

THEME OF THE PROJECT

THE COMMUNICATIVE ACTIVITIES TO TEACH SPEAKING SKILL IN STUDENTS OF 2DO AÑO DE BACHILLERATO EN APLICACIONES INFORMÁTICAS PARALLEL "A" AT "ISABEL DE GODÍN" HIGH SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOLAR YEAR 2014-2015.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN,

HUMANAS Y TECNOLOGÍAS

LANGUAGES CAREE

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APPROVAL SHEET



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN,
HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER

WRITTEN CERTIFICATION OF DEGREE WORK

THEME OF THE PROJECT

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CERTIFIED:

This work is prior to obtaining the degree of Bachelors of Languages research on the topic: "THE COMMUNICATIVE ACTIVITIES TO TEACH SPEAKING SKILL IN STUDENTS OF 2DO AÑO DE BACHILLERATO EN APLICACIONES INFORMÁTICAS PARALLEL "A" AT "ISABEL DE GODÍN" HIGH SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOLAR YEAR 2014-2015 ", it is owned by IRENE MARGOTH PILATAXI YAUCAN Y GABRIELA ELIZABETH PAGUAY CAVA; the same that has been reviewed and analyzed one hundred percent with me permanently advice as Tutor, so is suitable for presentation and defense respectively.

It is all I can inform honesty.



MsC. Maria Vallejo

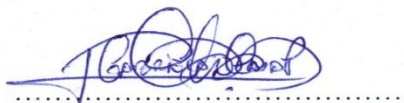
**DEDICATION
AUTHORSHIP**

We Irene Margoth Pilataxi Yaucán with C.I 0605599018-8 and Gabriela Elizabeth Cava Paguay wit C.I. 060412952-8; we are responsible for the ideas, doctrines, results and proposals made in this investigation and the intellectual heritage of research work to the FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS, DE LA NACIONAL DE CHIMBORAZO.



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DEDICATION

This work it is dedicated to God for always being stand by me and give me the strength to achieve this important goal on my academic and personal life. To my family, specially my mother and sister (Manuelita and Martha) for their prayers, patience, support and love. (*Gabriela Cava*)

I dedicate this thesis to my family and my friends. A special feeling of gratitude to my loving parents, Rosa and Bernardo, whose words of encouragement and push for tenacityring in my ears. My brother Lenin, has never left my side and are very special. I also dedicate this dissertation to my friends who have supported me throughout the process. (*Irene Pilataxi*)

RECOGNITION

We would like to recognize to our Director of thesis Msc. María Vallejo for her support and guide before and after the achievement of this research. A great thank you to Dr. John Caicedo for his helps and collaboration for that the project takes place at Isabel de Godín School.

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GENERAL INDEX

CERTIFICATION.....	III
AUTOR.....	IV
DEDICATION.....	V
RECONITION.....	VI
GENERAL INDEX.....	VII
DEDICATORY.....	II
RECOGNITION.....	III
GENERAL INDEX.....	IV
TABLES INDEX.....	IX
GRAPHICS INDEX.....	X
SUMMARY.....	XI
INTRODUCTION.....	1
CHAPTER I.....	4
1. REFERENCE FRAMEWORK.....	4
1.1 PROBLEM STATEMENT.....	4
1.2 PROBLEM FORMULATION.....	5
1.3 OBJECTIVES.....	5
1.3.1 GENERAL OBJECTIVE.....	5
1.3.2 SPECIFIC OBJECTIVES.....	5
1.4 JUSTIFICATION.....	6
CHAPTER II.....	8
2.THEORETICAL FRAMEWORK.....	8
2.1 BACKGROUND OF THE RESEARCH.....	8
2.2 THEORETICAL FOUNDATION.....	9
2.2.1 HOW LEARNERS LEARN A LANGUAGE.....	9
2.2.2 THE ROLES OF TEACHERS AND LEARNERS IN THE CLASSROOM..	10
2.2.3 IMPORTANCE OF COMMUNICATION.....	10
2.2.4 WHAT DOES COMMUNICATION INVOLVE?.....	11
2.2.5COMMUNICATION INCLASSROOM.....	13
2.2.6 COMMUNICATIVE ACTIVITIES.....	13
2.2.6.1 TIPS FOR MAXIMIZING THE EFFECTIVENESS OF ACTIVITIES.....	14

2.2.7 CONTROLLED COMMUNICATION ACTIVITIES	15
2.2.7.1 INFORMATION GAP	15
2.2.7.2 GAMES	18
2.2.7.2.1 TYPES OF GAMES	19
2.2.7.2.2 SUGGESTIONS ON USING GAMES	22
2.2.8 FREER COMMUNICATIVE ACTIVITIES	24
2.2.8.1 ROLE PLAY	24
2.2.8.1.1 DEVELOPING SPEAKING AND LISTENING SKILLS THROUGH ROLE PLAY	24
2.2.8.2 SIMULATION	26
2.2.8.2.1 USING SIMULATION IN THE CLASSROOM	28
2.2.9 LISTENING, SPEAKING, READING, AND WRITING	31
2.2.9.1 SPEAKING SKILL	33
2.2.9.1.1 TEACH STUDENTS TO ADAPT THEIR SPEECH TO SPECIFIC SITUATIONS.	34
2.2.9.1.2 PROVIDE OPPORTUNITIES TO PRACTICE SPEAKING	34
2.2.9.1.3 PRINCIPLES FOR TEACHING SPEAKING	35
2.2.9.2 FUNCTIONS OF SPEAKING	38
2.2.9.3 COMMUNICATIVE LANGUAGE TEACHING AND SPEAKING SKILL	39
2.2.9.4 INTERACTION IN THE CLASSROOM	39
2.2.9.5 ORAL PRODUCTION	44
2.2.9.6 ACCURACY	46
2.2.9.7 FLUENCY	48
2.2.9.8 SPEAKING PROFICIENCY	49
2.3 DEFINITION OF BASIC TERMS	51
2.4 HYPOTHESIS SYSTEM	53
2.5.1 DEPENDENT VARIABLE	53
2.5.2 INDEPENDENT VARIABLE:	53
2.5 OPERATIONALIZATION OF VARIABLES	54
CHAPTER III	56
3. METHODOLOGICAL FRAMEWORK	56
3.1 SCIENTIFIC METHOD	56
3.2 DESIGN OF THE INVESTIGATION	56
3.3 POPULATION AND SAMPLE	57
3.3.1 POPULATION	57
3.3.2 SAMPLE	57
3.4 TECHNICAL AND INSTRUMENT DATA COLLECTION	57
3.5 TECHNICS OF PROCEDURINGFOR THE ANALYSIS.	58

CHAPTER IV	59
4.ANALYSIS AND INTERPRETATION OF RESULTS.....	59
4.2 VARIABLE: SPEAKING SKILL	80
4.2.1 SUMMARY TABLE WITH THE RESULT OF THE TEST OF GAMES.....	80
4.2.2 SUMMARY TABLE WITH THE RESULT OF INFORMATION GAP ACTIVITIES.....	82
2.4.3 SUMMARY TABLE WITH THE RESULT OF THE TEST OF ROLE PLAY ACTIVITIES..	84
2.4.4 SUMMARY TABLE WITH THE RESULT OF THE TEST OF SIMULATIONS.....	86
CHAPTER V	108
5. TESTING OF HYPOTHESIS	108
5.1 LOGICAL MODEL	108
5.1.1 GENERAL HYPOTHESIS	108
5.1.2 SPECIFIC HYPOTHESIS 1; DEVELOPMENT OF SPEAKING SKILL...	108
5.1.3 SPECIFIC HYPOTHESIS 2; COMMUNICATIVE ACTIVITES	108
5.2 MATHEMATIC MODEL.....	108
5.3 STATISTIC MODEL.....	109
5.4 SYMBOLS	109
5.5 LEVEL OF SIGNIFICANCE.....	109
5.6 REJECTION ZONE	109
5.7 RULE OF DECISION	110
CHAPTER VI	115
6.1 CONCLUSIONS	115
6.2 RECOMMENDATIONS	116
7. BIBLIOGRAPHIC REFERENCE	117
7.1REFERENCE	117
7.ATTACHMENT	XII
7.1 ATTACHMENT 1 Pre- test addressed to the students.....	XVII
7.2 ATTACHMENT 2 Post- test addressed to the students.....	XVIII
7.3 ATTACHMENT 3 FINDING INFORMATION.....	XXI
7.4 ATTACHMENT 4 ROLL THE DICE CONVERSATION PRACTICE....	XXIV
7.5 ATTACHMENT 5 QUESTIONS BOARD GAME	XXV
7.5 ATTACHMENT 6The Little Red Riding Hood	XXVI
7.6 ATTACHMENT 7 TITLE TO MAKE A BID	XXIX
7.7 ATTACHMENT 8 BEYOND WILD JUSTICE.....	XXXI

INDEX OF TABLES

TABLE N° 1. FILLING TO TABLES OF THE ENGLISH BOOK.	59
TABLE N° 2. WRITING REPETITIONS TO LEARN VOCABULARY.	61
TABLE N° 3. ORALLY REPETITION TO LEARN VOCABULARY.	63
TABLE N° 4. TRANSLATING IN ENGLISH CLASS.....	65
TABLE N° 5. INTERVIEWS IN ENGLISH CLASS.	67
TABLE N° 6. PRACTICING OF VOCABULARY TROUGH GAMES.	69
TABLE N° 7. CREATING DIALOGUES IN ENGLISH CLASS.....	71
TABLE N° 8. REPRESENTING CHARACTERS ON DIALOGUES.....	73
TABLE N° 9. IMITATION OF IMAGINARY CHARACTERS.	75
TABLE N° 10. TOPICS AND RESOURCES.....	77
TABLE N° 11 TABLES OF INTERVIEWS TO LEARN NEW WORDS.....	88
TABLE N° 12 GAMES TO LEARN VOCABULARY.	90
TABLE N° 13. THE LABYRINTH GAME TO PRACTICE PRONUNCIATION.	92
TABLE N° 14. CREATING DIALOGUES.	94
TABLE N° 15. REPRESENTING DIALOGUES.	96
TABLE N° 16. ACTING ROPLAYS WITH CONFIDENCE.	98
TABLE N° 17. CREATE IMAGINARY SITUATIONS EASILY.....	100
TABLE N° 18. CONFIDENCE REPRESENTING IMAGINARY	
TABLE N° 19. FAVORITE ACTIVITY ON ENGLISH CLASSES.....	104
TABLE N° 20. TOPICS AND RESOUCRES	106
TABLE N° 21: DEVELOPMENT SPEAKING SKILL.....	110
TABLE N° 22: COMMUNICATIVE ACTIVITIES.....	111
TABLE N° 23 GENERAL TABLE	112
TABLE N° 24 CONTINGENCY TABLE.....	112
TABLE N° 25. CALCULATION OF DEVELOPMENT OF SPEAKING SKILL .	113
TABLE N° 26. CALCULATION OF COMMUNICATIVE ACTIVITIES	114

INDEX OF GRAPHICS

GRAPHIC N° 1.....	59
GRAPHIC N° 2.....	61
GRAPHIC N° 3.....	63
GRAPHIC N° 4.....	75
GRAPHIC N° 5.....	67
GRAPHIC N° 6.....	69
GRAPHIC N° 7.....	71
GRAPHIC N° 8.....	73
GRAPHIC N° 9.....	75
GRAPHIC N°10.....	77
GRAPHIC N° 11.....	88
GRAPHIC N°12.....	90
GRAPHIC N° 13.....	92
GRAPHIC N° 14.....	94
GRAPHIC N° 15.....	96
GRAPHIC N° 16.....	98
GRAPHIC N° 17.....	100
GRAPHIC N° 18.....	113
GRAPHIC N° 19.....	104
GRAPHIC N° 20.....	106

ABSTRACT

The main goal of this study was to deal with the different application of some communicative activities in order to solve the problem stated in the research problem. This study was conducted over a sample population of 24 students that constitute a small group, so the application of any statistic formula was not required. The results of the survey reflected three important facts: First of all, the students informed that the activities performed inside the classroom did not meet the minimum requirements or expectations due to the inappropriate selection of topics and learning tools to develop the speaking skill. A possible solution to this problem is to let students take advantage of a variety of learning tools to motivate and assist the development of the speaking skill.



Dra. Myriam Trujillo Mgs.
COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

This document has been prepared in order to comply with the requirements prior to the completion of the thesis, for which it has determined the issue, which has been previously approved, which was founded and is based on acquired knowledge, the needs of the community, in addition to the aspiration of practice in which we have formed.

Today, we handle in a world where knowledge of foreign language, in this case English language plays a big role, because it are in all the aspects of the human life such as science culture and technology the commonly langue used is English.

English is learned from the basic level to the upper level of the academic life, for this reason the teacher should use appropriate techniques and resources during this long period of instruction the student is able to communicate in English. Hence the work of graduates in languages career has increased, due to the demand for these professionals in educational institutions.

It has decided to take into account at Isabel de Godin High school in order to describe how the information activities used by the teacher will help the students in teaching speaking. We Adhere at Isabel de Godin High school requirements. The development of the research mentioned requires of a correct planning of resources and techniques that will permit to visualize the results of the same, through our human contingent.

In this research it will find interesting information. In the chapter number one there is an explained in detail the problems that it could be founded into the classroom; and the explanation for which the project has a great importance.

In the chapter number two there is a carefully literally and scientific sustentation, the causes and consequences of the problem showed in a table of variables.

In the chapter number three it will explain the type of research and the techniques and instruments that will help to recollect the necessary information in order to develop the research according the number of the population.

In the chapter number four it will explain the analysis of the results to the research using graphics, the bibliographical sources, the materials that were used in the process of the research, and how were distributed the time for doing the project.

Finally in the chapter number five there are the conclusions and recommendations in order to contribute to the teaching speaking process.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1 PROBLEM STATEMENT

In the teaching of English language teachers are always challenged to find teaching strategies to keep the student in contact with the language; especially when teaching speaking since it has a certain degree of complexity.

At Isabel de Godín high school on the observation practices through observation forms it was observed the following:

Little use of communicative activities could be observed, reason why, students are not enthusiastic and therefore are uninterested to learn the language.

The improper selection of activities makes the interesting subject uninteresting. It sometimes is chosen activities that offer a poor oral practice so, it will not be a great help in the students speaking proficiency. To combine the topic of the class with improper activities do not bearing on mind the age, level and interest of the students.

Do not notices these important aspects make many learners assume that the subject is boring based on the learning experiences of the past.

Presenting students poor tools which do not provide an authentic communication affects the speaking skill because the learners are not participating in an interchange of information; in other words, to listen and then to give a response.

The use of different activities like: Role plays, simulations and different games like: Guessing, Jigsaw, crosswords will plays a great role in teaching because, they should provide tools that help students express their ideas through the proper selection of classroom activities that allow the learners to practice in an interacting environment.

1.2 PROBLEM FORMULATION

How do the communicative activities help to teach speaking skill in students of 2do año de Bachillerato en Aplicaciones Informáticas parallel “A” at “Isabel de Godín” high school, in the city of Riobamba, Chimborazo province, during the school year 2014-2015?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

To describe the way in which the communicative activities help the teacher to teach speaking in the language during the period 2014-2015.

1.3.2 SPECIFIC OBJECTIVES

- To select the appropriate instruments and activities to gather the important data that will be used during the research process.
- To apply the activities selected for developing the speaking.
- To evaluate the impact and results of the communicative activities applied.

1.4 JUSTIFICATION

The communication is the key to develop the speaking skill. For these reason, communicative activities give the opportunities to practice communication in class. Thus, permitting students to talk about themselves and to express their thoughts and opinions. As a result, they are interacting as naturally as possible.

In this way, students can feel more motivated to speak, as well as, to feeling more comfortable to speak with their classmates and to feel free to obtaining more information.

The communicative activities such as pair and group work activities permit to develop the speaking skill because students interact meaningfully. In view of that, it is that during the interaction students can discover their main mistakes and try to get the students to correct their own errors if possible as this helps to keep them motivated.

The research is feasible because once revised the theme was approved by the language school teachers in charge of studying and approving the thesis themes and projects. The permission to develop the project was given by head master of Isabel de Godín High School, after presenting the documentation necessary; the project was designated. This project will be developed to 2do año de Bachillerato en Aplicaciones Informáticas parallel “A” with the support from their teacher John Caicedo.

The project will be a great contribution in an academic way at Isabel de Godín high school to teachers and to students. Like in the research will take into account the speaking skill. In fact, getting to know the communicative activities that are helpful when teaching speaking will benefit the teachers in the future to choosing the precise activities as to combining them along with the topic of the class. From now, students can learn in a different environment, enhance their knowledge, as it pretends to promote the learners’ self-esteem too. Ever since, in the future the foreign language

ignorance could bring feelings of shame and insecurity. It as well contributes us as researchers, since it includes our personal satisfaction to contributing with the institution where we form part of in secondary education.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE RESEARCH

According to Collier (2009) communicate is something many of us take for granted. Speaking and understanding, reading and writing are skills that most of us use every day. We communicate to express our feelings, thoughts and opinions, to ask questions, and to give information. We do this with lots of people and for many different reasons. For example, we might ask for things we want in a store, discuss our medical concerns with a doctor, order a meal in a restaurant, interact with a bank teller about our finances or call a taxi company to book a ride. Communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information but also create and share meaning. Communication is a key element involved in teaching process.

In another point of view Prof. Dr. Hamid RafiqKhattak, Sara Yaqoob, RabiaBasri say Communication is a matter of effectiveness, which is dependent on the interlocutors' communication competency. In other words its effectiveness is dependent on one's competency in communication. Communication involves intents and efforts from both the sender of the message and the receiver. It's a process that can be fraught with error such as with messages muddled (i.e., mixed up by the sender, or misinterpreted by the recipient). In fact, communication is successful only when both the sender and the receiver reach a common understanding regarding the same information as a result of the communication process.

