
**Teaching Speaking Skills Through Pictures To Vernacular Medium Students:
A Study**

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Abstract:

This study investigates the effectiveness of using visual aids—specifically pictures—to develop speaking skills among vernacular medium (Telugu medium) students of Class IX at Kasturba Gandhi Balika Vidyalaya (KGBV), Kamalapur, Hanamkonda District. Over a period of 15 days, 27 students participated in structured picture-based speaking activities designed to enhance pronunciation, vocabulary, fluency, and accuracy. The research employed Pre-Test, Mid-Test, and Post-Test evaluation using rubric-based assessments. The results indicate a notable improvement in the speaking abilities of the targeted learners. This paper concludes that picture-based pedagogy is an effective method for improving speaking skills among second-language learners from vernacular backgrounds.

Key words: Speaking skills, Visual aids, Pictures, ESL learners, Vernacular medium, Communicative competence.

Introduction

English, being a global language and a primary medium for international communication, holds significant importance in the Indian educational context. However, a large proportion of students studying in vernacular medium schools face difficulties in acquiring effective speaking skills. Limited exposure, low confidence, poor pronunciation, and inadequate teaching strategies further complicate their learning process.

This research focuses on improving speaking skills among Class IX Telugu medium students by using picture-based teaching strategies. Visual pedagogy creates interest, reduces fear, and supports meaningful communicative practice.

1.1 Basis for the Study

Learners of vernacular medium often struggle with spoken English due to low proficiency, lack of exposure, and ineffective teaching methodologies. Pictures act as stimuli that can encourage students to think, observe, interpret, and express ideas using English.

1.2 Problem Detection

Teachers frequently rely on translation into the mother tongue, and students rarely get opportunities to speak English. This results in fear, hesitation, and limited linguistic development.

1.3 Rectification of the Problem

To overcome these challenges, the study emphasizes: - Learner-centered strategies - Effective use of teaching aids - Encouraging environments - Opportunities for free expression

1.4 Objectives of the Study

The core objective is to assess the effectiveness of pictures as a teaching tool to improve pronunciation, vocabulary, fluency, and accuracy in speaking among Class IX students.

2. Review of Literature

Speaking is an essential component of communicative competence. Various scholars such as Brown (2001), Richards & Renandya (2002), and Fulcher (2003) emphasize interaction, verbal communication, and pragmatic competence.

2.1 Nature of Speaking

Speaking involves accuracy, fluency, connected speech, expressive devices, and negotiation language (Harmer, 2001; Nunan, 1999).

2.2 Types of Speaking

Brown (2001) categorizes speaking into: - **Monologue:** Planned and unplanned - **Dialogue:** Interpersonal and transactional

2.3 Sub-skills of Speaking

Munby identifies articulation, stress patterns, intonation, vocabulary recall, logical organization, and conversational skills as essential sub-skills.

2.4 Tasks for Developing Speaking Skills

According to the Pedagogy of English (Telugu Academy), tasks include role plays, discussions, interviews, picture descriptions, communication games, and group work.

3. Research Methodology**3.1 Participants**

Twenty-seven Class IX Telugu medium students of KGBV Kamalapur participated in the study.

3.2 Duration

The intervention lasted for **15 days**, with daily picture-based speaking activities.

3.3 Teaching Procedure

Each session followed these steps: 1. Greetings 2. Motivation 3. Friendly environment 4. Tolerance of mistakes 5. Reminders for clarity 6. Encouragement 7. Active participation 8. Individual focus 9. Speaking opportunities 10. Confidence building 11. Appreciation 12. Evaluation of outcomes

3.4 Materials Used

Fifteen pictures for 15 days were designed to stimulate discussions and interpersonal communication.

