL learners. *Prime University Journal*, Volume-12, N1, Pp 45-67.
- Ansari, M. S. (2015). Speaking anxiety in ESL/EFL classrooms: A holistic approach and practical study. *International Journal of Education Investigation*, 2(4), 3846.
- Asfa, I.A. (2010). *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text*. Semarang: Walisongo State Institute for Islamic studies.
- Asif, F. (2017). The Anxiety Factors among Saudi EFL Learners: A Study from English Language Teachers' Perspective. *English Language Teaching*, 10(6), 160–173.
- Asif, M., Zhiyong, D., Azhar, A., & Malik, S. (2019). Spelling Errors among Online Learners in the Moderated Discussion Board: A Case Study of Virtual University of Pakistan. *European Online Journal of Natural and Social Sciences*, 8(2), pp-212.
- Afraz, S., Taghizade, L., Taghinezhad, A. (2018). The usefulness of pictorial aids in developing female Iranian intermediate EFL learners' speaking proficiency. *International Journal of Education and Literacy Studies*, 1(6), 38-49.
- Babu, R., Ashrafuzzaman, M. & Khanum, F. (2013) 'Collaborative learning in English language classrooms: advantages and challenges', *Academic Journal of Siddheswari Girls' College*, vol. 3, no.1, pp. 55-66.
- Badr, B. (2009). The Effect of Using Some Active Learning Techniques on Developing Primary Pupil's Speaking Skills. Unpublished M.A Thesis. Ain Shams University. Faculty of

- Education.
- Badrasawi, K. , Solihu, A., & Ahmad, T. (2020). Second Language Speaking Anxiety Among Malaysian Postgraduate Students at a Faculty of Education. *Inter-national Journal of Education and Literacy Studies* ,8(2), 54–61.
- Ball, P. (2016). *Putting CLIL into Practice*. Oxford University Press. ISBN 978 019442105 8.
- Bashir. M. & Azeem, M. (2011) ‘Factors effecting students’ English speaking skill’, *British Journal of Arts and Social Sciences*, vol.2, no .1, p.34.
- Brown, H. D. (2001). *Teaching by principles: An Interactive approach to language pedagogy* (2nd Ed.). New York: Longman.
- Boers, F. (2018). Picture prompts and some of their uses. *Language Teaching Research*, 22(4), 375–378.
- Cayli, M. (2020). An analysis of EFL learners’ foreign language anxiety and their motivation to learn English. [Maste’s thesis, University of Mississippi]. Electronic Theses and Dissertations. 1900.<https://egrove.olemiss.edu/etd/1900>
- Clark, D. & Beck, A. (2012). *The anxiety and worry work book*. The Guildfold Publication, Inc.
- Ehsan, M. A., Ashrafuzzaman, M. & Das, A. R. (2013) ‘Primary teachers’ English Language Teaching and Learning: change in practice and motivation’, *Teacher’s World*, p. 37-38, pp. 45-55.
- Ellis, G., & Jean, B. (2014). *Tell it again: A storytelling handbook for primary English language teacher*. Shortland Publication Ltd.
- Fatimah, P. (2011). *The Use of Picture Narrating in Teaching Speaking*. London: Longman.
- Genard, G. (2015). *10 causes of speech anxiety that create fear of public speaking*. The Genard Method. Available at:

- <https://www.genardmethod.com/blog/bid/169656/top-10causes-of-speech-anxiety-that-create-fear-of-public-speaking>
- Gillis, G. (2013). The Importance of Speaking Skills. Available at: <http://www.geraldgillis.com/importance-speakingskills/>
- Graham-Marr, A. (2004). *Teaching skills for listening and speaking*. Tokai: Tokai University Press.
- Gopang, I. B., Umrani, T. H., Bughio, F. A., & Lohar, S. (2015). English speaking anxiety: A study of undergraduate students of English. *International Researcher*,4(1), 54-61.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skill. *Studies in English Language and Education Journal*, 5(2), 230-239.
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson. ISBN 9781447980254.
- Harmer, J. (2007b). *The practice of English language teaching* (4th Ed.). New York: Longman.
- Harutunian, E.R. (2017). Overcoming speech anxiety in the Classroom. [Master's thesis. Malmo University]. Available at: <https://www.semanticscholar.org/paper/Overcoming-Speech-Anxiety-in-the-Classroom-Harutunian>
- Hoge, A. J. (2012) 'Babies know best: how to learn English like a baby', *Effortless English Newsletter*, available at <https://www.teachingenglish.org.uk/article/increasing-studentinteraction> (British Council. BBC) (Increasing Student Interaction).
- Horvathova, B. (2017). *Teaching Strategies in the Context of Foreign Language Lessons*. UKF. ISBN 978 80558 1225 0. Available at: https://www.pf.ukf.sk/images/docs/projekty/2017/pCCp/publikacie/teaching_strategies.pdf
- Hussain, M., & Shen, H. (2019). A Study on Academic Adaptation