2.2 THEORETICAL FOUNDATION

Then Communication takes place when we are supposedly at the same level of understanding and comprehension as other interlocutors. Communication is therefore not what is said whether verbally or non-verbally, but what is understood.

2.2.1 HOW LEARNERS LEARN A LANGUAGE

Our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

- Interaction between the learner and users of the language.
- Collaborative creation of meaning.
- Creating meaningful and purposeful interaction through language.
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.
- Learning through attending to the feedback learners get when they use the language.
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.

2.2.2 THE ROLES OF TEACHERS AND LEARNERS IN THE CLASSROOM

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and offer/his own role in facilitating language learning. (Richards J. C., 2006)

2.2.3 IMPORTANCE OF COMMUNICATION

Munther Z. Baroda, says the speech communication is an activity unique to human beings and it differentiates man from all other animals, social interaction amongst human beings is largely dependent upon this form of communication; those who fail to develop skill in it are at a disadvantage in their relationships with other people. The communication is an essential element in the human being, without oral interaction we couldn't understand.

The individual who wishes to learn a new language must, in addition to acquiring a new vocabulary and a new set of phonological and syntactic rules, learn the rules of speaking. The understanding and knowledge of appropriate speech behavior is crucial of learners want to communicate effectively in the target language.

Speakers who learn a new language must to adapt to new pronunciation and learn new vocabulary that help at the moment to interact with other person.

Because speaker do not know new words cannot continue in the communication and lost the essential message. Speaker can change the original message and produce a mistake in the communication, consequently do not understand and feel frustrated. For these reasons the foreign language can best be learned not just by rigorous formal methods but by a direct contact with people speaking that foreign language, or by a free use of the language. In many occasions the traditional methods to teach foreign language do not give better result; students' lost the interest to learn a new language.

Students need to learn a new language not only in memorize method, they must practice and use the language in real life. "Producing the ability to speak coherently and intelligibly on a focused topic is generally recognized as a necessary goal for ESL student".(Zyoud, 1970)

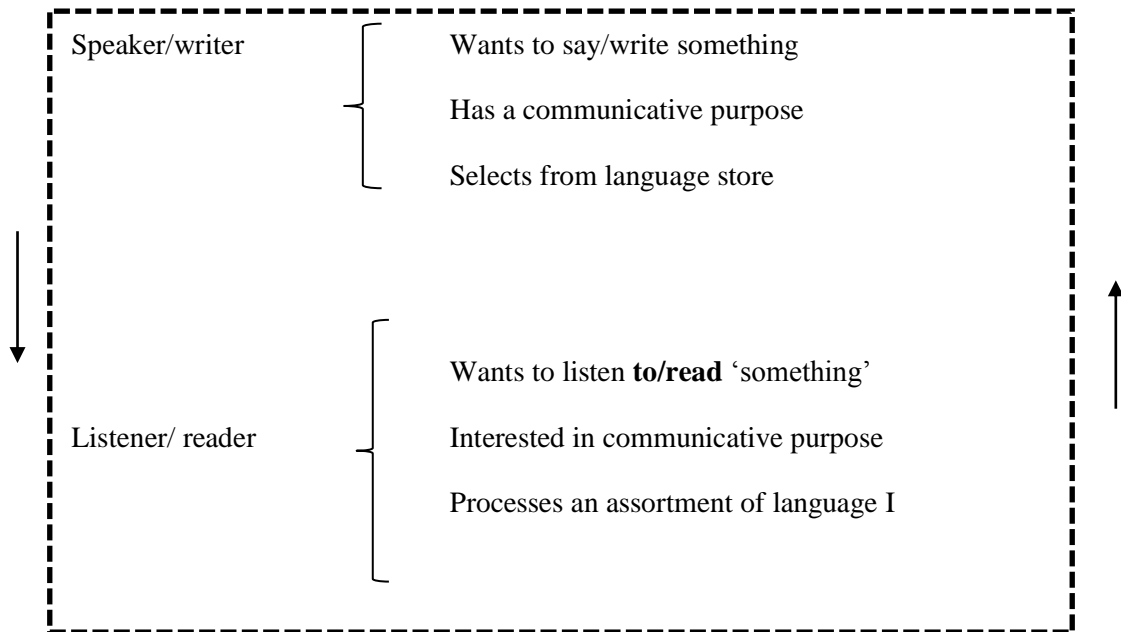
2.2.4 WHAT DOES COMMUNICATION INVOLVE?

Communication is, of course, extremely complex, but there are certain generalizations that can be made which have particular relevance for the learning and teaching of languages. When two people are involved in conversation, we can be fairly certain that the one who is speaking wants to do so. 'Want' is used here in a general sense, since speaking may be forced on the participants in some way, but they must still feel a desire to speak, otherwise they would keep quiet. The speaker also has a purpose; this may be to disagree or to charm, to flatter or to be rude; to give information or to express pleasure. In each of these cases he or she is interested in conveying that purpose to the listener.

In order to do this, a speaker selects from his or her language store the language that he or she thinks will best help to achieve the purpose. In an effective piece of communication (where both participants want the communication to succeed), it is probable that the listener will want to listen to what the speaker says and will be particularly interested in the speaker's purpose-in other words, in what the speaker is

trying to say. Although the listener may have a clear idea of the direction the conversation will take, he or she will nevertheless have to be ready to process a great variety of language in order to understand efficiently what is being said.

Fig. 1: The nature of communication



Source: Jeremy; what is communicative? ELT. Journal

(As the dotted lines indicate, the speaker can become the listener, and viceversa.)

Closely allied to this general analysis is the concept of the information gap. Suppose, for example, that A (a man waiting for a bus) has the following conversation with B (a woman at the bus stop):

A: *Excuse me, could you tell me the time?*

B: *Certainly. It's three o'clock.*

A may have many reasons for speaking. He may, for example, genuinely want to know the time. In this case he has not got information that B has (the time) and there is therefore a 'gap' in the information they possess. A's conversation is designed to close that gap. If, however, A's question is merely an excuse to get into conversation with the woman, there is still a gap, though of a different nature.

Now it is A who has some information (e.g. his desire to engage B in conversation) which B does not possess. In many really communicative activities where students have a communicative purpose, a gap of this kind will be necessary, or if there is no gap there is often no reason (or purpose) to communicate. (Jeremy, April 1982)

2.2.5 COMMUNICATION IN CLASSROOM

In the L2 class room, speaking activities can be planned to include everything from dyadic, small-group, to whole class interaction patterns, Kippel (1987). L2 literature is rich in resources for engaging students in speaking activities, such as rehearsing dialogues, completing information gap activities, playing interactive games, discussing topical issues, problem solving, role playing and completing speaking tasks.

Speech used as communication is a two way process there must be a speaker and listener, and there must be interaction between them. The most essential aspect in oral communication in the classroom is that the learners should talk to one another, communicative classroom, “the focus is on interaction the communication of some message important to the speaker” (Richards, 2006).

2.2.6 COMMUNICATIVE ACTIVITIES

It includes any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture.

Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when

students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Ross-Feldman & Moss, 2003).

According to Littlewood, there are many options available for the teacher who wants to teach oral communication in his/her classroom. The teacher can use his/her creativity and innovation in organizing and manipulating any available source of information in English to active a communicative situation in the classroom.

Teacher can apply different activities of teaching oral communication in the classroom as individual activities, pair and group activities. Controlled communicative activities: information gap, games. Freer communicative activities: role plays, projects, simulations.

2.2.6.1 Tips for Maximizing the Effectiveness of Activities

Communicative activities such as those described below can be used successfully with many class levels. They are especially crucial for literacy- and beginning-level classes as vehicles to move learners toward independent and confident learning. To make these activities as useful as possible there are a few things to remember:

- a. Keep teacher talk to a minimum. Explain as much as possible demonstrating the process, explaining in different ways, and repeating. Don't worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class.*

- b. *Literacy*- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. They may lack English and (for some) school skills, and it is the teacher's job to help them with that. These adults have successfully weathered many difficulties to get to class. Give them the credit they deserve.

- c. *Have fun*. Communicative activities are designed to be lively, interactive, and fun. When people are comfortable they are likely to learn more. An active, cooperative class is a class where a great deal of learning—social, cultural, and linguistic—is evident. Communicative activities provide opportunities for learners to use the language with one another and with people in the community.

2.2.7 CONTROLLED COMMUNICATION ACTIVITIES

2.2.7.1 Information gap

An information gap activity takes place between students, not between a student and a teacher, though a teacher can certainly show the activity.

The two students will be asking each other questions to which they do not know the answer; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity. (Latham, C. page 1)

This kind of activity is useful because they are very meaningful; all students are involved in the process equally and they are all moving towards a specific purpose. Each student has the task of finding out certain information and therefore must find a way in which to ask for this information. Motivation is usually quite high in these

activities. These activities help move the students from working in a more structured environment into a more communicative environment. They are helpful using lots of the target language. (Latham, C. page 2)

In that activity each student has or is given information that his/her partner doesn't have. Students have to interact in order to share their information, in other words to 'bridge the gap' between them. Good speaking exercises have either an information gap (I can't complete the exercise until I get the information which my partner has) or an opinion gap (I don't know what you think so I have to ask and listen to find out), e.g. two students have to plan a route somewhere but one student can see only a train timetable and the other a bus timetable. Each has to tell the other the information they have in order for them to decide how best to travel.

Language practice is much more meaningful when students are asking questions to which they don't already know the answers.

Compare with the traditional alternative, where students were drilled or drilled themselves from information they both already knew or could see. If both students have the same timetable, there's little point in A asking B.

Here are some very simple ways for you to apply information gap activities:

a. Information gap on the board

Put words or pictures on the board, or BLU-TACK things on it, e.g. posters, FLASHCARDS, etc. One student looks at the information on the board, the other(s) simply looks away or sits with their backs to the board.

b. Information gap from books/the teacher

In pairs or groups, one student has the information from:

A whispered word or slip of paper from the teacher

The course book (all students have their books closed, except one student who can see a picture, list of words, etc.)

The course book interaction section (most modern course books have A/B communication activities, which supply different information for students in pairs to complete together).

c. Information gap from real materials

Look for a suitable text from a newspaper, magazine, brochure, etc. containing 'real' facts, e.g. cinema information, advertisements, articles, biographies.

Make two copies and, using correction fluid, blank different words out in each one. Mark one copy A and the other B. Make copies for each pair (A and B). Students ask each other questions, e.g. *What time does the film start/finish? What's on at the New Theatre? When was Madonna born?*, etc. to complete their information. This can also be done with dialogues, e.g.

A

I went to thewith John.

A asks: *Where did you go?*

B

I went to the ice-rink with

B asks: *Who did you go with?*

d. Find the same picture

Draw a simple scene ten times. Each picture has one small difference from all the others. This could be:

Different item or number of items

Item in a different position

Different shade (black or white) or pattern.

Photocopy the sheet once for every ten students in your class, e.g. with a class of 40, make four copies, cut them up and give each student a picture, which they mustn't show to anybody else.

Pre-teach any new words, putting them on the board if necessary. The advantage of drawing your own is choosing which words are practiced. Students describe their picture to other students in the class and ask questions until they find another student who has exactly the same picture. They use language like *On the right there's a black cat. Have you got a black cat? How many birds are there? Is your door white?*, etc.(Latham, Christina)

2.2.7.2 Games

There are many good ideas about English teaching. Among these, using games in the English class is the one which is most easily accepted by students and which is also a very useful and helpful aspect of communicative method. As is known to everyone, game is an activity providing entertainment or amusement; it is a competitive activity or sport in which players contend with each other according to a set of rules.

“A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives” (Rixon, 1981).

A game is an activity that both the teacher and students enjoy doing. It is student-centered and as appealing as playing in the playground.

Games are communicative in essence, and so using game in English teaching and learning can well realize the fundamental idea of the communicative language teaching approach. Using games is a good way to improve students' various skills; as Wright, 2006 says, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In playing language games, students have to know and well understand the rules of the games, and should be clear about what has been, is being and will be done or said,

and what is more important, they have to take some actions – doing or saying something, to compete in the games.

In so doing, they can practice their skills of listening, speaking, reading and writing comprehensively, and especially they get more practice in listening and speaking, which are poor in the traditional teaching method. Little wood W. (1981) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations.

2.2.7.2.1 Types of games

As stated above, the main purpose of using games in English classes is to practice students' different skills, especially their communicative ability. Here, eight types of games from published sources (Carrier, 1980, Ellis, 1986, Harmer, 1985, Kallsen, 1987, Kippel, 1984, MaCallum, 1980, Porter-Ladousse, 1987, Stern, 2002, Willis, 1982, etc.) are identified, discussed and explored.

a. Guessing games

The basic role of guessing games is very simple: one person knows something that another one wants to find out. The thing to be guessed can differ greatly from game to game. It can be a word, an object, an activity or many other things. Guessing games are useful in helping students practice logical thinking and asking questions. 3-item story is one example of a guessing game. One person in a group knows the story in which there are three items given to the other members of the group. Depending on the three items, they have to ask questions to find the story. The person who holds the story can only give yes or no answers. The guessing members have to use their questioning skills to get the answer. To give an example of pun: the teacher gives the students a question to explain: “Why do they tie a horse to a post

before a race?” The students have to widen their thinking instead of being occupied in a narrow way and be told to think of more than one sense of a word or a sentence. Then after a period of thinking, they are likely to find the answer: “Because they want to make the horse fast.” Here, fast has two meanings which can be firmly fixed or quick.

b. Picture games

Picture games include several types:

Comparing and contrasting pictures;

Considering differences or similarities;

Considering possible relationships between pictures, such as narrative sequence;

Describing key features so that someone else may identify them or represent them in a similar way; Making a story according to the given picture.

Most of these picture games involve the learners in the relatively free use of all the language at their command and at the same time give them the opportunity to practice their speaking and listening.

c. Sound Games

Sound effects can create in the listeners’ mind an impression of people, places and actions. There is a demand for the listener to contribute through the imagination. This inevitably leads to individual interpretations which mean that the listeners can exchange their points of view and express opinions and ideas. This kind of games can stimulate students’ imagination and thinking, and offer them a chance to practise their listening and speaking. Students can make guesses at the object described by sound, or make dialogue or a story.

d. Mime

Mimes can be done in pairs, groups or even by the whole class. One side has to perform the mimes for the other side so that the answer can be found. It can be an object, action or person. So miming activities are valuable language-learning situations. Guessing something is linked with the real desire to find out and thus is a true communication situation.

Miming trains the students' skill of observation and improvisation.

It emphasizes the importance of gesture and facial expression in communication.

For example:

This mainly deals with general knowledge and is a very practical exercise. Everyday, there is something important happening, so the students can be asked what happened on a day in history. It may be a historical accident, a birthday of a famous person, or something strange or marvelous. Then further details can be asked. The students can discuss in pairs or groups in order to find much more information.

If the students have a class about 14 of February, the teacher can ask the students to do the following activity. Let the students sit in groups. Ask the question, "Do you know who the main actor on the film the Twilight Saga, are?" The students are sure to name Bella and Edward, because the films are very famous. Then the teacher tells the students that that day is his birthday and that it is necessary for the students to know something about him. After that, more work can be done by drawing a typical picture of him and describing his appearance. At last, the teacher can ask the students to think why Chaplin is loved by people all over the world and why his films are so popular. Now the students have had a chance to really think about what they know about the person.

e. Debates

In this activity, a topic is given and two sides are set up, one supporting the idea and the other opposing it. Then they argue giving their evidence. The aim of this activity is to get the students to talk and stimulate their interest and competitive spirit.

Such activities make the students think about their values and priorities. There is no doubt that this activity will improve conversation and eloquence of the students.

f. Jigsaw Games

Each participant in a jigsaw task holds one part of a solution, which may be a story, a factual text or a picture. They are equally important. They should work together to fit their pieces together to find the solution. They, therefore, improve co-operation and mutual acceptance within the group. Participants in this game have to do a lot of talking before they are able to fit the pieces together in the right way. Wright (2006) also claims that these games practice two very different areas of skill in the foreign language: “Firstly, the students have to understand the bits of information they are given and describe them to the rest of the group.” This helps them realize the importance of pronunciation and intonation in making oneself understood. “Secondly, the students have to organize the process of finding the solution and a lot of interactional language is needed.”

2.2.7.2.2 Suggestions on using games

There are four elements which should be taken into consideration when playing games in English class. Teachers should keep them in mind and apply the above discussed games to the practical situation appropriately in order to achieve the best results.

a. Time

The amount of teaching time devoted to games depends on the individual teaching content, but it will probably be a relatively small proportion of the total teaching time. They can be used to open or close a lesson in a stimulation way, to punctuate a lesson, to relieve tension after a test or concentrated practice session, or at any time that the teacher feels appropriate. It is important that they are used positively, to give students enjoyment and useful practice.

b. Choice

In each category of game mentioned above, there are different kinds of games. So the teacher must take many factors into account when deciding which game would be most appropriate and most successful with his or her students at any time. He or she should consider the level of the students, the main aim of having a game, the interest of the students, the appropriate time to use a game and the availability of aids and materials.

c. Preparation

Games may be good fun but they need to be carefully prepared and organized. Firstly, the teacher should find a good game in a book or invent one. Then he or she must be sure that the necessary facilities are available. An overhead projector can be very useful if one is available. If not, a typewriter and cards and the objects needed should be prepared in advance. Also, the teacher should ensure clear handwriting on paper or cards so that the students will take the teacher's intentions seriously. Finally, the teacher must work out how the game is to proceed, what the students will need to do.