Picture 1**Picture 2****Picture 3****Picture 4****Picture 5****Picture 6****Picture 7****Picture 8****Picture 9****Picture 10****Picture 11****Picture 12****Picture 13****Picture 14****Picture 15**

3.5. Assessment Criteria

Rubrics used for evaluation: - Pronunciation (5 marks) - Vocabulary (5 marks) - Fluency (5 marks) - Accuracy (5 marks)

3.5.1. Rubric Templates for Testing Speaking Skill:

- ❖ 3.5.1.1. Pronunciation
- ❖ 3.5.1.2. Vocabulary
- ❖ 3.5.1.3. Fluency
- ❖ 3.5.1.4. Accuracy

❖ 3.5.1.1. Pronunciation:

- The way in which a word or a letter is uttered correctly.
- The way in which a language is spoken
- Way of speaking a word or a letter

3.5.1.1. Pronunciation Evaluation Table: 5 Marks

S.No.	Performance	Marks	Percentage	Grade
1	Excellent	4.25-5	85-100	A1
2	Very Good	3.6-4.24	72.5-84.5	A2
3	Good	3-3.5	60-72	B1
4	Average	1.8-2.9	37.5-59.5	B2
5	Poor	1.25-1.75	25-37	C
6	Very Poor	0-1.24	0-24.5	D

❖ **3.5.1.2.Vocabulary:**

- List or collection of words.
- All the words that anyone knows
- Words are used in a particular compilation.
- Every word of a language.

3.5.1.2.Vocabulary Evaluation Table: 5Marks

S.No.	Performance	Marks	Percentage	Grade
1	Excellent	4.25-5	85-100	A1
2	Very Good	3.6-4.24	72.5-84.5	A2
3	Good	3-3.5	60-72	B1
4	Average	1.8-2.9	37.5-59.5	B2
5	Poor	1.25-1.75	25-37	C
6	Very Poor	0-1.24	0-24.5	D

3.5.1.3.Fluency:

- The ability to speak language easily, well and quickly.
- Proper expression.

3.5.1.3.Fluency Evaluation Table: 5Marks

S.No.	Performance	Marks	Percentage	Grade
1	Excellent	4.25-5	85-100	A1
2	Very Good	3.6-4.24	72.5-84.5	A2
3	Good	3-3.5	60-72	B1
4	Average	1.8-2.9	37.5-59.5	B2
5	Poor	1.25-1.75	25-37	C
6	Very Poor	0-1.24	0-24.5	D

❖ **3.5.1.4.Accuracy:**

- Error freeness, trueness
- True condition, true quality
- Closeness between the measured value and the existing true value.

3.5.1.4.Accuracy Evaluation Table: 5Marks

S.No.	Performance	Marks	Percentage	Grade
1	Excellent	4.25-5	85-100	A1
2	Very Good	3.6-4.24	72.5-84.5	A2
3	Good	3-3.5	60-72	B1

4	Average	1.8-2.9	37.5-59.5	B2
5	Poor	1.25-1.75	25-37	C
6	Very Poor	0-1.24	0-24.5	D

3.5.2.Description of Grades:

- ❖ **3.5.2.1.Excellent-A1**
- ❖ **3.5.2.2.Very Good-A2**
- ❖ **3.5.2.3.Good-B1**
- ❖ **3.5.2.4.Average-B2**
- ❖ **3.5.2.5.Poor-C**
- ❖ **3.5.2.6.Very Poor-D**

❖ **3.5.2.1.Excellent-A1:**

- Grade-A1 is awarded to the targeted students whose speaking skill is very excellent and found very insignificant errors.

❖ **3.5.2.2.Very Good-A2:**

- Grade-A2 is awarded to the targeted students whose speaking skill is very good and found insignificant errors.

❖ **3.5.2.3.Good-B1:**

- Grade-B1 is awarded to the targeted students whose speaking skill is good and found some errors.

❖ **3.5.2.4.Average-B2:**

- Grade-B2 is awarded to the targeted students whose speaking skill is average and found more errors.

❖ **3.5.2.5.Poor-C:**

- Grade-C is awarded to the targeted students whose speaking skill is poor and found significant errors.