- of International Students in China. *Higher Education Studies*, 9(4), 80–91.
- Ibrahim, D. (2007). *The Effectiveness of Some Cooperative Learning Strategies In Developing Preparatory School Pupils' English Speaking Skills*. Unpublished M.A Thesis. Zgazig University. Faculty of Education.
- Irawati, I. (2014). Improving pupils' speaking ability through communicative language games. *Magistra*, 87(XXV), 25-36.
- Ito, N. (2008). *Exploring the nature of language anxiety experiences of non-native- English speaking college students in the United States [doctoral dissertation]*. The University of New Orleans.
- Jabeen, F. (2013) 'A study of an advanced level English language class of BRAC Institute of Languages (BIL)', *GSTF Journal of Education (JED)*, vol. 2, pp. 31-38.
- Kano, F.Y., & Fardyansyah, F. (2015). The Use of Describing Pictures in Teaching Speaking to The Seventh Grade Students. *Journal of Prodi Bahasa Inggris*. 3(1). 93-103.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12 (11).
- Khamsiah. (2016). Improving Students' Speaking in Expressing Personal Identity Through Picture Media at Grade VII-A SMPN 1 Tandun. *Journal Mahasiswa FKIP Universitas Pasir Pengaraian*. 2(2). 1-10.
- Khorashadyzadeh, A. (2014). Why to use short stories in speaking classes? *International Journal of Foreign Language Teaching in the Islamic World*, 2 (1), 9-15.
- Kim, S and Lombardino, L, (2017). *Exploring the Effects of Narration and Pictures on Learning for Students with Reading Deficits*. *Clinical Archives of Communication Disorders* 2(2):116-127.
- Kusiak, M. (Ed.). (2009). *Dialogue in a foreign language education*. Columbia University Press.

- Lavalle, P. I., & Briesmaster, M. (2017). The study of the use of picture descriptions in enhancing communication skills among the 8th grade students' learners of English as a foreign language. *I.e., inquiry in education*, 9(1), 1-16.
- Leong, L & Ahmadi, S. M. (2017) An analysis of factors influencing learners' English speaking skill. Available at <http://ijreeonline.com/article-1-38-enhtml>.
- Lindahl, K. (2018). Tasks for teaching speaking to beginners. *The TESOL Encyclopedia of English Language Teaching*, 10(1), 1-6. doi:10.1002/9781118784235.eelt0254
- Macwan, H. J. (2015). Using visual aids as authentic material in ESL classrooms. *Research Journal of English Language and Literature (RJELAL)*, 3(1), Pp. 91-96.
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39(2), 202-214.
- Malik, S., Qin, H., Asif, M, and Khan, SM. (2021). An investigation of phobia among Chinese postgraduates. *Journal of Natural and Social Sciences*. 9(1), 104-120
- Martin, D , Avila, M and Guzman, I. (2020). Storytelling through Picture Description to Enhance Young EFL Learners' Oral Production. *Journal of Foreign Language Teaching and Learning*, Volume 5, No. 2, Pp 116-134. DOI: 10.18196/ftl.5250
- Mayangta, T. (2013). *Students' speaking anxiety in an EFL classroom* [master's thesis]. Universitas Pendidikan Indonesia.
- Mazouzi, S. (2013). Analysis of some factors affecting learners' oral performance. Available at: <http://dspace.uni-biskra.dz>
- Mukmin, I and Nurwahidah, N.(2021). Using Picture Strip Story in Teaching Speaking Skill. *Journal of Pendidikan Glasser*. Volume 5, N,(1),. DOI :10.32529/glasser.v5i1.896
- Murni, A. (2018). The Use of Describing Picture Strategy to Improve Students' English Speaking Skill. Published thesis.