2.2.8 FREER COMMUNICATIVE ACTIVITIES

2.2.8.1 Role play

Brown (1999, p. 183) says that a "role-play minimally involves; giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish."

Brown suggested role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective".

2.2.8.1.1 Developing speaking and listening skills through role play

In role-play, learners act out a pre-defined scenario, taking on the roles of participants in that scenario. There are opportunities to develop all three aspects of speaking and listening skills in the core curriculum within one role play. It can be directed according to requirements of the learners, e.g. by designing the role play in a specific way you can focus the learner on listening and responding skills and speaking clearly to communicate. It can be followed by an evaluation of the issues that arise creating an opportunity for discussion.

Role play works best with people who know each other and have developed a degree of trust. Teachers should be sensitive to learners who are shy or reluctant to take part.

- Decide on a scene of relevance to the learners, e.g. taking part in a team meeting, handling a difficult customer, making an appointment over the phone, buying a train ticket.
- Be clear with the learners about the purpose of the role play.

- Develop a series of situation cards applicable to the scenario that describe what each participant in the role play must do.
- Collect any props that may be useful, e.g. phones, hats, desks.
- Discuss the role-play scenario with the learners. Ask for suggestions for likely contributions. What might be said? What shouldn't be said? Talk about facial expressions and body language. How do participants show they are listening?.
- Divide the group into appropriate sized groups for the situation and distribute the role-play cards.
- An observer for each group can be useful. At the end of the role play, the observer can offer positive criticism and suggestions for improvement.
- Set a time limit. At the end of the time ask learners for feedback.

a. How to differentiate according to abilities of learner

- Select scenarios of relevance to each learner
- Confident learners may want to perform their role-play for the rest of the group.
- Give an opportunity to rehearse role-play situations.
- Some learners may wish to develop a script before performing the role-play.
- Discuss what may happen in the situation of the role-play, including identifying possible useful vocabulary and phrases.
- Show a video or play an audio recording of a similar situation first.

b. The benefits of this approach are that:

- Learners are able to try different speaking and listening techniques in a supportive situation
- It helps learners develop empathy for other participants in common speaking and listening situations
- If learners are willing to do so, role-play events can be recorded for closer analysis. It is important that you have learners' permission for this to take place and that confidentiality is maintained where necessary.
- Taking part in and watching role-play situations encourages a critical approach to the way language use influences communication
- Role-play encourages learners to consider register and lexis appropriate for different situations
- It raises awareness of the conventions of turn-taking and the importance of listening to others

2.2.8.2 Simulation

The teacher will establish the situation from the beginning. The more familiar a role or situation is, the easier it will be. The situation is fixed, but the students are allowed to use any language they want as the conversation goes along. A careful preparation is necessary when use situation, such as; establish the situation, discuss what the speaker might say, let students organize the conversation, set a time limit, ask students to perform. (Torres, M. 2010, page, 106)

Simulation is an interactive learning that involves students both personally and groups in a real setting. Jones, (1982) defines a simulation as reality of function in a

simulated and structured environment. Additionally, Carbonell, (2001) define simulation as an exercise in which participants are competing against nature from the definition above, it can be concluded that the simulation is a learning model that is able to provide opportunities to students, especially young learners to develop thinking skills to respond to anything directly, and also the ability to interact with other students in a real context.

The most common view of simulations is that they provide a way of creating a rich communicative environment (a representation of reality) where students actively become a part of some real-world system and function according to predetermined roles as members of that group.

According to Hyland, (1993) there are three things that make the simulation becomes very important to apply in English language learning for young learners.

First, simulations motivate learners, young learners are naturally curious to explore and discover. If their explorations bring pleasure or success, they will be motivated to learn more. By having some interesting and real activities, simulation encourage them to explore their experience to make decisions so unconsciously they feel that they are not in the process of learning.

Second, encourage interaction, simulation provide a supportive atmosphere for the students to do some interactions. Students will interact with the other students and also with the teacher based on the topic or material.

Third, provide opportunities for purposeful communication, in a setting of simulation, the students will have some purposeful communication, for example the students will communicate with other how to buy some fruits, how to go somewhere while the others also communicate how to give an offer and go to give direction.

In addition to the three issues above, there are some other benefits to be gained from use of simulation in teaching English. They are as follow:

1. Simulations can provide realistic situations that have functional resemblance to the outside world of the classroom and lead learners to create real communication by offering them roles in which to function. It will promote children's engagement and enjoyment in learning. This in turn impacts positively on children's personal and social development, general behavior and wellbeing (Jenkins, 2011)
2. Students in simulations continually interact exchanging thoughts and negotiating meanings as they take roles and try to fulfill the duty
3. In simulations, learners, being participants in the event, will experience the way people behave in a certain culture. Learning a language is also to learn how to behave in accordance with the correct cultural context.

Students do not only know how to spell the language, but also how to choose the right utterance and in line with the existing culture. In simulation learners are expected not only able to communicate verbally but also how to behave in a non-verbal, for example, through a post office or a bank simulation.

2.2.8.2.1 Using simulation in the classroom

Using simulations for a basic level class, it is a good idea to use or create simple simulations with less complicated processes. Hyland, (1993) proposes four-part structure in implementing a simulation.

1. Preparation

- a. In preparation, the teacher ensure the students familiarity and confidence with interactive learning. For some children, meeting new friend, new environment can be a scary thing. So the teacher must have a good way to make the students feel confident to interact with other friends.
- b. Assessing students' needs, interests, and abilities. To assess the students' need and interest, a teacher can observe what do they usually want and do in the classroom or a teacher can ask what they want to do in the classroom. spontaneously they will answer honestly.
- c. After knowing the students' need and interest, the teacher selects or writes the simulation.
- d. Then the last step in preparation is organizing the room and gathering resources. As it is discussed above that simulation uses real-world setting, so the room or class must be completed with some media or tools which support the activity.

2. Introduction

- a. Information input: tasks, roles, background.
In determining the task, a teacher must consider several things, one of them is identifying the target of the task itself. In this case a good task is a task that can provide opportunity for students to develop their language skills relevant to their real world needs. In this step the students were briefed about the task of what they should do in simulation.

Different activities in a simulation create a different role for each student. In a simulation, a teacher must determine which role will be played by the students. So, explanation of the role to be performed is very important to the students so that the purpose of a simulation can be achieved

Then, the teacher gives some information about the condition and situation in the simulation

b. Learners engage in information collection tasks Students' engagement in information collection task is very important in order to understand what they will do and further their engagement will make them become independent learners.

c. Language input: useful lexis, structures, genres, etc. Before starting the simulation, the teacher should also provide language input that is related to what they will need to interact, such as a list of vocabulary or expression because of their limitations in the mastery of vocabulary and phrases used in a particular topic.

d. Activity

After entering the stage of activity, a teacher can have multiple roles depending on the planned activities. Teacher may be the observer of the performance of their students, or a teacher can also participate actively involved in the simulation in other words, teachers also play a role in the simulation. The role of a teacher is also determined by the model of student learning, whether students perform simulations in the form of small groups or large groups or even individuals.

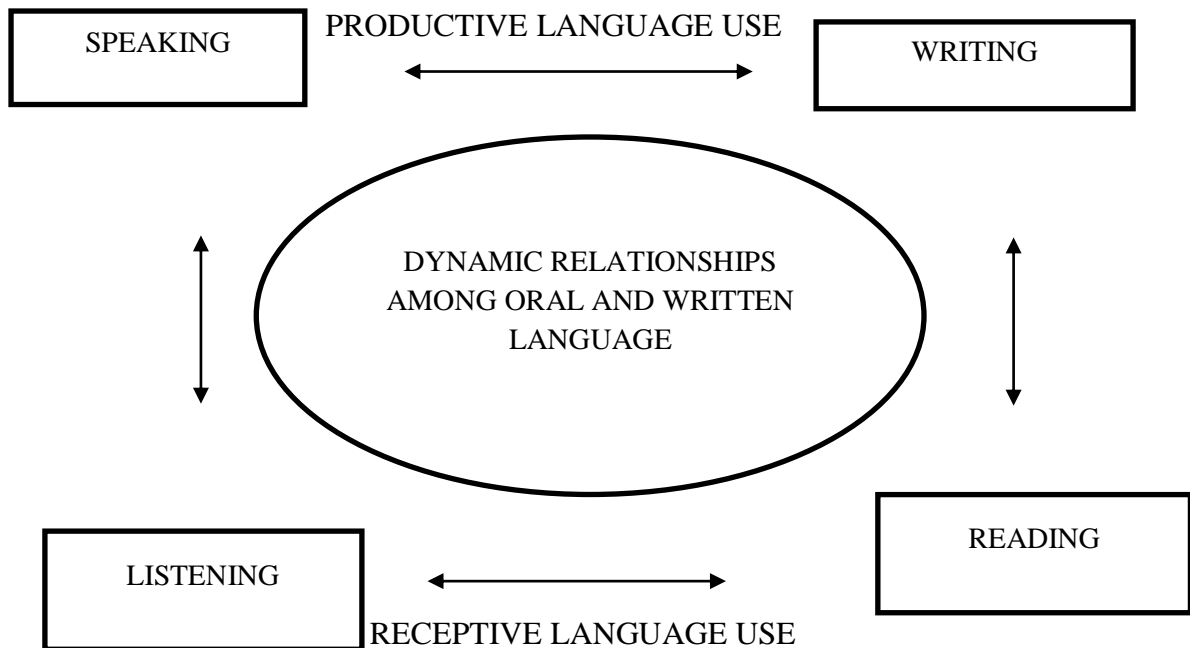
Therefore the determination of the main activities in the simulation becomes very important, because the success or failure of the simulation depends on whether the activities designed by teachers. (Mutohhar, 1986)

2.2.9 INTEGRATION OF LISTENING, SPEAKING, READING, AND WRITING

What does it mean to integrate listening, speaking, reading, and writing? In natural, day-to-day experience, oral and written language uses are not kept separate and isolated from one another. Instead, they often occur together, integrated in specific communication events. For example, when you are reading the Sunday newspaper, you may comment on an article to your roommate or spouse, engendering a discussion about it. Such discussion may lead you to reread parts of the article to clarify questions that emerged in the discussion. Similarly, when the phone bill arrives, you might have an extended discussion of its written contents to decide who owes what, or whether one or more members of the household needs to stop making so many long-distance calls. If your parents were immigrants and spoke little English when you were a child, you may have had the experience of translating for them and helping them fill out forms at the doctor's office. In each of these real-life situations, oral and written language uses intermingle as people go about the business and pleasures of life, and the intermingling of oral and written language occurs in literate societies across ethnic and social class boundaries (Wallace, 2004).

Listening, speaking, reading, and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately.

Relationships among written and oral language



Source: Vásquez Spoken Language

The relationships among listening, speaking, reading, and writing during development, then, are complex relationships of mutual support. Practice in any one process contributes to the overall reservoir of second language knowledge, which is then available for other acts of listening, speaking, reading, or writing. For this reason, it is important to provide abundant exposure to functional, meaningful uses of both oral and written language for all learners.

The interrelationships among listening, reading, speaking, and writing. More specifically, listening and reading are receptive uses of language: Messages are received by ear or by eye, and meaning is reconstructed based partly on prior knowledge. Listening and reading are not passive processes, however.

Listeners and readers must actively take the speaker's words and recreate the message to comprehend it. Thus, when you assist students with listening comprehension, you are assisting them with reading comprehension. Conversely, speaking and writing are productive uses of language: The speaker or writer must

create the message for an audience. When you assist students with spoken composition, therefore, you are assisting them with written composition.

2.2.9.1 SPEAKING SKILL

Speaking in a foreign language has been considered the most challenging and complex of the four language skills. That is because the speaking process occurs in real time, dynamic interrelation between speaker and hearer should arise under time constraints. Then in this process, the speaker has to make decisions about why, how and when to communicate in accordance with the hearer's cultural and social context (Torres, M. 2006).

Efrizal, 2012 agrees; speaking merges as one of the most important ones that are really essential to master for the purpose of language communication. However, what is exactly speaking skill? "Speaking is the delivery of language through the mouth". Oxford dictionaries define "Speaking is the action of conveying information or expressing one's feelings in speech". In addition, Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking skill has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency considered to be "the ability to keep going when speaking spontaneously" (Harmer, 2001).

Additionally declares that accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic and semantic or discourse features of a language; fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity. (Niekraz.2012.)

2.2.9.1.1 Teach students to adapt their speech to specific situations.

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another.

It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects.

The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech. (Wallace Trudy, Stariha Winifred E., Walberg Herbert J. Walberg, 2004)

2.2.9.1.2 Reducing speaking fears. Provide opportunities to practice speaking before increasingly larger groups.

Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups.

Thus, students can practice speaking in front of their peers who face the same situation. Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems.

Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. Practicing oral presentation in these ways can lessen students' anxieties while, at the same time, helping them to learn the subject matter of the lesson.

Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation.(Wallace Trudy, Stariha Winifred E., Walberg Herbert J. Walberg, 2004)

2.2.9.1.3 Principles for teaching speaking

a. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

A **foreign language (FL) context** is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. There is an old story of the college freshman who struggled with introductory French and then with intermediate French. When he finally passed that course, his parents were so proud they sent him on a trip to Paris. When he got to Paris, he discovered that no one there speaks or understands intermediate French!

A **second language (SL) context** is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons—especially at the beginning and intermediate levels—learners must give opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting

point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

d. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called **negotiating for meaning**. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. **Interactional speech** is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. **Transactional speech** involves communicating to get something done, including the exchange of goods and/or services.

Most spoken interactions “can be placed on a continuum from relatively predictable to relatively unpredictable” (Brown, 1999).

Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Brown states that “transactional encounters of a fairly restricted kind will usually contain highly predictable patterns”, and he gives the example of telephoning for a taxi. According to Nunan, interactional speech is much more fluid and unpredictable than

transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.(Principles for teaching speaking, s.f.)

2.2.9.2 Functions of speaking

According to Brown (1999) there are three functions of speaking:

a. Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

b. Speaking as Performance

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. In speaking as transaction, the focus activity is group discussion.

2.2.9.3 Communicative language teaching and speaking skill

Brown says (1996) it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses ‘on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts’ (p.226). The most important features of CLT then Brown define by means of for characteristics:

- 1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence;
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context.(Brown 1999)

2.2.9.4 Interaction in the classroom

Interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Ellis (1986) says,

“Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

2.2.9.4.1 Negotiation of Meaning

Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point. Ellis (1996) defines that negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Pintado K & Rivera, H (2012) asserts that “Through processes of repetition, segmentation and rewording interaction can serve to draw learners’ attention to form-meaning relationship and provide them with additional time to focus on encoding meaning.”

Repetition involves repeating the students’ exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class.

The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language.

For example, teachers very often correct students' mistakes when they negotiate so that they use the SL accurately.

Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 1986). To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Stern, H (2002) made the following diagram to show clearly how the interaction happens between the teacher and the students.

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching.

According to Harmer (2009) teachers should focus on three things when they talk with their students.

Firstly, they must pay attention to the kind of the language the students are able to understand, teachers should provide an output that is comprehensible for the level of all the students.

Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as are source for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

2.2.9.4.2 Learner Interaction

Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners.

Stern, H (2002) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Ellis(1986) adds also that "talking students with their peers about the content of the course isa powerful way for them to reinforce what they have learned." The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.2.9.4.2 Principles of verbal interaction

Classroom interaction prepares learners to use the language naturally outside the classroom. It provides for them the basis and the principles to interact in English in real situations; that are why classroom talk is worth investigating and understanding. The students should learn some essential principles involved in interactions.

Turn Taking

“This phenomenon refers to both the construction and distribution of turns.” (Ellis 1986) In some interactive activities, we can observe how participants organize themselves to take their turns. Therefore, according to Ellis turns occur smoothly between the participants, but with a little overlap and interruption with a brief silence between turns. People often take turns in speech when they are selected or named by the current speaker.

There are some linguistic devices to take turns when a person is unable to enter the normal flow of turn taking. Niekrasz, 2012 suggests some expressions learners may use to take turns, for example “something I’d just like to bring up is...”, in addition to some other expressions. Ellis adds that there are some linguistic means to avoid taking turn when one has this opportunity or to make it clear for the speaker that he is attending his message, this is called “back-channel responses”, it consists of vocalizations like mm, ah, and ha in addition to short words or phrases such as yeah, no, right, and sure. These back-channel vocalizations vary from one culture to another. A further feature of turn taking is the way speakers predict others’ utterances and seek to complete the utterances for them. This often happens between students in classrooms where they help each other in talk.

Other features of turn taking in English interaction include body language like head movement or eye contact. Teachers may teach turn management directly, and supply learners with a range of phrases of how to take a turn or how to interrupt the speakers in a formal and informal setting. To conclude, turn taking is not really something that needs to be taught, but specific linguistic realization can be presented and practiced in addition to the cultural differences that must be mentioned by the teachers to make the learners aware of them.

2.2.9.5 Oral Production

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development.

The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking. In this section we will discuss the importance of developing excellent oral skills and how teachers can go about promoting this development.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or getting it or low structure (for example role plays, simulations) for using it. Questions to consider in relation to speaking include the following:

- Is it necessary to review the language to be used in a task?
- Will the learners work in pairs or small groups?
- How will learners be monitored as they complete task?
- How will teachers provide feedback to students?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the 3 areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

- **Mechanics:** This area involves the different pieces that make up speaking including pronunciation, vocab, grammar and word order.
- **Functions:** This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.
- **Social/Cultural rules and norms:** This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

- **Structured output** focuses on using a correct form, usually something specific that has been worked on in class. The purpose is to develop comfort with certain forms/structures.
- **Communicative output** focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

When assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

- Create authentic practice activities that as similar to real-life as possible.
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons.

- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate
- Don't focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety
- Be aware of Higgs, what students at different levels can focus on.
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with their selves.
- Develop routines involving certain scripts (greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts.
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.

2.2.9.6 Accuracy

Monica T. says that accuracy is the accurate, correct and precise use of language. It means freedom from mistakes. In simple words it is words it is the ability to use a language without making mistakes.

2.2.9.6.1 Accuracy Tasks

Students are practicing dialogs. The dialogs contain examples of falling intonation in *Wh*-questions. The class is organized in groups of three, two students practicing the

dialog, and the third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and corrects them where necessary.

The students rotate their roles between those reading the dialog and those monitoring. The teacher moves around listening to the groups and correcting their language where necessary. Students in groups of three or four complete an exercise on a grammatical item, such as choosing between the past tense and the present perfect, an item which the teacher has previously presented and practiced as a whole class activity. Together students decide which grammatical form is correct and they complete the exercise. Groups take turns reading out their answers.

Teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether it develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources. This often involves a heavy dependence on vocabulary and communication strategies, and there is little motivation to use accurate grammar or pronunciation.

Fluency work requires extra attention on the part of the teacher in terms of preparing students for a fluency task, or follow-up activities that provide feedback on language use. Students are practicing dialogs. The dialogs contain examples of falling intonation in *Wh*-questions. The class is organized in groups of three, two students practicing the dialog, and the third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and corrects them where necessary.

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2.2.9.7 Fluency

It is the ability to use a language spontaneously and confidently and without undue pauses and destinations. Accuracy and fluency are indispensable in learning a language.

They are inter dependent aspects because if you don't know the form of the language , you are not able to produce correct ideas; and if you know the form of

the language but you haven't had enough experience using it, you won't be able to make spontaneous and fluent conversation. (Torres, M., 2010)

2.2.9.7.1 Fluency Tasks

A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses, and the police at a collision between two cars. The language is entirely improvised by the students, though they are heavily constrained by the specified situation and characters.

The teacher and a student act out a dialog in which a customer returns a faulty object she has purchased to a department store. The clerk asks what the problem is and promises to get a refund for the customer or to replace the item. In groups, students now try to recreate the dialog using language items of their choice. They are asked to recreate what happened preserving the meaning but not necessarily the exact language. They later act out their dialogs in front of the class.

While dialogs, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials at this time, they now appeared as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities. And the dynamics of classrooms also changed. Instead of a predominance of teacher-fronted teaching, teachers were encouraged to make greater use of small-group work. Pair and group activities gave learners greater opportunities to use the language and to develop fluency. (Richards J. C., *Communicative Language Teaching Today*, 2006).

2.2.9.8 Speaking proficiency

1. Linguistic competence, this competence enables the student to understand and use the structure of English with accuracy and fluency. It includes the

knowledge of grammar (morphology and syntax), vocabulary (meaning) and pronunciation (stress, intonation and rhythm) of words and sentences.

2. Socio linguistic competence, it is the ability to use the right language at the right time. It implies an understanding of the social and cultural context where the communication takes place, including role relationship, the shared knowledge of the interaction. For example, to know how to ask questions into the conversation and how to act and answer, even in non-verbal form when necessary, using the language meaningfully.
3. Discourse competence, it is the ability to get together the words, phrases and sentences in a text with cohesion and coherence. In other words it means to know how to establish links between previous sentences and those that are coming later, to know to link grammar and vocabulary and how to organize the discourse to express ideas meaningfully.
4. Strategic competence, it is the way the speakers handle the language for communicative purposes. In simple words it implies the ability to initiate terminate, maintain, improve and make easy communication. This competence enables the speakers to face particular situations and to overcome problems that interrupt communication. (Torres M. M., 2010)

2.3 DEFINITION OF BASIC TERMS

Communication: the exchange of ideas, messages, views, information between people by sending and receiving messages. To achieve communication the presence of the following is required: a sender of the message, a receiver of the message, the message, and the interpretation of the message that is manifested by the response issued by the receiver after processing the message, and they are called feedback (Ortiz, A.2003: "Pedagogic Dictionary").

Activity: Those processes by which the individual, responding to their needs, is related to society accepting certain attitude towards it. It is the process that links the student with the aim of studying and learning: the content. It is important because it is part of the process that subjects perform its transforming nested task: teachers guide instruction and education, students are taught and educated; this being a living form of relationship with reality generated a motif that determines the actions taken in context. The activity is an important condition for the direction of the teaching-learning process, precisely because of its impact on cognitive intellectual and educational levels.

Classroom interaction: Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According Brown speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Message: The urge to satisfy a need necessitates expression. Without getting into the age old debate of whether first is the word or the thought, the expression has to take a comprehensible form so as to enable the receiver to decode or interpret it. This is done by using the different conventions. The expression can be through signs and symbols. Symbols here denote the verbal mode; or the use of words whereas the signs are non-verbal. Both symbols and signs together make the language we use to communicate. (Prof. Dr. Hamid RafiqKhattak, Sara Yaqoob and RabiaBasri “Communicative skill-Module”)

2.4 HYPOTHESIS SYSTEM.

The communicative activities influence to teach speaking skill in students of 2do año de bachillerato en aplicaciones informáticas parallel “a” at “Isabel de Godín” high school, in the city of Riobamba, Chimborazo Province, during the schoolar year 2014-2015.

2.4.1 SPECIFIC HYPOTHESIS 1; DEVELOPMENT OF SPEAKING SKILL

H₀. The communicative activities did not develop the accuracy, fluency and pronunciation.

H₁. The communicative activities development the accuracy, fluency and pronunciation.

2.4.2 SPECIFIC HYPOTHESIS 2; COMMUNICATIVE ACTIVITES

H₀. The application of communicative activities did not develop the speaking skill.

H₂. The application of communicative activities developed the speaking skill.

VARIABLES

2.5.1 DEPENDENT VARIABLE

Speaking skill

2.5.2 INDEPENDENT VARIABLE:

The Communicative Activities.

OPERATIONALIZATION OF VARIABLES.

2.6.1 DEPENDENT VARIABLE: Speaking skill.

DEPENDENT VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUE AND INSTRUMENTS
Speaking skill.	Oral communicative event through words where the teacher tries to relate the new language with the class topic in creative and natural way.	<ul style="list-style-type: none">• Oral production	<ul style="list-style-type: none">▪ Fluency▪ Accuracy	Test Questionary

2.6.2 INDEPENDENT VARIABLE: The Communicative Activities

INDEPENDENT VARIABLE	CONCEPT	CATEGORY	INDICATORS	TECHNIQUE AND INSTRUMENTS
The Communicative Activities	Tasks that encourage and require a learner to speak with and listen to other learners.	Controlled communicative activities Freer communicative activities	<ul style="list-style-type: none"> • Information Gap • Games. • Role play • Simulation 	Pre-Surveys Post-Surveys Questionary

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 SCIENTIFIC METHOD

- Type of research:

This research was correlational because it was permit to determine the extent to which variations in one or more factors are concomitant with the variation in one or more other factors.

- Type of study:

This research was applied because we used the communicative activities in the classroom to obtain results.

3.2 DESIGN OF THE INVESTIGATION

In this research we used the correlational research. In order hand we applied observation form while doing the investigation. We design and implement investigations to find the results. Finally, we analyze and interpret them.

The following steps help to make this research:

- Write a list of topic related to this research. Want some ideas, to start.
- Design an experimental procedure. Stablish a general object, specific objects and stablish the hypothesis.
- Find some information about the dependent variable and independent variable.
- Research activities and create a test to students.

- Apply the pre survey to find information about the use of communicative activities to develop speaking skills.
- Apply communicative activities and observe the behavior during the process.
- Apply a test to know the students' development speaking skill.
- Interpret the results and write summarize from the data.

3.3 POPULATION AND SAMPLE

3.3.1 POPULATION

There was 1 teacher and 24 students at 2do año de Bachillerato en Aplicaciones Informáticas parallel "A" at "Isabel de Godín" high school.

3.2.2 SAMPLE

The population was small, for this reason was not necessary a formula to determine the sample, for this reason, this technique was applied in all the population.

3.4 TECHNICAL AND INSTRUMENT DATA COLLECTION

Elaborating questionnaires and applying them through:

The pre- survey was to know if the communicative activities were used in English classroom and determine if the topics and didactic resources helped the students to develop English.

The post-survey helped to know how Games, Role plays, Information Gaps, and Simulations develop the students speaking abilities in a clearly way before to apply the communicative activities.

The Test helped to evaluate the development of speaking (accuracy, fluency and pronunciation) on the students after communication activities application. That helped to prove the hypothesis.

3.5 TECHNICS OF PROCEDURINGFOR THE ANALYSIS.

In order knew real situation according the used of communicative activities was diagnosed at 24 students through a pre survey.

The post survey permitted to know how the communicative activities helped to develop the speaking abilities using the second language. The selection of appropriate instruments and classroom activities were important for collecting data and used them during the research process; through the graphic representation through tables and cakes that permitted to show the results in easily way.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Results from Pre- surveys applied about the use of Communicative Activities.

1. How often do you fill tables in your English book?

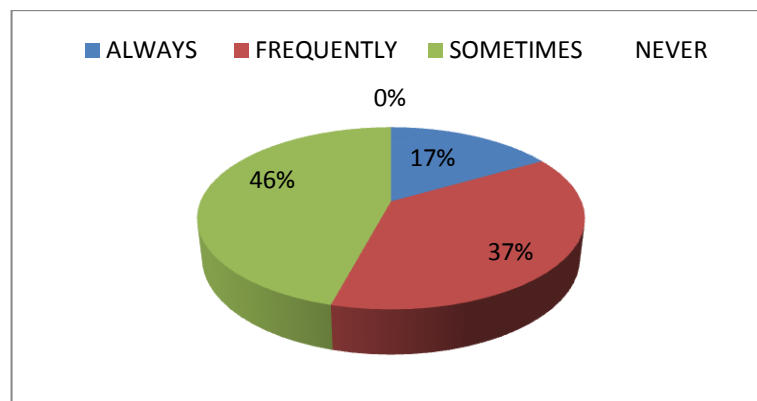
TABLE N° 1. FREQUENCY OF FILLING TO TABLES OF THE ENGLISH BOOK.

FREQUENCY OF FILLING	SURVEY
ALWAYS	4
FREQUENTLY	9
SOMETIMES	11
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 1



Source: Table N°1.

Elaborated by: Gabriela Cava e Irene Pilataxi.

Analysis:

The 46 percent of the students expressed that some occasions they fill tables to the book of English. The 37 percent mentioned that habitually the teacher uses the tables; and the 17 percent of the respondents expressed that all the time the activities of the book are used by the teacher. Deducting that it is used the activities of the book by the teacher.

Interpretation:

In conclusion the major of the respondents expressed that the teacher uses the tables of the English book; the results showed; the students learn English with other didactic resources apart of the book in class. However the students say that would like that in English class there would have more activities that helps to perform speaking. The information provided by the respondents can be observed in the graphic number one.

2. Do you perform repetitions in writing way to learn new words in English class?

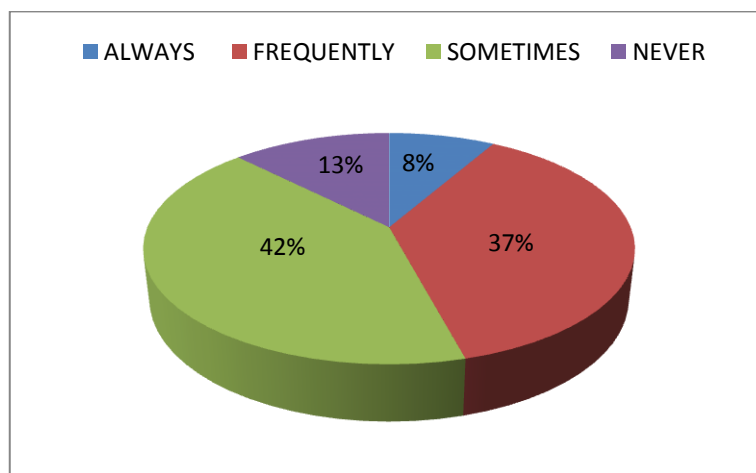
TABLE N° 2. WRITING REPETITIONS TO LEARN VOCABULARY.

WRITING REPETITIONS	SURVEY
ALWAYS	2
FREQUENTLY	9
SOMETIMES	10
NEVER	3
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 2



Source: Table N°2.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 42 percent now and then learn vocabulary through writing repetitions, 37 percent habitually, 13 percent never and 8 percent expressed that they make writing repetitions in order to learn new words.

Interpretation:

The respondents expressed that occasionally the teacher uses the writing repetitions as technique in order to teach vocabulary. The students say that the activities for learning vocabulary are poor. The learners said that if the teacher used the didactic resources in a better way; they could learn helpfully words.

The information provided by the respondents can be observed in the graphic number two.

3. Do you repeat words orally way to learn new vocabulary in English class?

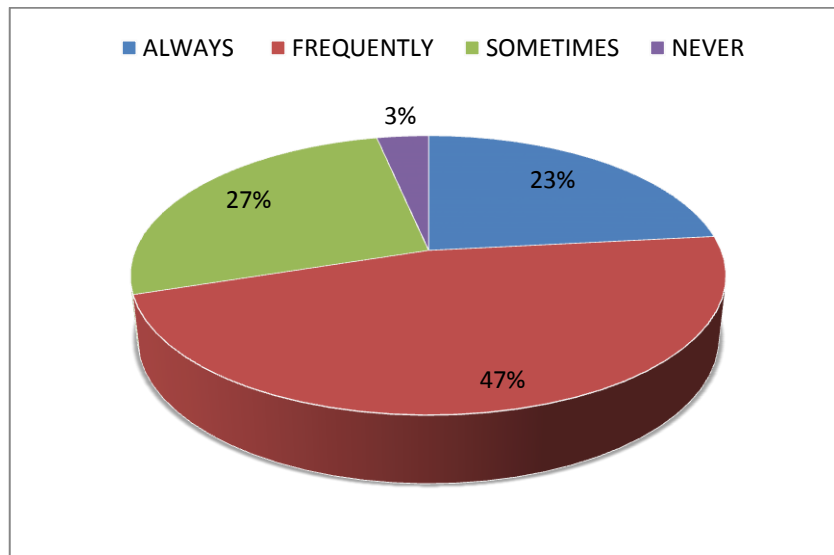
TABLE N° 3. ORALLY REPETITION TO LEARN VOCABULARY.

ORALLY REPETITION	SURVEY
ALWAYS	7
FREQUENTLY	14
SOMETIMES	8
NEVER	1
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 3



Source: Table N°3.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 47 percent habitually learn vocabulary through orally repetitions, 27 percent now and then learn, 23 percent always and 3 percent expressed that they never repeat words in orally way.

Interpretation:

According the information provided by the students showed that the orally repetitions is commonly used by the teacher; for that reason the students feel bored learning new words on English. The information provided by the respondents can be observed in a clearly way in the graphic number three.

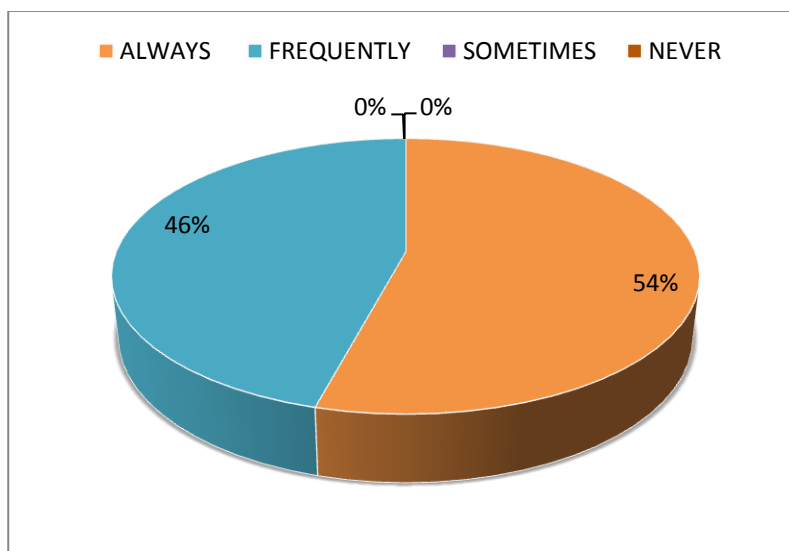
4. Does your teacher uses the translation from English - Spanish and Spanish - English in class?

TABLE N° 4. TRANSLATING IN ENGLISH CLASS.

TRANSLATING IN ENGLISH CLASS	SURVEY
ALWAYS	13
FREQUENTLY	11
SOMETIMES	0
NEVER	0
TOTAL	24

Source: Survey applied to the students.
Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 4



Source: Table N°4.
Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 54 percent expressed that all the time the teacher uses the translation from English - Spanish and Spanish - English in class, 46 percent constantly and 0 percent expressed that never.

Interpretation:

In conclusion the students mentioned that all the time the teacher use the translation from English - Spanish and Spanish – English; for that reason the development of English is insufficient, because the students do not have the chance to learn vocabulary and hear the pronunciation of the words. The information provided by the respondents can be observed in a clearly way in the graphic number four.