❖ **3.5.2.6.Very Poor-D:**

- Grade-D is awarded to the targeted students whose speaking skill is very poor and found very significant errors.

3.5.3.Rubric Templates Evaluation Table: 20 Marks

S.No.	Performance	Marks	Percentage	Grade
1	Excellent	17-20	85-100	A1
2	Very Good	14.5-16.5	72.5-84.5	A2
3	Good	12-14	60-72	B1
4	Average	7.5-11.5	37.5-59.5	B2
5	Poor	5-7	25-37	C
6	Very Poor	0-4	0-24.5	D

Pre-Test, Mid-Test, and Post-Test assessments were conducted.

4. Results and Discussion**4.1 Pre-Test Analysis**

Pre-test results indicated: - Majority of students scored within **Grade C (Poor)** - Very few students reached **Grade B2 (Average)** - Several students scored **Grade D (Very Poor)**

S.No.	Name of the Student	Pronunciation (5M)	Vocabulary (5M)	Fluency (5M)	Speed (5M)	Total (20M)
1	Student 1	2	1.5	2	2	7.5
2	Student 2	2	1	1.5	1.5	6
3	Student 3	2.5	2	2.5	2.5	9.5
4	Student 4	1.5	1	1	1.5	5
5	Student 5	2	1	1.5	1.5	6
6	Student 6	2	1.5	1.5	1.5	6.5
7	Student 7	2	2	2	2	8
8	Student 8	1.5	1.5	1.5	1.5	6
9	Student 9	2	1.5	2	2	7.5
10	Student 10	2.5	1.5	2	2	8
11	Student 11	1.5	1	1	1.5	5
12	Student 12	2.5	2	2	2.5	9
13	Student 13	2	1.5	1.5	1.5	6.5
14	Student 14	2	1	1	1.5	5.5
15	Student 15	1.5	1	1.5	2	6
16	Student 16	2	2	2	2.5	8.5
17	Student 17	2.5	1.5	1.5	2	7.5
18	Student 18	2	1.5	1.5	1.5	6.5
19	Student 19	1.5	1	1	1.5	5
20	Student 20	1.5	1	1.5	1.5	5.5
21	Student 21	2	1.5	1.5	2	7
22	Student 22	1.5	1	1	1.5	5
23	Student 23	1	1	1	1	4
24	Student 24	1.5	1	1	1.5	5
25	Student 25	1	1	1	1	4
26	Student 26	1.5	1	1	1.5	5
27	Student 27	2	1.5	1.5	2	7

4.1.1.Result Analysis: Pre-Test

S. No.	Name of the Student	Marks Scored	Total (20M)	Percentage	Grade
1	Student 1	7.5	20	37.5	B2
2	Student 2	6	20	30	C
3	Student 3	9.5	20	47.5	B2
4	Student 4	5	20	25	C
5	Student 5	6	20	30	C
6	Student 6	6.5	20	32.5	C
7	Student 7	8	20	40	B2
8	Student 8	6	20	30	C
9	Student 9	7.5	20	37.5	B2
10	Student 10	8	20	40	B2
11	Student 11	5	20	25	C
12	Student 12	9	20	45	B2
13	Student 13	6.5	20	32.5	C
14	Student 14	5.5	20	27.5	C
15	Student 15	6	20	30	C
16	Student 16	8.5	20	42.5	B2
17	Student 17	7.5	20	37.5	B2
18	Student 18	6.5	20	32.5	C
19	Student 19	5	20	25	C
20	Student 20	5.5	20	27.5	C
21	Student 21	7	20	35	C
22	Student 22	5	20	25	C
23	Student 23	4	20	20	D
24	Student 24	5	20	25	C
25	Student 25	4	20	20	D
26	Student 26	5	20	25	C
27	Student 27	7	20	35	C