- Faculty of Education and Teacher Training. Banda Aceh: Universitas Syiah Kuala
- Nation, I. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Neil, A. (2008). *Anxiety disorder*. CHAM Publication.
- Nimat, N. (2013). An investigation of English language anxiety – experiences of undergraduate students in Bangladesh. [Master of Arts in Applied Linguistics and ELT, BRAC University]. Available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/3555/Numaya%20nimat.pdf?sequence=1>
- Nunan, D. (2018). Teaching speaking to young learners. *The TESOL Encyclopedia of English Language Teaching*, 13, 1-8. doi: 10.1002/9781118784235.eelt0715
- Occhipinti, A. (2009). Foreign language anxiety in class speaking activity [master's thesis]. *The University of Oslo*.15, 99-117.
- Palwak, M. & Waniek-Klimczak, E. (2015). Issue in teaching, learning and testing speaking in a second language. *Education, Linguistics*. DOI:[10.1007/978-3-642-38339-7](https://doi.org/10.1007/978-3-642-38339-7)
- Patra, J. (2018). Improving Students' Speaking Fluency Through Picture Narrating Strategy. Published thesis. *Faculty of Cultural Students University of Sumatera Utara*.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.
- Rata, G. (2011). *Academic days of Timisoara: Language education today*. New York: Cambridge Scholars Publishing.
- Rokhmawati, E. (2011). The use of reialia to improve Pupil's speaking ability in procedures text (A Classroom Action Research with the Ninth Grade Pupils of MTs. Mthalibul Huda Mlonggo Jepara) English Depatrment of Tarbiyah

- Faculty Walisongo State Institute for Islamic Studies Semarang.
- Sarac, G. (2007). The Use of Creative Drama in Developing the Speaking Skills of Young Learners. M.A Thesis. *Institute of Educational Sciences*. Gazi University, Ankara.
- Scrivener, J. 2011. Learning Teaching. The Essential Guide to Language Teaching. Macmillan. ISBN 978 0 230 72984 1.
- Shan, C., Hussain, M., & Sargani, G. R. (2020). A mix-meth-od investigation on acculturative stress among Pakistani students in China. *Plos One*, 15(10), e0240103.
- Syakur. (2007). The Components of Speaking Skill. Available at: <https://es.scribd.com/doc/106593833/9/The-Components-ofSpeaking-Skill>
- Szpotowicz, M. (2012). Researching oral production skills of young learners. *Center for Educational Policy Studies Journal*, 2(3), 141-166.
- Toth, Z. (2006). First-year English majors' perceptions of the effects of foreign language anxiety on their oral performance. *University of Pécs Roundtable 2006: Empirical Studies in English Applied Linguistics*, 25.
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.
- Urrutia, W. & Vega, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. *Bogota Colombia*. Vol. 12, no. 1, pp. 11-31.
- Waters, A. (Ed.). (2003). *Oxford learner's pocket dictionary*, 3rd edition. Oxford University Press.
- Woodrow, L. (2006). *Anxiety and speaking English as a second language*. Sage Publications, Inc.
- Yahya, M. (2013). Measuring speaking anxiety among speech

- communication course students at the Arab American University of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), 229-248.
- Zahran, F. (2018). Utilizing Vocabulary Self-Collection Strategy Plus in Developing EFL Primary Stage Pupils' Vocabulary Learning and Risk-Taking. *Journal of Research in Curriculum, Instruction and Educational Technology (JRCIET)*. Vol.4, No 4.
- Zainatuddar. (2015). Teaching Speaking in English Using the Picture Series Technique. *English Education Journal (EEJ)*.
- Zhang, S. (2009). The role of input, interaction, and output in the development of oral fluency. *English Language Teaching*, 2(4), 91– 100.