5. How often interviews take place in English class?

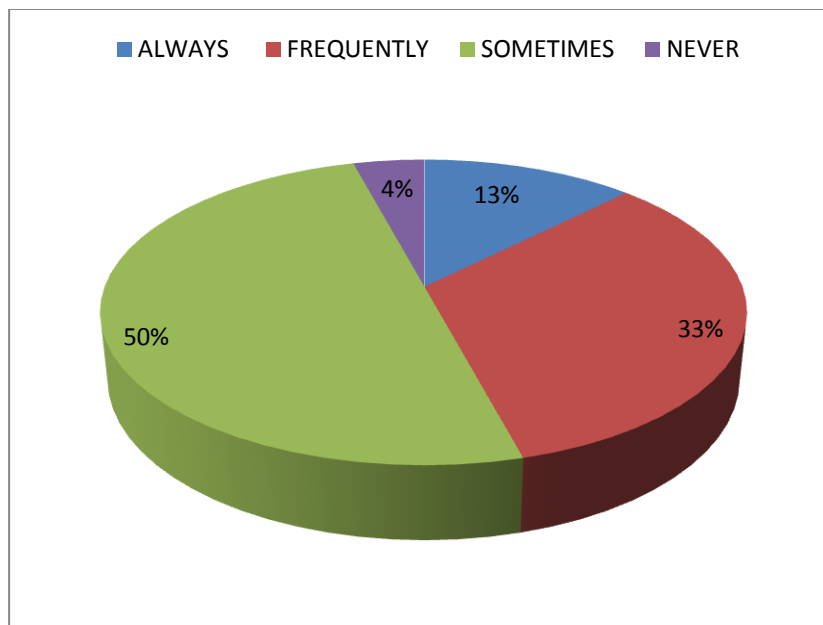
TABLE N° 5. INTERVIEWS IN ENGLISH CLASS.

INTERVIEWS IN ENGLISH CLASS	SURVEY
ALWAYS	3
FREQUENTLY	8
SOMETIMES	12
NEVER	1
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 5



Source: Table N°5.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 50 percent now and then the interviews takes place in English class, 33 percent habitually, 13 percent always and 4 percent expressed that they never they make interviews in class.

Interpretation:

According the students the interviews take place in class in a half but this instrument is not used with interesting topics. To have time to review, what to say with appropriate words. Information provided by the respondents can be observed in a clearly way in the graphic number five.

6. Do you practice through games (throwing the dice and the labyrinth) your vocabulary in English class?

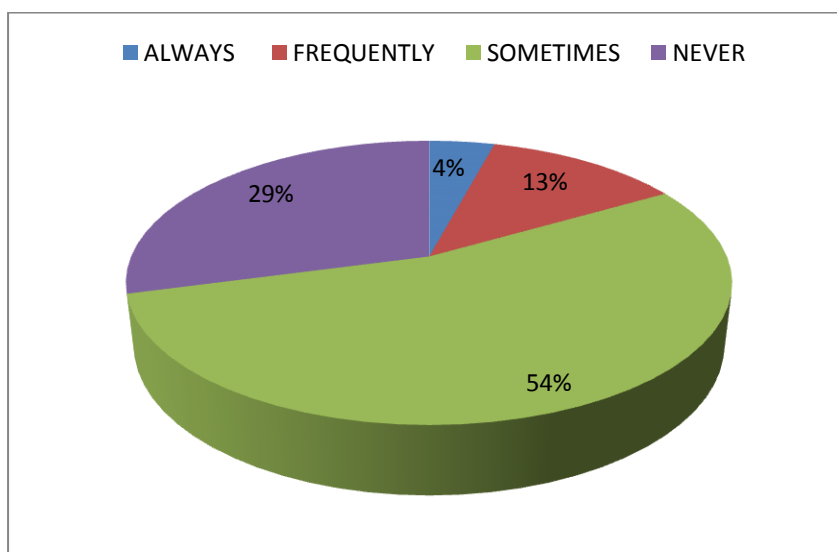
TABLE N° 6.PRACTICING OF VOCABULARY TROUGH GAMES.

PRACTICING OF VOCABULARY TROUGH GAMES	SURVEY
ALWAYS	1
FREQUENTLY	3
SOMETIMES	13
NEVER	7
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 6



Source: Table N°6.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 54 percent now and then they practice vocabulary through games takes place in class, 29 percent expressed that never, 13 percent habitually and 4 percent said that always they practice new words in English.

Interpretation:

The results showed that the games are applied by the teacher however there are not topics that catch the interest of the students; so the students would like to play with the langue using different kind of instruments. The information provided by the respondents can be observed in a clearly way in the graphic number six.

7. Do you create dialogues in English class?

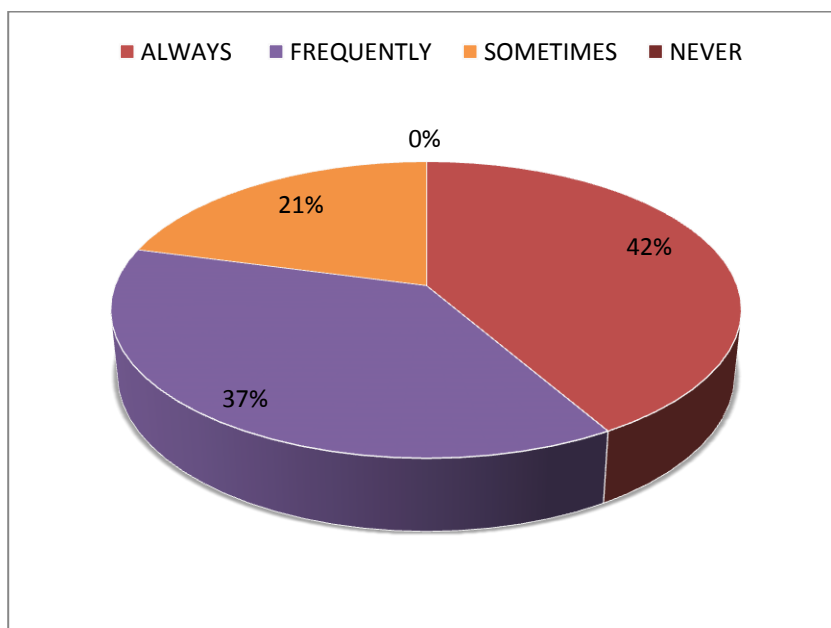
TABLE N° 7. CREATING DIALOGUES IN ENGLISH CLASS.

CREATING DIALOGUES IN ENGLISH CLASS	SURVEY
ALWAYS	10
FREQUENTLY	9
SOMETIMES	5
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 7



Source: Table N°7.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 42 percent all the time creates dialogues in English class, 37 percent expressed that habitually, and 21 percent said that now and then they have the opportunity to create dialogues.

Interpretation:

Creating dialogues in English class is used in English class but not promoting the use the vocabulary in a different dialogues permitting them to develop the language in a better way. The information provided by the respondents can be observed in a clearly way in the graphic number seven.

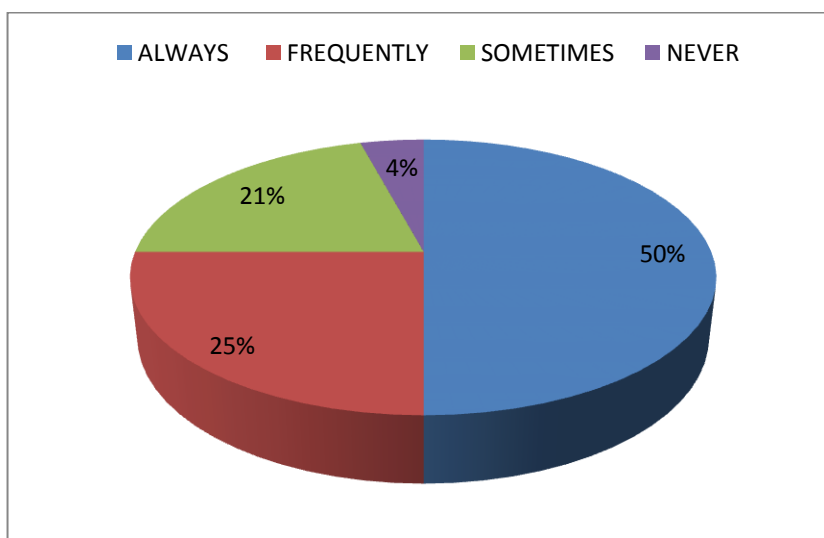
8. Do you represent characters in dialogues in English class?

TABLE N° 8. REPRESENTING CHARACTERS ON DIALOGUES.

REPRESENTING CHARACTERS ON DIALOGUES	SURVEY
ALWAYS	12
FREQUENTLY	6
SOMETIMES	5
NEVER	1
TOTAL	24

Source: Survey applied to the students.
Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 8



Source: Table N°8.
Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 50 percent always they represent characters in dialogues, 25 percent habitually, 21 percent now and then and 4 percent expressed that they never represent characters in dialogues in English class.

Interpretation:

In conclusion the answer of the students showed that representing dialogues is used on English class however the characters of the dialogues do not represent daily situations like (jobs, professions) so that the vocabulary could be used in a variety of situations. The information provided by the respondents can be observed in a clearly way in the graphic number eight.

9. Do you imitate imaginary characters using English?

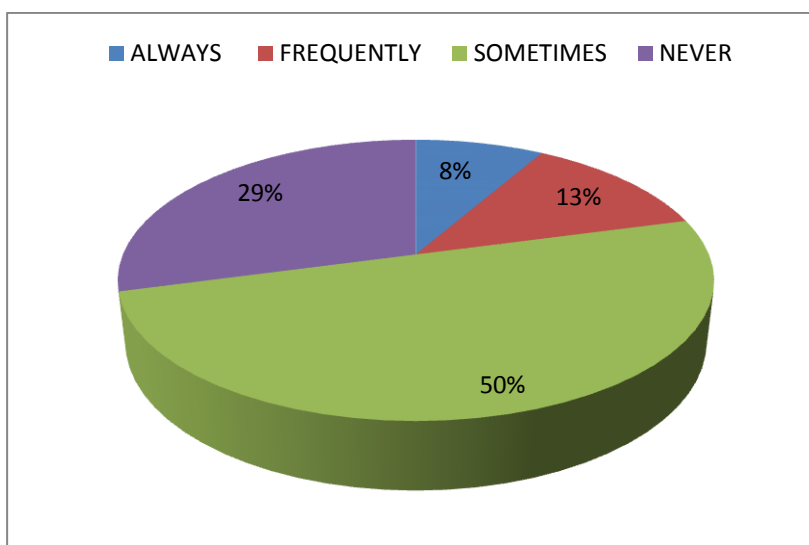
TABLE N° 9. IMITATION OF IMAGINARY CHARACTERS.

IMITATION OF IMAGINARY CHARACTERS.	SURVEY
ALWAYS	2
FREQUENTLY	3
SOMETIMES	12
NEVER	7
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 9



Source: Table N° 9.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 50 percent always they represent characters imaginary characters in English class, 29 percent expressed that never, 13 percent habitually, 8 percent now and then they represent imaginary characters in dialogues in class.

Interpretation:

The results showed that the students would like to imitate more imaginary characters wearing the customs, relia that permit to be into the stories. The information provided by the respondents can be observed in a clearly way in the graphic number nine.

10. Are the classroom resources and topics actually used by your teacher to your liking?

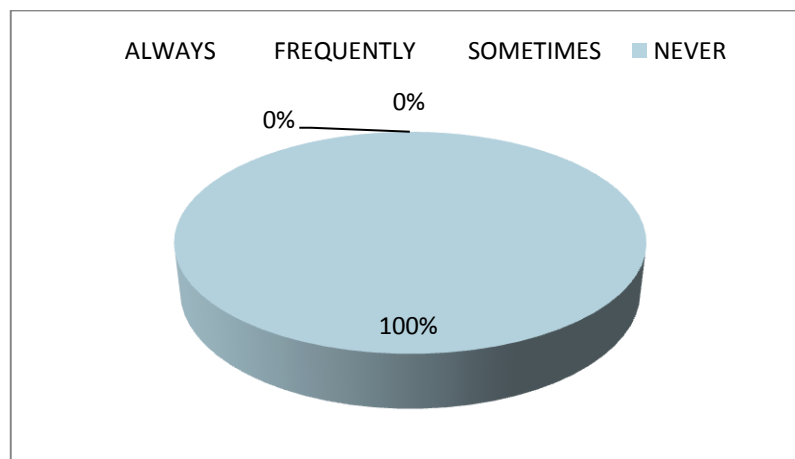
TABLE N° 10. TOPICS AND RESOURCES ACCORDING LINKING OF STUDENTS.

TOPICS AND RESOURCES ACCORDING LINKING OF STUDENTS.	SURVEY
ALWAYS	0
FREQUENTLY	0
SOMETIMES	0
NEVER	24
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 10



Source: Table N°10.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 100 percent of respondents the topics and resources used by the teacher are not according the linking of the students.

Interpretation:

The results showed that the students would like that in English class there were interested topics and a better management of activities with a better resources that help them to lose the fear, the boring at the moment to speak . The information provided by the respondents can be observed in a clearly way in the graphic number ten.

GENERAL CONCLUSIONS:

It could be diagnosed that some of the communicative activities are applied but these don not help to use the appropriate words, to reduce the barriers that interrupt the flow of the conversation and to perform the pronunciation; all this important parameters in order to bring a useful sources to have a good orally communication into a classroom.

All of these things makes important to select variety of topics and resources that are according level and interest of students. These conclusions took place after the analysis realized to the answers to the students of 2do año de Bachillerato en Aplicaciones Informáticas parallel “A”.

4.2 VARIABLE: SPEAKING SKILL

4.2.1 Summary table with the result of the test of Games.

Ord	Indicator	Always	%	Frequently	%	Almost Frequently	%	Never	%	Total	%
1	Ability to response using the appropriate words.	10	41,7	3	12,5	11	45,8	0	-	24	100
2	The ideas are expressed with a few interruptions.	10	41,7	0	-	14	58,3	0	-	24	100
3	Attempt for perform his / her Pronunciation.	10	41,7	10	41,7	4	16,7	0	-	24	100
	TOTAL		41,7		18.0		40,3				100

Source: Test applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

The 45,8percent of the students sometimes could to response using the appropriate words, 41,7 percent always, 12,5 often.

The 58,3percent of the students sometimes could express their ideas with a few interruptions, the 41,7 percent always.

The 41,7 percent of the students frequently attempt to perform his or her pronunciation, followed by 41,7 percent always, and the16,7 often.

Interpretation:

The results showed that with the use the games there were a little increase of students that had more interest to perform their pronunciation; followed an increase and in the group of students that could express ideas with acceptable mistakes. Due the appropriate choose of the topic there were a good development of the game.

4.2.2 Summary table with the result of the test of Information Gap Activities.

Orc	Indicator	Always	%	Frequently	%	Almost Frequently	%	Never	%	Total	%
1	Ability to response using the appropriate words.	10	41,7	8	33,3	6	25	0	-	24	100
2	The ideas are expressed with a few interruptions	0	-	11	45,8	13	54,2	0	-	24	100
3	Attempt for perform his / her pronunciation.	0	-	14	58,3	10	41,7	0	-	24	100
	TOTAL		13,9		45,8		40,3				100

Source: Test applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

The 41,7 percent that always could to response using the appropriate words, the 33,3 percent of the students often and the 25 percent sometimes.

The 54,2 percent of the students sometimes could express their ideas with a few interruptions, the 45,8 percent that often.

The 58,3 percent of the students frequently attempt to perform his or her pronunciation, and the 41,7 percent almost frequently.

Interpretation:

The results showed that with the use of information gap activities the major of the students could communicate with appropriate words; more over the learners had more interest to perform their pronunciation. Also, the students could express ideas with acceptable mistakes. Due of the topic of the activities catch the attention of the students.

2.4.3 Summary table with the result of the test of Role play activities.

Ord.	Indicator	Always	%	Frequently	%	Almost Frequently	%	Never	%	Total	%
1	Ability to response using the appropriate words.	2	8,3	12	50	10	41,7	0	-	24	100
2	The ideas are expressed with a few interruptions.	1	4,2	7	29,2	14	58,3	2	8,3	24	100
3	Attempt for perform his / her pronunciation.	8	33,3	10	41,7	4	16,7	2	8,3	24	100
	TOTAL		15,3		40,3		38,8		5,6		100

Source: Test applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

The 41,7 percent that sometimes could to response using the appropriate words, the 50 percent of the students often and the 8,3 percent always.

The 58,3 percent of the students sometimes could express their ideas with a few interruptions, the 29,2percent that often and the 8,3 that never.

The 41,7 percent of the students frequently attempt to perform his or her pronunciation, the 33,3 percent always, the 16,7 almost frequently and 8,3 never.

Interpretation:

The results showed that developing role plays the major of the students could communicate acceptable mistakes according the use of correct words; followed by the learners had more interest to perform their pronunciation. And students that sometimes could express their ideas with a few interruptions.

2.4.4 Summary table with the result of the test of Simulations.

Ord.	Indicator	Always	%	Frequently	%	Almost Frequently	%	Never	%	Total	%
1	Ability to response using the appropriate words.	10	41,7	5	20,8	9	37,5	0	-	24	100
2	The ideas are expressed with a few interruptions.	1	4,2	8	33,3	15	62,5	0	-	24	100
3	Attempt for perform his / her pronunciation	10	41,7	6	25	8	33,3	0	-	24	100
	TOTAL		29,2		26,4		44,4				100

Source: Observation forms applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

The 41,7 percent that always could to response using the appropriate words, the 37,5 percent of the students sometimes and the 20,8 percent often.

The 62,5percent of the students sometimes could express their ideas with a few interruptions, the 33,3 percent that often and the 4,2 that always.

The 41,7 percent of the students always attempt to perform his or her pronunciation, the 33,3 percent almost frequently and the 25 percent frequently.

Interpretation:

The results showed that with the use of simulations the major of the students had more interest to perform their pronunciation; followed by students that could response with appropriate words, because the topic were interested and the students had the attempt to be understood . The students could express ideas with acceptable mistakes that do not cut the flow of the activity at all.