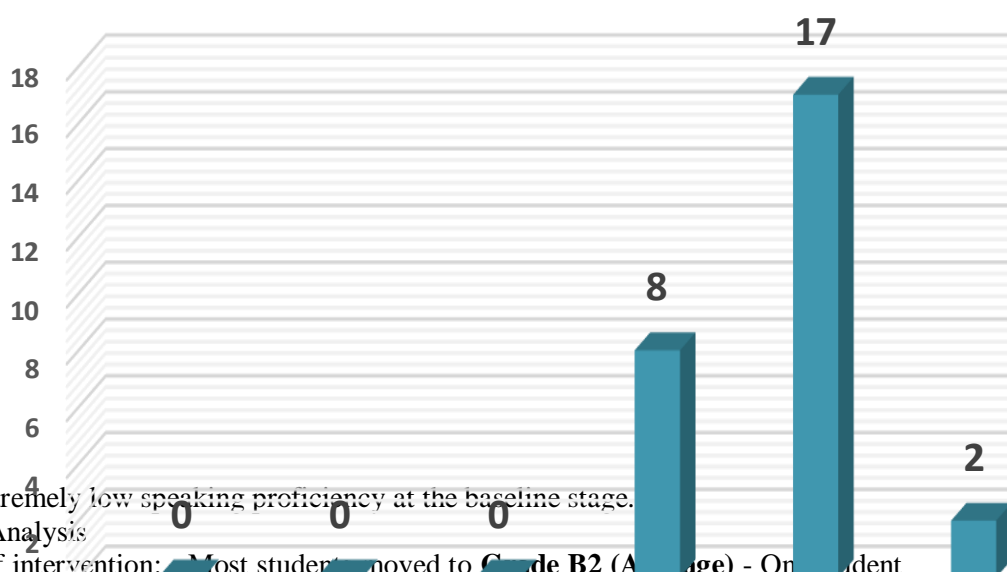
4.1.2.Grading Table: Pre-Test

S. No.	Marks	Students	Percentage	Grade	Rank
1	17-20	Nil	0%	A1	Excellent
2	14.5-16.5	Nil	0%	A2	Very Good
3	12-14	Nil	0%	B1	Good
4	7.5-11.5	8	29.6%	B2	Average
5	5-7	17	62.9%	C	Poor
6	0-4	2	7.4%	D	Very Poor

4.1.3.Graphical representation of Grading Table: Pre-Test

Response	Excellent	Very Good	Good	Average	Poor	Very Poor
No. of Students (27)	0	0	0	8	17	2
Grade	A1	A2	B1	B2	C	D

Pre-Test (Test-1)



This shows extremely low speaking proficiency at the baseline stage.

4.2 Mid-Test Analysis

After 7 days of intervention: Most student moved to **Grade B2 (Average)** - One student achieved **Grade B1 (Good)** - No student remained in Grade D

S. No.	Name of the Student	Pronunciation (SM)	Vocabulary (SM)	Fluency (5M)	Accuracy (5M)	Total (20M)
1	Student 1	2.5	2.5	2.5	2.5	9.5
2	Student 2	2.5	1	2	2	7.5
3	Student 3	3	2.5	3	3	11.5
4	Student 4	2	1	1.5	1.5	6
5	Student 5	2.5	1	2	2	7.5
6	Student 6	2.5	2.5	2.5	2.5	10
7	Student 7	2.5	2.5	2.5	2.5	10
8	Student 8	2	1.5	2	2	7.5

Very Poor
(D)

9	Student 9	2.5	2	2.5	2.5	9.5
10	Student 10	3	2	2.5	2.5	10
11	Student 11	2	1	1.5	1.5	6
12	Student 12	3	2.5	2.5	3	11
13	Student 13	2.5	1.5	2	2	8
14	Student 14	2	1	1.5	2	6.5
15	Student 15	2	1	2	2	7
16	Student 16	2.5	2.5	2.5	3	10.5
17	Student 17	3	2	2	2.5	9.5
18	Student 18	2.5	1.5	2	2	8
19	Student 19	2	1	1.5	1.5	6
20	Student 20	2	1	1.5	2	6.5
21	Student 21	2.5	1.5	2	2.5	8.5
22	Student 22	2	1	1	2	6
23	Student 23	1	1	1	1.5	4.5
24	Student 24	2	1	1	2	6
25	Student 25	1	1	1	1.5	4.5
26	Student 26	2	1	1	2	6
27	Student 27	2.5	1.5	2	2.5	8.5

4.2.1.Result Analysis: Mid-Test

S. No.	Name of the Student	Marks Scored	Total (20M)	Percentage	Grade
1	Student 1	9.5	20	47.5	B2
2	Student 2	7.5	20	37.5	B2
3	Student 3	11.5	20	57.5	B1
4	Student 4	6	20	30	C
5	Student 5	7.5	20	37.5	B2
6	Student 6	8	20	40	B2
7	Student 7	10	20	50	B2
8	Student 8	7.5	20	37.5	B2
9	Student 9	9.5	20	47.5	B2
10	Student 10	10	20	50	B2

11	Student 11	6	20	30	C
12	Student 12	11	20	55	B2
13	Student 13	8	20	40	B2
14	Student 14	6.5	20	32.5	C
15	Student 15	7	20	35	C
16	Student 16	10.5	20	52.5	B2
17	Student 17	9.5	20	47.5	B2
18	Student 18	8	20	40	B2
19	Student 19	6	20	30	C
20	Student 20	6.5	20	32.5	C
21	Student 21	8.5	20	42.5	B2
22	Student 22	6	20	30	C
23	Student 23	4.5	20	22.5	C
24	Student 24	6	20	30	C
25	Student 25	4.5	20	22.5	C
26	Student 26	6	20	30	C
27	Student 27	8.5	20	42.5	B2

Mid-Test**4.2.2.Grading Table: Mid-Test**

S. No.	Marks	Students	Percentage	Grade	Rank
1	17-20	Nil	0%	A1	Excellent
2	14.5-16.5	Nil	0%	A2	Very Good
3	12-14	1	3.7%	B1	Good
4	7.5-11.5	15	55.5%	B2	Average
5	5-7	11	40.7%	C	Poor
6	0-4	Nil	0%	D	Very Poor

4.2.3.Graphical representation of Grading Table: Mid-Test

	(A1)	Good (A2)	(B2)	(D)		
Response	Excellent	Very Good	Good	Average	Poor	Very Poor
No. of Students (27)	0	0	1	15	11	0
Grade	A1	A2	B1	B2	C	D

16

14

12

10
8
6
4
2 0 0
0

This demonstrated gradual improvement.

4.3 Post-Test Analysis

At the end of 15 days: - One student scored **A1 (Excellent)** - Several achieved **A2 (Very Good)** and **B1 (Good)** - Majority moved to B2 (Average) - Only a few remained in Grade C (Poor)

S. No.	Name of the Student	Pronunciation (5M)	Vocabulary (5M)	Fluency (5M)	Accuracy (5M)	Total (20M)
1	Student 1	3.5	3	3.5	3.5	13.5
2	Student 2	3.5	1.5	2.5	3	10.5
3	Student 3	4	3.5	4	4	17.5
4	Student 4	2.5	1.5	2	2	8
5	Student 5	3.5	1.5	2.5	3	10.5
6	Student 6	3.5	2	2.5	3	11
7	Student 7	3.5	3.5	3.5	3.5	14
8	Student 8	3	2	2.5	3	10.5
9	Student 9	3.5	3	3.5	3.5	13.5
10	Student 10	4	3	3.5	3.5	14
11	Student 11	3	1.5	1.5	2	8
12	Student 12	4	3.5	3.5	4	15
13	Student 13	3.5	1.5	3	3	11
14	Student 14	2.5	1.5	2	2.5	8.5
15	Student 15	3	1	3	3	10