4.3 VARIABLE: COMMUNICATIVE ACTIVITIES.

Results from Pre- surveys applied about the use of Communicative Activities.

1. Using tables of interviews you were able add new words to those already known in English?

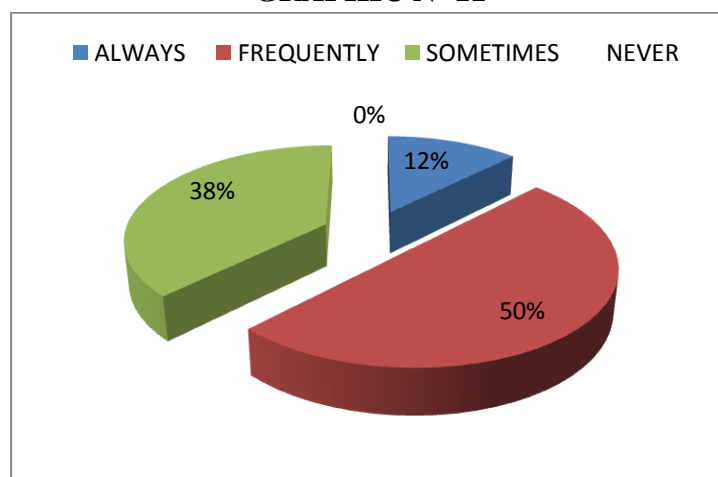
TABLE N° 11. TABLES OF INTERVIEWS TO LEARN NEW WORDS.

TABLES OF INTERVIEWS	SURVEY
ALWAYS	3
FREQUENTLY	12
SOMETIMES	9
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 11



Source: Table N°11.

Elaborated by: Gabriela Cava e Irene Pilataxi.

Analysis:

According to 50 percent of the students habitually learnt new words through interviews, the 38 percent expressed that now and then, and the 12 percent always.

Interpretation:

The tables of interviews helped the students to learn more vocabulary in order to organize ideas in order to respond with the appropriate words. The information obtained by the respondents can be observed in a clearly way in the graphic number eleven.

2. With games (throwing the dice and the labyrinth) allowed you to learn new words?

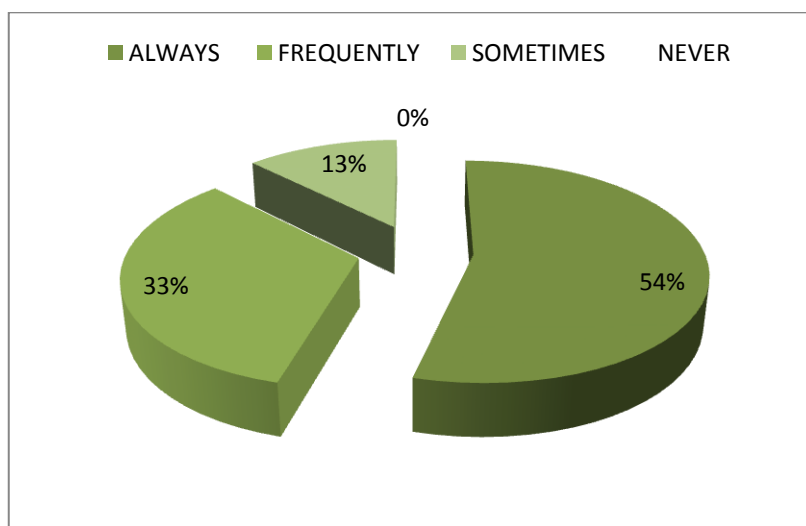
TABLE N° 12. GAMES TO LEARN VOCABULARY.

GAMES	SURVEY
ALWAYS	13
FREQUENTLY	8
SOMETIMES	3
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 12



Source: Table N°12.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 54 percent of the students always felt motivated to learn new words when they played, the 33 percent expressed that habitually, and the 12 percent now and then.

Interpretation:

Through the games such throwing the dice and the labyrinth students could share information one each other learning useful vocabulary. The information obtained by the respondents can be observed in a clearly way in the graphic number twelve.

3. Playing the labyrinth did you feel motivated to practice the pronunciation of the new words that you needed to develop the game right?

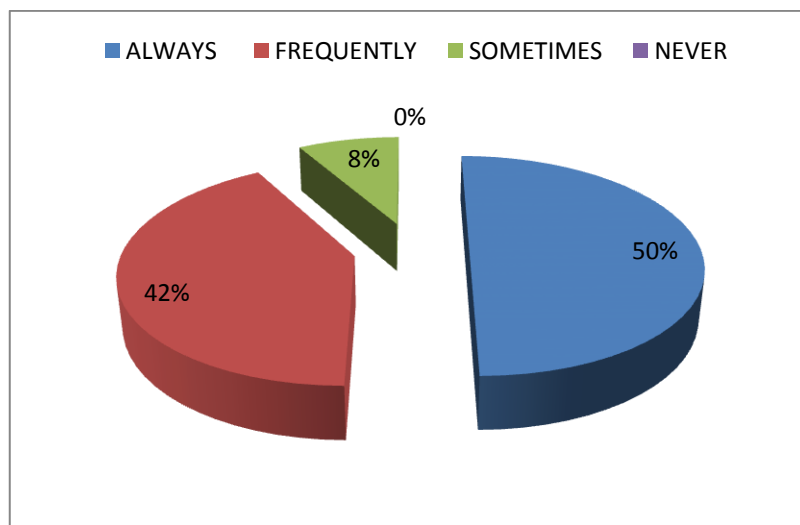
TABLE N° 13.THE LABYRINTH GAME TO PRACTICE PRONUNCIATION.

THE LABYRINTH GAME TO PRACTICE PRONUNCIATION	SURVEY
ALWAYS	12
FREQUENTLY	10
SOMETIMES	2
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 13



Source: Table N°13.

Elaborated by: Gabriela Cava e Irene Pilataxi.

Analysis:

According to 50 percent of the students expressed that playing the labyrinth; always felt motivated to attempt their pronunciation, the 42 percent expressed that habitually, and the 8 percent now and then.

Interpretation:

Through the interaction that promotes the labyrinth game, the students have the attempt to perform their pronunciation by the confidence that exist among the classmates. The information obtained by the respondents can be observed in a clearly way in the graphic number thirteen.

4. Creating dialogues in class were you able to express your ideas with sense?

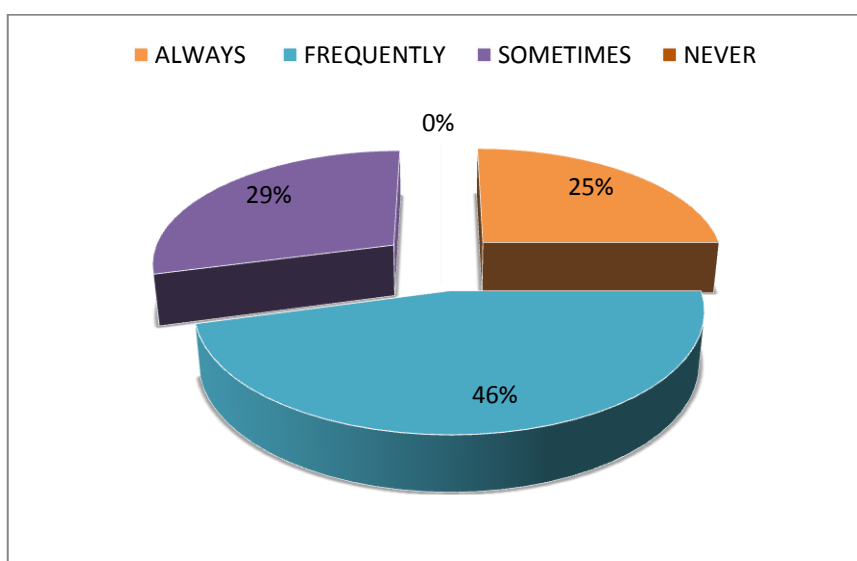
TABLE N° 14. CREATING DIALOGUES.

CREATING DIALOGUES	SURVEY
ALWAYS	6
FREQUENTLY	11
SOMETIMES	7
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 14



Source: Table N°14.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 46 percent of the students expressed that habitually they were able to express their ideas with sense creating dialogues playing the labyrinth, the 29 percent expressed that now and then, and the 25 percent always.

Interpretation:

Frequently the students were able to express ideas with sense using in a good way the words with little and acceptable mistakes when they made dialogues. The information obtained by the respondents can be observed in a clearly way in the graphic number fourteen.

5. **Representing the dialogues did you feel free to practice your pronunciation?**

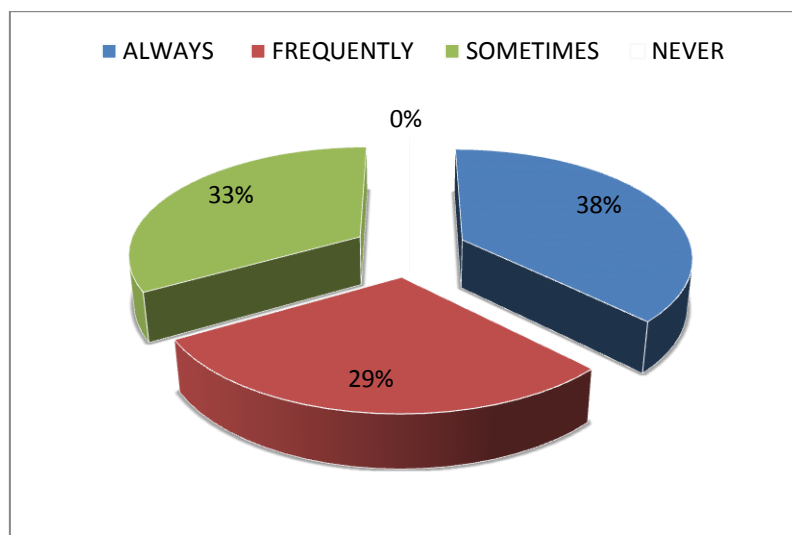
TABLE N° 15. REPRESENTING DIALOGUES.

REPRESENTING DIALOGUES	SURVEY
ALWAYS	9
FREQUENTLY	7
SOMETIMES	8
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 15



Source: Table N°15.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 38 percent of the students expressed that always felt free to practice their pronunciation representing dialogues, the 33 percent expressed that now and then, and the 29 percent habitually.

Interpretation:

Representing dialogues allows practice of pronunciation without fear due the confidence environment that existed between the students and the teachers. The students were free to ask help in order to perform pronunciation. The information obtained by the respondents can be observed in a clearly way in the graphic number fifteen.

6. Acting out the story of Little Red Riding Hood gave him confidence to talk to your partner?

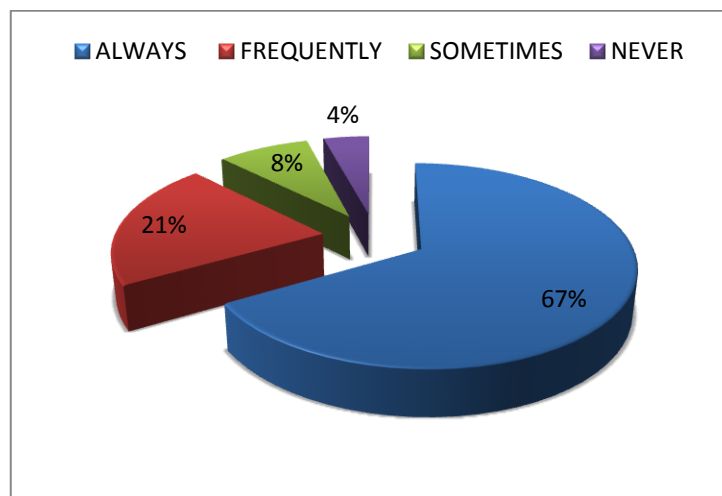
TABLE N° 16. ACTING ROPLAYS WITH CONFIDENCE.

ACTING ROPLAYS WITH CONFIDENCE	SURVEY
ALWAYS	16
FREQUENTLY	5
SOMETIMES	2
NEVER	1
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 16



Source: Table N°16.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 67 percent of the students expressed that acting out the little red Riding Hood felt confidence talking, the 21 percent expressed that habitually, the 8 percent now and then and the 4 percent never.

Interpretation:

The Little Red Riding Hood is a nice and funny story and the confidence environment of the class, the students felt confidence to talk in English. The information obtained by the respondents can be observed in a clearly way in the graphic number sixteen.

7. Were you able to create imaginary situations organizing your ideas easily in order of being understood?

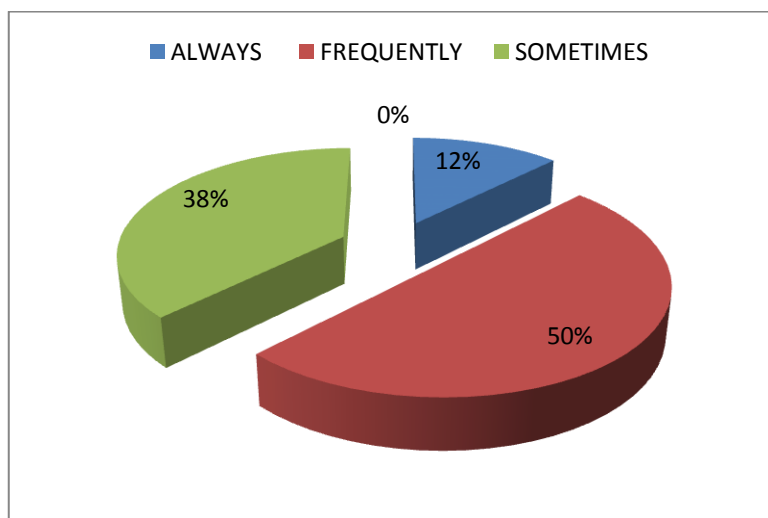
TABLE N° 17. CREATE IMAGINARY SITUATIONS EASILY.

CREATE IMAGINARY SITUATIONS EASILY	SURVEY
ALWAYS	3
FREQUENTLY	12
SOMETIMES	9
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 17



Source: Table N°17.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 50 percent of the students expressed that habitually they could organized their ideas creating imaginary situations, the 38 percent expressed that now and then, and the 12 percent always.

Interpretation:

Frequently the students were able to organizing ideas with a new words adding creativity; with little and acceptable mistakes when they made dialogues. The information obtained by the respondents can be observed in a clearly way in the graphic number seventeen.

8. Representing imaginary characters did you feel confidence using the English language?

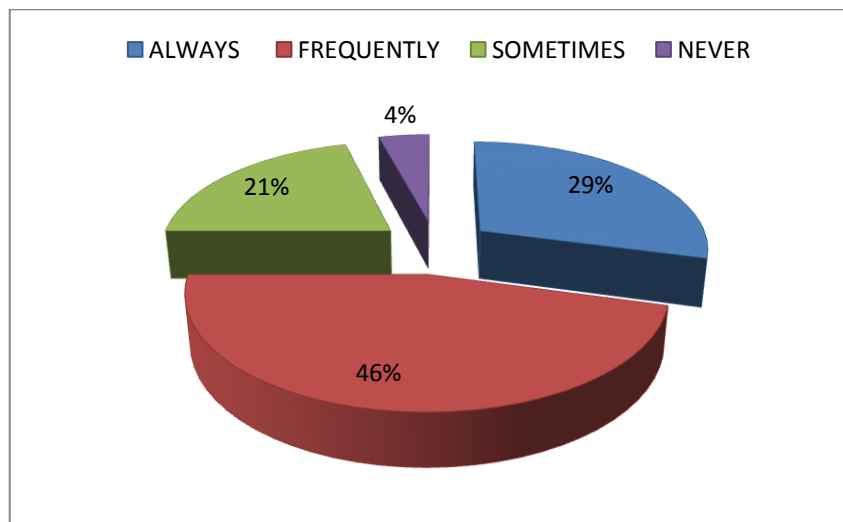
TABLE N° 18. CONFIDENCE REPRESENTING IMAGINARY CHARACTERS.

CONFIDENCE REPRESENTING IMAGINARY CHARACTERS	SURVEY
ALWAYS	7
FREQUENTLY	11
SOMETIMES	5
NEVER	1
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 18.



Source: Table N°18.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

According to 46 percent of the students habitually they felt confidence using the language representing imaginary characters, the 29 percent expressed that now and then, the 21 percent that habitually and the 4 percent never.

Interpretation:

The imaginary character allowed the students to let out all that they had in their imagination. They enjoyed knowing how to say the thing different thing in another language. The information obtained by the respondents can be observed in a clearly way in the graphic number eighteen.

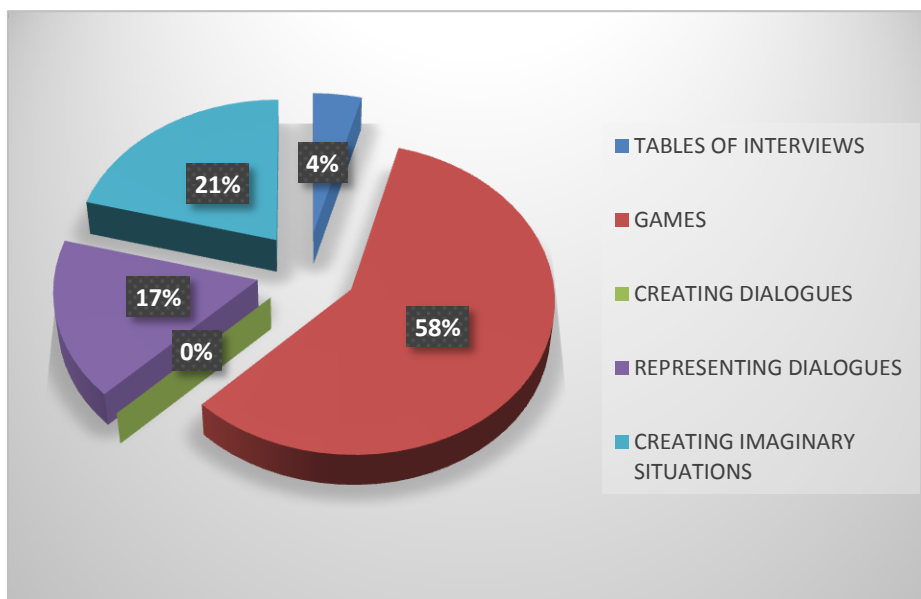
9. ¿Choose the activities that you more enjoy in English class?