16	Student 16	4	3	3.5	4	14.5
17	Student 17	4	3	3	3.5	13.5
18	Student 18	3.5	2	3	3	11.5
19	Student 19	2.5	1	2	2.5	8
20	Student 20	3	1	2	2.5	8.5
21	Student 21	3.5	2	3	4	12.5
22	Student 22	2.5	1.5	1.5	2.5	8
23	Student 23	1.5	1	1.5	1.5	5.5
24	Student 24	2.5	1.5	1.5	2.5	8
25	Student 25	1.5	1	1	2	5.5
26	Student 26	2.5	1.5	1.5	2.5	8
27	Student 27	3.5	2	2.5	3.5	11.5

4.3.1.Result Analysis: Mid-Test

S. No.	Name of the Student	Marks Scored	Total (20M)	Percentage	Grade
1	Student 1	13.5	20	67.5	B1
2	Student 2	10.5	20	52.5	B2
3	Student 3	17.5	20	87.5	A1
4	Student 4	8	20	40	B2
5	Student 5	10.5	20	52.5	B2
6	Student 6	11	20	55	B2
7	Student 7	14	20	70	B1
8	Student 8	10.5	20	52.5	B2
9	Student 9	13.5	20	67.5	B1
10	Student 10	14	20	70	B1
11	Student 11	8	20	40	B2
12	Student 12	15	20	75	A2
13	Student 13	11	20	55	B2
14	Student 14	8.5	20	42.5	B2
15	Student 15	10	20	50	B2
16	Student 16	14.5	20	72.5	A2
17	Student 17	13.5	20	67.5	B1
18	Student 18	11.5	20	57.5	B2
19	Student 19	8	20	40	B2
20	Student 20	8.5	20	42.5	B2
21	Student 21	12.5	20	62.5	B1
22	Student 22	8	20	40	B2

23	Student 23	5.5	20	27.5	C
24	Student 24	8	20	40	B2
25	Student 25	5.5	20	27.5	C
26	Student 26	8	20	40	B2
27	Student 27	11.5	20	57.5	B2

4.3.2.Grading Table: Mid-Test

S. No.	Marks	Students	Percentage	Grade	Rank
1	17-20	1	3.7%	A1	Excellent
2	14.5-16.5	2	7.4%	A2	Very Good
3	12-14	6	22.2%	B1	Good
4	7.5-11.5	16	59.2%	B2	Average
5	5-7	2	7.4%	C	Poor
6	0-4	Nil	0%	D	Very Poor

4.3.3.Graphical representation of Grading Table: Test-3

Response	Excellent	Very Good	Good	Average	Poor	Very Poor
No. of Students (27)	1	2	6	16	2	0
Grade	A1	A2	B1	B2	C	D

The results clearly show significant improvement in all components—pronunciation, vocabulary, fluency, and accuracy.

4.4 Discussion

The consistent improvement from Pre-Test to Post-Test confirms that picture-based teaching enhances student engagement, reduces hesitation, and supports structured speaking practice. Visual stimuli helped students organize ideas, recall vocabulary, and construct sentences more confidently.

5. Findings

- Pictures effectively stimulate verbal expression.
- Students gained confidence and reduced fear of making mistakes.
- Pronunciation and vocabulary improved significantly.
- Structured picture-based activities supported meaningful communication.

6. Conclusion

This research demonstrates that incorporating pictures into English language teaching significantly improves speaking abilities among vernacular medium learners. The method is

simple, cost-effective, engaging, and pedagogically meaningful. Educators working with ESL students—especially those from rural or vernacular backgrounds—should adopt picture-based speaking strategies to foster communicative competence.

7. Suggestions for Future Research

- A comparative study between picture-based learning and audio-visual learning.
- Long-term impact assessment.
- Research involving larger and more diverse student populations.

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