TABLE N° 19. FAVORITE ACTIVITY ON ENGLISH CLASSES.

FAVORITE ACTIVITY ON ENGLISH CLASS	SURVEY
TABLES OF INTERVIEWS	1
GAMES (rolling the dice, the labyrinth)	14
CREATING DIALOGUES	0
REPRESENTING DIALOGUES	4
CREATING IMAGINARY SITUATIONS	5
TOTAL	24

Source: Survey applied to the students.
Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 19



Source: Table N°19.
Elaborated by: Gabriela Cava e Irene Pilataxi.

Analysis:

According to 58 percent of the students enjoyed the games, the 21 percent expressed that they enjoy creating dialogues, the 17 percent that enjoyed representing dialogues and the 4 percent enjoyed the activities of tables of interviews.

Interpretation:

The students enjoyed games due the different interested topics and resources used by the teachers. The information obtained by the respondents can be observed in a clearly way in the graphic number nineteen.

10. Were the classroom resources and topics to your liking?

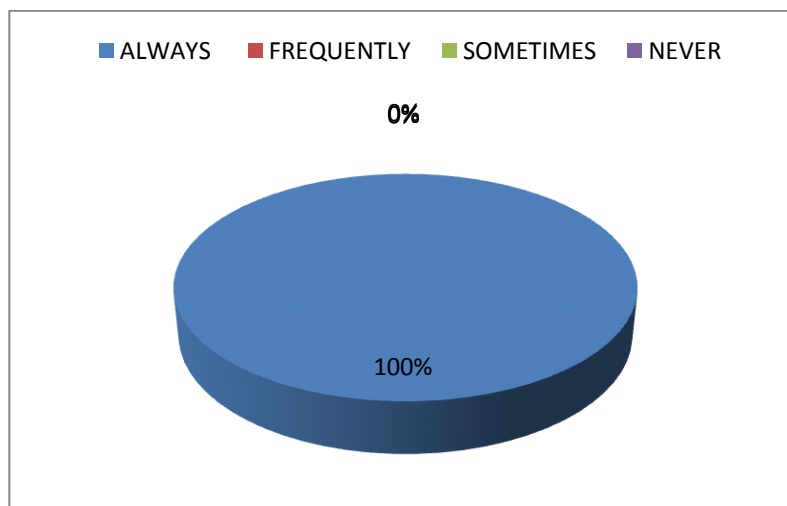
TABLE N° 20. TOPICS AND RESOURCES ACCORDING LINKING OF THE STUDENTS.

TOPICS AND RESOURCES ACCORDING LINKING OF THE STUDENTS.	SURVEY
ALWAYS	24
FREQUENTLY	0
SOMETIMES	0
NEVER	0
TOTAL	24

Source: Survey applied to the students.

Elaborated by: Gabriela Cava e Irene Pilataxi

GRAPHIC N° 20



Source: Table N°20.

Elaborated by: Gabriela Cava e Irene Pilataxi

Analysis:

All the students mentioned that the resources and topics were useful in teaching speaking.

Interpretation:

The students enjoyed games due the different interested topics and resources used by the teachers. The information obtained by the respondents can be observed in a clearly way in the graphic number nineteen.

CHAPTER V

5. TESTING OF HYPOTHESIS

5.1 LOGICAL MODEL

5.1.1 GENERAL HYPOTHESIS

The communicative activities influence was useful to teach speaking skill in students of 2do año de bachillerato en aplicaciones informáticas parallel “A” at “Isabel de Godín” high school, in the city of Riobamba, Chimborazo Province, during the school year 2014-2015.

5.1.2 SPECIFIC HYPOTHESIS 1; DEVELOPMENT OF SPEAKING SKILL

H₀. The communicative activities did not develop the accuracy, fluency and pronunciation.

H₁. The communicative activities development the accuracy, fluency and pronunciation.

5.1.3 SPECIFIC HYPOTHESIS 2; COMMUNICATIVE ACTIVITES

H₀. The application of communicative activities did not develop the speaking skill.

H₂. The application of communicative activities developed the speaking skill.

5.2 MATHEMATIC MODEL

$$H_i: x^2c > x^2t$$

$$H_o: x^2t > x^2c$$

5.3 STATISTIC MODEL

$$Xc^2 = \sum \frac{(fo - fe)^2}{fe}$$

For this research was necessary apply the following symbols:

5.4 SYMBOLS

X^2_c = “Chi” square calculated	Fo= observed frequency
X^2_t = “Chi” square theoretical	Fe= expected frequency
\sum = sum	α = significance level
IC= confidence interval	GL= degrees of freedom

5.5 LEVEL OF SIGNIFICANCE

$$\alpha = 0,05$$

$$IC = 95\%$$

5.6 REJECTION ZONE

Column 4, Row 2

GL = degress of freedom

$$GL = (\text{Column} - 1) (\text{Row} - 1)$$

$$GL = (4-1) (2-1)$$

$$GL = (3) (1)$$

$$GL = 3$$

5.7 RULE OF DECISION

If $X^2_c > X^2_t$ Accept the H_1

5.8 TABLE 21: DEVELOPMENT SPEAKING SKILL

ORD.	INDICATOR	OPTIONS				Total
		ALWAYS	FREQUENTLY	SOMETIMES	NEVER	
1	Ability to response using the appropriate words	8	7	9	0	24
2	The ideas are expressed with a few interruptions	3	7	14	0	24
3	Attempt for perform his / her pronunciation	7	10	7	0	24
Total		18	24	30	0	72

Source: Analysis of test results.

Elaborated by: Gabriela Cava e Irene Pilataxi

5.9 TABLE 22: COMMUNICATIVE ACTIVITIES

Ord.	Indicator	Options				
		Always	Frequently	Sometimes	Never	Total
1	With games (throwing the dice and the labyrinth) allowed you to learn new words?	13	8	3	0	24
2	Using tables of interviews you were able add new Words to those already known in English?	3	12	9	0	24
3	Playing the labyrinth did you feel motivated to practice the pronunciation of the new words that you needed to develop the game right?	12	10	2	0	24
4	Creating dialogues in class were you able to express your ideas with sense?	6	11	7	0	24
5	Representing the dialogues did you feel free to practice your pronunciation?	9	7	8	0	24
6	Acting out the story of Little Red Riding Hood gave him confidence to talk to your partner?	16	5	2	1	24
7	Were you able to create imaginary situations organizing your ideas easily for being understood?	3	12	9	0	24
8	Representing imaginary characters did you feel confidence using the English language?	7	11	5	1	24
9	Were the classroom resources and topics to your liking?	24	0	0	0	24
TOTAL		93	76	45	2	216

Source: Post survey about the communicative activities applied to the students test applied to students

Elaboratedby: Gabriela Cava e Irene Pilataxi

5.10 CHI SQUARE CALCULATION

TABLE 23
GENERAL TABLE

INDICATORS	ALTERNATIVES								TOTAL
	<i>Always</i>		<i>Frequently</i>		<i>Sometimes</i>		<i>Never</i>		
	<i>Fr</i>	%	<i>Fr</i>	%	<i>Fr</i>	%	<i>Fr</i>	%	
SPEAKING SKILL	18	25%	24	33%	30	42%	0	0%	72
COMMUNICATIVE ACTIVITIES	93	43%	76	35%	45	21%	2	1%	216
TOTAL	111		100		75		2		288

Source: Table 21 and 22.

Elaboratedby: Gabriela Cava e Irene Pilataxi

TABLE N° 24

CONTINGENCY TABLE

UNITS	ALTERNATIVES								TOTAL
	<i>Always</i>		<i>Frequently</i>		<i>Sometimes</i>		<i>Never</i>		
	<i>Fo</i>	<i>Fe</i>	<i>Fo</i>	<i>Fe</i>	<i>Fo</i>	<i>Fe</i>	<i>Fo</i>	<i>Fe</i>	
SPEAKING SKILL	18	27,75	24	25	30	18,75	0	0	72
COMMUNICATIVE ACTIVITIES	93	83,25	76	75	45	56,25	2	1,5	216
TOTAL	111		100		75		2		288

Source: Table 23

Elaboratedby: Gabriela Cava e Irene Pilataxi

TABLE 25. CALCULATION OF CHI SQUARE

DEVELOPMENT OF SPEAKING SKILL

UNITS	ALTERNATIVES	F_o	F_e	$F_o - F_e$	$(F_o - F_e)^2$	$(F_o - F_e)^2 / F_e$	
SPEAKING SKILL	<i>Always</i>	18	27,75	-9,75	95	3,42	
	<i>Frequently</i>	24	25	-1	1	0,04	
	<i>Sometimes</i>	30	18,75	11,25	126,56	6,75	
	<i>Never</i>	0	0	0	0	0	
	TOTAL						$\chi^2_c = 10,21$

Source: Table 24
Elaborated by: Gabriela Cava e Irene Pilataxi

SPECIFIC HYPOTHESIS 1; DEVELOPMENT OF SPEAKING SKILL

H_0 . The communicative activities did not develop the accuracy, fluency and pronunciation.

H_1 . The communicative activities development the accuracy, fluency and pronunciation.

5.11 VERIFICATION

As $\chi^2_c = 10,21$, it is greater than $\chi^2_{\tau} = 3$; then the null hypothesis (H_0) is rejected and the research hypothesis (H_1) that is accepted: the application of communicative activities development the accuracy, fluency and pronunciation in students of 2do año de bachillerato en aplicaciones informáticas parallel "a" at "Isabel de Godín" high school, in the city of Riobamba, Chimborazo Province, during the school year 2014-2015.

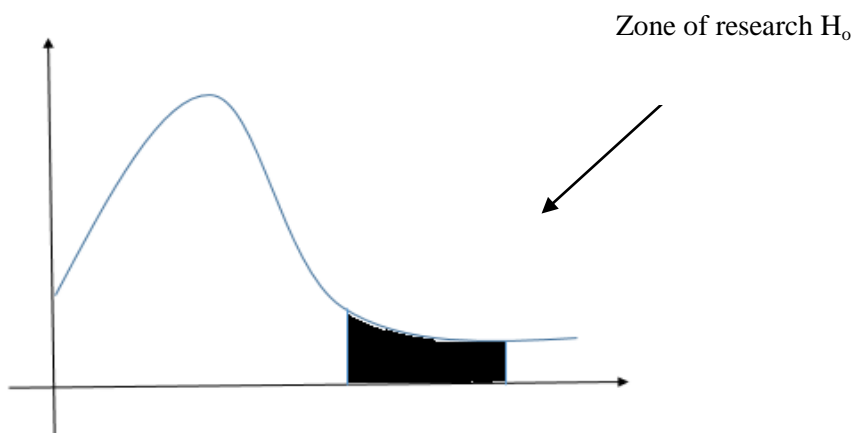


TABLE 26. CALCULATION OF CHI SQUARE

COMMUNICATIVE ACTIVITIES

UNITS	ALTERNATIVES	F_o	F_e	$F_o - F_e$	$(F_o - F_e)^2$	$(F_o - F_e)^2 / F_e$
COMMUNICATIVE ACTIVITIES	<i>Always</i>	93	83,25	9,75	95	1,14
	<i>Frequently</i>	76	75	1	1	0,01
	<i>Sometimes</i>	45	56,25	-11,25	126,56	2,24
	<i>Never</i>	2	1,5	0,5	0,25	0,16
	TOTAL					$\chi^2_c = 3,55$

Source: Table 24
Elaborated by: Gabriela Cava e Irene Pilataxi

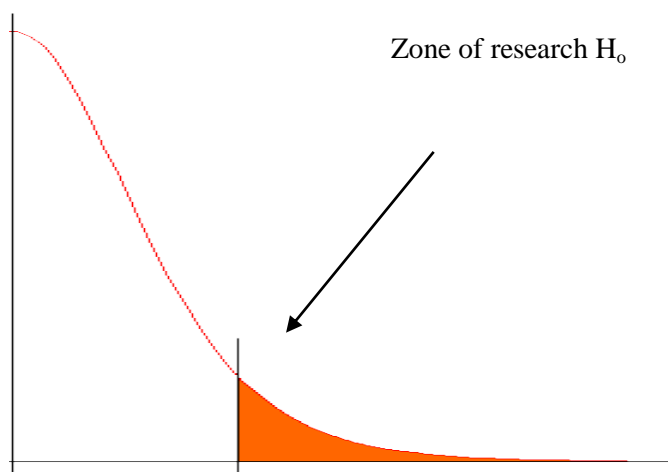
SPECIFIC HYPOTHESIS 2; COMMUNICATIVE ACTIVITIES

H_0 . The application of communicative activities did not develop the speaking skill.

H_2 . The application of communicative activities developed the speaking skill.

5.12 VERIFICATION

As $\chi^2_c = 3,55$, it is greater than $\chi^2_{\alpha} = 3$; then the null hypothesis (H_0) is rejected and the research hypothesis (H_i) that is accepted: the communicative activities development the speaking skill in students of 2do año de bachillerato en aplicaciones informáticas parallel “a” at “Isabel de Godín” high school, in the city of Riobamba, Chimborazo Province, during the school year 2014-2015.



CHAPTER VI

6.1 CONCLUSIONS

It was determining the following:

- The bad use of resources has caused un-interest for learning.
- The selection of activities and didactic resources could develop the speaking. (Accuracy and pronunciation).
- All the activities were useful but games were enjoyed by the students.
- The proposal was useful and the students could learn to speak in comfortable way.

6.2 RECOMMENDATIONS

It is recommended:

- To choose interesting topics and resources based on the students age, level; taking into account the environment where they live.
- To create more practice situations that reinforce the development of Accuracy and pronunciation and challenges the students to develop their fluency working in pairs or groups.
- Maintain interest of the students using games.
- To include Communicative Activities in teacher's syllabus it can be for introducing the topic or the end of the class in order to give relaxes.

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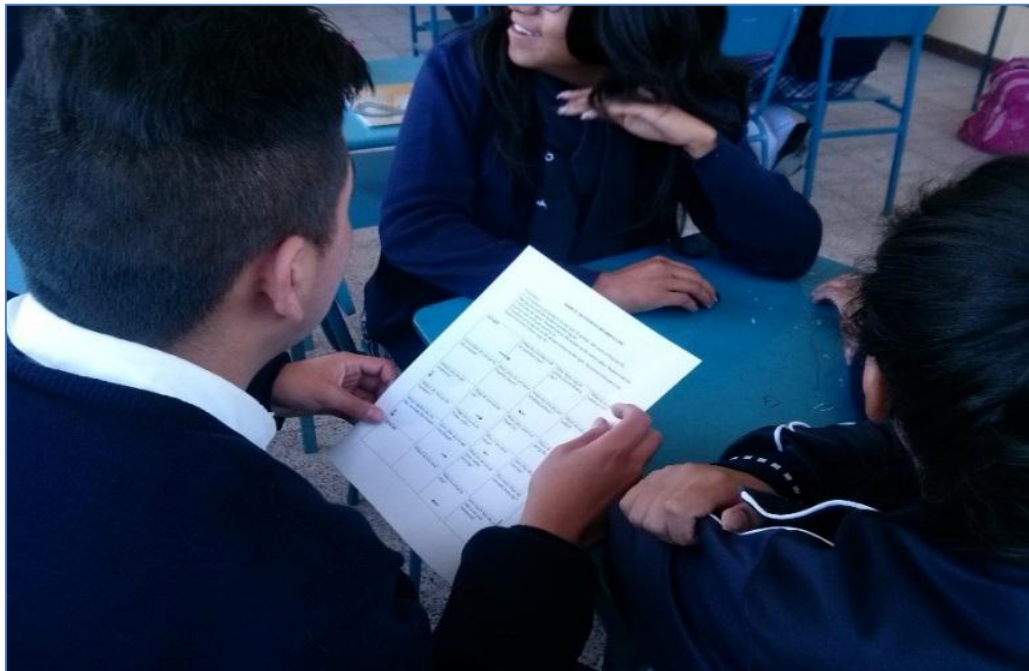
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7. ATTACHMENT

ATTACHMENT 1: PRE TEST APPLIED



ATTACHMENT 2: INFORMATION GAP ACTIVITY 1



ATTACHMENT 3: INFORMATION GAP ACTIVITY 2



ATTACHMENT 4: ROLE PLAY ACTIVITY 1



ATTACHMENT 5: GAME ACTIVITY 1



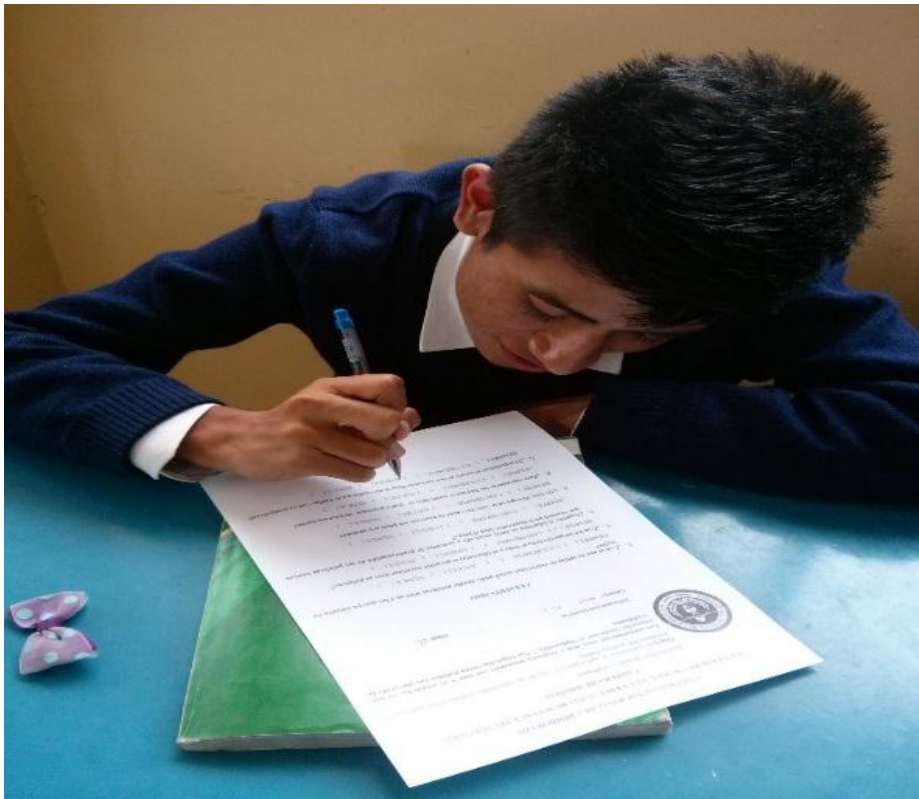
ATTACHMENT 6: GAME ACTIVITY 2



ATTACHMENT 7: SIMULATION ACTIVITIES



ATTACHMENT 8: POST TEST APPLIED TO STUDENTS



ATTACHMENT 9: QUESTIONNAIRE APPLIED TO STUDENTS



ATTACHMENT 10: STUDENTS, TEACHER AND RESEARCHES



ATTACHMENT 11: PRE TEST APPLIED TO STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER

Pre- test addressed to the students.



Objective: To determine the importance of the use of the communicative activities in teaching speaking.

Read each item carefully and respond by marking an X your answer. There is no "right" or "wrong" answers. Your answers will be treated with a high degree of confidence.

General Information:

Gender: M () F () Age:

QUESTIONARY

1. How often do you fill tables in your English book?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
2. Do you perform repetitions in writing way to learn new words in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
3. Do you repeat words orally way to learn new vocabulary in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
4. Does your teacher use the translation from English - Spanish and Spanish - English in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
5. How often interviews take place in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
6. Do you practice through games (throwing the dice and the labyrinth) your vocabulary in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
7. Do you create dialogues in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
8. Do you represent characters in dialogues in English class?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
9. Do you imitate imaginary characters using English?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()
10. Are the classroom resources and topics actually used by your teacherto your liking?
ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

ATTACHMENT 12: POST TEST APPLIED TO STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER

Post- test addressed to the students.



Objective: To determine in which way helped the use of communicative activities in teaching speaking .

Read each item carefully and respond by marking an X your answer. There is no "right" or "wrong" answers. Your answers will be treated with a high degree of confidence.

General Information:

Gender: M () F () Age:

QUESTIONARY

1. Using tables of interviews you were able add new words to those already known in English?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

2. With games (throwing the dice and the labyrinth) allowed you to learn new words?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

3. Playing the labyrinth did you feel motivated to practice the pronunciation of the new words that you needed to develop the game right?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

4. Creating dialogues in class were you able to express your ideas with sense?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

5. Representing the dialogues did you feel free to practice your pronunciation?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

6. Acting out the story of Little Red Riding Hood gave him confidence to talk to your partner?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

7. Were you able to create imaginary situations organizing your ideas easily in order of being understood?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

8. Representing imaginary characters did you feel confidence using the English language?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

9. Choose the activities that you more enjoy in English class?

TABLES OF INTERVIEWS ()

GAMES (rolling the dice, the labyrinth) ()

CREATING DIALOGUES ()

REPRESENTING DIALOGUES ()

CREATING IMAGINARY SITUATIONES ()

10. Were the classroom resources and topics to your liking?

ALWAYS () FREQUENTLY () SOMETIMES () NEVER ()

ATTACHMENT 13: POST TEST APPLIED TO STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER
TEST



Objective: To evaluate the development of speaking skills.

Listen each item carefully and answer each question. There is no "right" or "wrong" answers. Your answers will be treated with a high degree of confidence.

General Information:

Gender: M () F () Age:

ORAL PRESENTATION RUBRIC

CATEGORY	EXCELENT 10	VERY GOOD 9-7	GOOD 6-5	POOR 4-1
CONTENT	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
ENTHUSIASM	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
POSTURE AND EYE CONTACT	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Sometimes stands up straight and establishes eye contact.	Slouches or does not look at people during the presentation.
VOCABULARY	Used relevant vocabulary throughout the dialogue.	Used appropriate vocabulary for most of the dialogue.	Sometimes he/she uses appropriate vocabulary.	He/she not use appropriate vocabulary.
PRONUNCIATION	He/ she speaks clearly at all times and show good pronunciation.	He/ she speaks clearly most of the time and shows good pronunciation.	He/she shows an understandable pronunciation despite not being a completely clear pronunciation.	It's difficult to understand his/her pronunciation.

THANK YOU FOR YOUR COLABORATION

FINDING INFORMATION

In information gap activity, each student has information that the other student(s) don't have. The objective is for students to ask questions to find out what they can from the other (s).

A's information

<i>Person's name</i>	<i>From</i>	<i>Job</i>	<i>Weekends</i>	<i>Movies</i>
1. John		Doctor		Documentary
2.		Professor	Go fishing	
3. Peter	England			Action
4.	Africa	Banker	Play tennis	
5. Jack	New york			

B's information

<i>Person's name</i>	<i>From</i>	<i>Job</i>	<i>Weekends</i>	<i>Movies</i>
1.	Rome		Relax at home	
2. Tom	Brazil			Horror
3.		Mechanic	Play baseball	
4. Janet				Drama
5.		Lawyer	Read story	comedy

Same questions:

What is the first person's name?

How do you spell it?

Where is he/she from?

What is his/her occupation?

What does he/she do on weekends?

What kind of movies does he/she like?

After completing the chart, discuss with your partner:

Which person would you like as a friend? And why?

Source: Activity applied to students.

Elaborated by: Razavi, K. 2012; Communicative activities.

ATTACHMENT 15: INFORMATION GAP ACTIVITY 2

Puzzle Information Gap: Using classroom English to describe words.

**Three-letter word
that begins with A**

Get help filling in your crossword puzzle and give your partner help filling in their puzzle with words from your list.

Describing Words:	
Do you know	an eight-letter word that begins with B? ends in Y?
Asking About Words:	
How do you spell that?	It's spelled <u>B-L-U-S-T-E-R-Y</u> .
What does that mean?	It's another word for <u>windy</u> . It's the opposite of <u>calm</u> .

Ask your partner for help filling in this puzzle.

Across

5. Another word for windy.

7.

9.

10.

Down

1.

2.

3.

4.

6.

8.

Use these words to help your partner fill in his or her puzzle.

- | | | | |
|--|--|---|--|
| <p>brainy
another word
for smart</p> | <p>DIM
the opposite
of bright</p> | <p>chilly
the opposite
of warm</p> | <p>wimpy
the opposite
of strong</p> |
| <p>HAZARDOUS
another word
for dangerous</p> | <p>stinky
another word
for smelly</p> | <p>SKINNY
the opposite
of fat</p> | |
| <p>injured
another word
for hurt</p> | <p>hollow
another word
for empty</p> | <p>damp
the opposite
of dry</p> | |

Source: information gap activity applied to students.

Elaborated by: Dawson, T. 2004. Communicative activities.

ATTACHMENT 16: GAMES ACTIVITIES

GAME 1; ROLL THE DICE CONVERSATION PRACTICE

Roll the dice once; find the category below. Roll the dice a second time, and find the specific question # in that category. Talk about the question.



<p>1 Personal Information</p> <ol style="list-style-type: none"> 1. What's your last name? 2. Where are you from? 3. What's your zip code? 4. What's your address? 5. When is your birthday? 6. What's your area code? 	<p>2 Family</p> <ol style="list-style-type: none"> 1. How many people are in your family? 2. Are you married or single? 3. Who do you live with? 4. How many sisters do you have? 5. How many brothers do you have? 6. Do you have any nieces or nephews?
<p>3 Health</p> <ol style="list-style-type: none"> 1. What do you do when you have a headache? 2. Why do people sometimes get a backache? 3. What do you take if you have a stomachache? 4. What do you take if you have a sore throat? 5. Do you eat a healthy breakfast? What do you eat? 6. What exercise do you like to do? 	<p>5 Community</p> <ol style="list-style-type: none"> 1. Where do you buy stamps? 2. Where do you wash your clothes? 3. Where do you buy food? 4. What is the address of your school? 5. Where do children play? 6. Why did you decide to come to this city?
<p>4 Education</p> <ol style="list-style-type: none"> 1. How did you learn about this school? 2. How long have you been studying here? 3. What do you want to do after you complete this class? 4. Do you like to read? What do you read outside of class? 5. Is there a training program near your school? 6. Do you speak English outside of class? If yes, who do you speak to? 	<p>6 Work & Travel</p> <ol style="list-style-type: none"> 1 Do you want a full-time job or a part-time job? Why? 2. What job do you want to have? 3. Do you like using the computer? What do you do on the computer? 4. What job did you have in your country? 5. Did you work in this country? What did you do? 6. Do you have any skills? Give two examples.

Source: Game applied to students.

Elaborated by: Price, Daniel. Game –like Activities to Practice ESL.

GAME 2; QUESTIONS BOARD GAME

Procedure:

1) 2-4 students put markers on the start. In groups, take turns rolling the die.

The person with the highest number begins.

2) Roll the die again. Student moves the marker to the correct place. Student reads the question out loud and answers it.

3) Student gives the die to the person sitting on the right. The person who gets to the finish first wins!

START	What do you like to do in your free time?	How many cups of coffee do you drink a day?	What do you like to watch on TV?
	→		↓
How often do you go to the cinema?	How often do you have English classes?	Where do you eat your breakfast at home?	Where do you go for walks?
		←	
Where do you go shopping?	What do you like to eat?	Where does your best friend live?	Where do you go during the weekends?
↓	→		↓
Where do you go for holidays?	What do you do on Friday nights?	How do you get to school?	How often do you wash your hair?
		←	
What clothes do you like to wear for school?	How often do you see your friends?	What time do you get up on Sunday mornings?	How many hours do you work every day?
↓	→		
FINISH	Where do you work?	Where do you go to relax?	How much time do you take to do your homework?
		←	↓

Source: Game applied to students.

Elaborated by: Price, Daniel. Game –like Activities to Practice ESL.

ATTACHMENT 17: ROLE PLAY ACTIVITY

ROLE-PLAY ACTIVITY 2; The Little Red Riding Hood



The following is the story script that can be used for role play. There are some characters in the story such as **mother**, **red riding hood**, **wolf**, **grandmother**, and **woodcutter**. The play can be practiced by grade five or six students.

Narrator: Once there was a little girl who lived with her mother in a house at the edge of the forest. The little girl always wore a red cloak and hood that grandmother had made for her. That's why everyone, even her mother, called her Little Red Riding Hood. One day Little Red Riding Hood's mother said to her:

Mother: Grandmother is not feeling well. I have packed a basket with fruit, cakes and honey. Will you take it to her?

Red Riding Hood: Yes, Mother.

Mother: Be careful going through the forest. And don't play around along the way. Grandmother is waiting for you.

Red Riding Hood: Yes, Mother.

Narrator: Little Red Riding Hood took the basket and was on her way to Grandmother's house. Little Red Riding Hood had gone but a short way into the forest when a great wolf stepped out from behind a tree.

Wolf: Good Morning, Little Red Riding Hood. Where are you going on this fine day?

Red Riding Hood: I am going to see Grandmother on the other side of the forest. She is ill and I am bringing her fruit, cakes and honey.

Wolf: Why not bring her some wild flowers as well? There are so many to pick from here in the forest.

Red Riding Hood: I cannot stop. Mother said I must not play around along the way.

Wolf: Picking flowers is not playing around. Besides, a bunch of pretty flowers will cheer your grandmother up and make her feel better.

Red Riding Hood: Perhaps you are right.

Narrator: Little Red Riding Hood put down her basket and began to pick wild flowers. Meanwhile, the wolf slipped away and sped to the other side of the forest. When he came to Grandmother's cottage, he crept up to the door and knocked.

Grand Mother: Who is it?

Wolf: It is I, Little Red Riding Hood. I have brought you fruit, cakes, and honey.

Grand Mother: Come in dear. The door is open.

Narrator: As soon as the wolf was inside, he ran over to the bed and gobbled up grandmother whole, leaving only her blanket and nightcap. He put on the night cap and wrapped himself in the blanket. Then he crawled into bed to wait for Little Red Riding Hood. Before long there was a knock at the door.

Wolf: Who is it?

Red Riding Hood: It is I, Little Red Riding Hood. I have brought you fruit, cakes and honey, and a bunch of pretty wild flowers to cheer you.

Wolf: Come in. The door is open.

Narrator: Little Red Riding Hood went in and stood for a moment in the doorway.

Red Riding Hood: Oh, Grandmother! What big ears you have!

Wolf: The better to hear you with, my dear. Come closer.

Narrator: Little Red Riding Hood walked closer to the bed.

Red Riding Hood: Oh, Grandmother! What big eyes you have!

Wolf: The better to see you with my dear. Come closer.

Narrator: Little Red Riding Hood walked even closer to the bed.

Red Riding Hood: Oh, Grandmother! What big teeth you have!

Wolf: The better to eat you with!

Narrator: The wolf grabbed Little Red Riding Hood and gobbled her up whole. Then, feeling full and satisfied, the wolf lay down and fell asleep. Now it happened that a woodcutter was passing Grandmother's cottage just then. He knew the old woman had been feeling poorly, and he decided to look in on her. When he saw the wolf snoring on the bed, he knew at once what had happened.

Woodcutter: I have you at last, you devil!

Narrator: The woodcutter slew the wolf with his axe. Then the woodcutter took a carving knife, and very carefully he slit open the wolf's belly. Out popped Little Red Riding Hood and her grandmother, safe and whole, just as the wolf had swallowed them.

Red Riding Hood: Oh, Grandmother! How happy I am to see you!

Grand Mother: And I am happy to see you, child.

Narrator: Grandmother gave Little Red Riding Hood a hug. Then Little Red Riding Hood, Grandmother, and the woodcutter sat down to feast on fruit, cakes, and honey. They all lived happily from that day on, never to be troubled by the wicked wolf again.

Source: Role play activity applied to students.

Elaborated by: 7 the little red riding hood role play.doc- Google docs.

ATTACHMENT 18: SIMULATION ACTIVITIES

TITLE TO MAKE A BID

PARTICIPANTS 5:

1. Finance Manager
2. Factory Manager
3. Sales Manager
4. Office Manager
5. Director

SITUATION

The company is making available RM10, 000 for upgrading only one of the departments. There are 4 departments, each under the leadership of a manager (as in the above). At the next Board of Directors meeting, each department is allowed to make a bid for the sum of money stating the reason the money is needed. The Director will then decide the successful bidder.

ROLE CARDS

FINANCE MANAGER

You need a part-time accountant to help clear up work before the next financial year. There has been a back log because two of your accountants have gone on long medical leave. Convince the Board that the RM10, 000 be used to employ a part-time accountant.

FACTORY MANAGER

The factory staff is complaining about the appalling condition of the factory canteen. You would like the RM10, 000 to renovate the canteen as soon as possible.

SALES MANAGER

Your sales department has been receiving many orders and some are coming in from overseas. You need a new fax machine to cope with the increase in the sale orders.

OFFICE MANAGER

You need a new photocopier as the old one, which has served the company for more than 6 years is always breaking down.

DIRECTOR

After listening to the views given by each manager, you have to decide who to give the bid to and state your reasons. Be open for discussion with the managers before you make a decision.

Source: Simulation applied to students.

Elaborated by: Teoh, M. Simulation in Language Teaching.

BEYOND WILD JUSTICE

- 1) Students take the role of a reporter covering the trial of two young women accused of causing the suicide of another girl with their taunting and bullying.
- 2) Students research the case in actual news articles, write editorials.
- 3) Finally they express their feelings about the real case with poetry and art in simulation way.

Example: **REVENGE IS A KIND OF WILD JUSTICE.**

On November 10 2001, fifteen year old Dawn Marie Wesley of Abbotsford, B.C, committed suicide. She had been the target of bullying at school and was afraid for her safety. Two of her schoolmates were charged after her death with uttering threats and criminal harassment. They had threatened to beat her up and one had told her "You're dead". Defense counsel for the girls argued that the Criminal Code provisions against uttering threats were not meant to cover schoolyard taunts, but the Crown Prosecutor said the words were intentional and were intended to instill fear and intimidate Dawn.

You are a reporter covering this landmark criminal trial. To heighten public awareness of an alternative form of justice and its effectiveness, the editor of a prominent newspaper, has requested you to participate in a number of activities that explore the facets of this issue. As a part of a special feature, you have been asked to submit an editorial taking a stand on the form of justice you feel should be applied to this case.

In a column entitled, "As I See It" you will express your views and opinions based on the information you have processed during this project. You will need to support your views with sound reasons and sum it up with your recommendations.

Source: Simulation activity applied to students.

Elaborated by: Maktab Perguruan. Role play and simulation.