



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS**

LANGUAGE CAREER

**COMMUNICATIVE ACTIVITIES (DIALOGUES, ROLE PLAYS,
SIMULATIONS AND GAMES) AS A TEACHING STRATEGY TO DEVELOP
THE SPEAKING SKILL IN THE STUDENTS OF SEGUNDO AÑO DE
BACHILLERATO, CLASS "F" AT UNIDAD EDUCATIVA PEDRO VICENTE
MALDONADO DURING ACADEMIC YEAR 2014-2015**

**Thesis submitted in partial fulfillment of the requirements for the degree of
Licenciado (a) Inglés.**

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Master

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Presente;

De mi consideración:

En mi calidad de tutora de la tesis titulada: COMMUNICATIVE ACTIVITIES (, ROLE PLAYS, SIMULATIONS AND GAMES) AS A TEACHING STRATEGY TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SEGUNDO AÑO DE BACHILLERATO, CLASS "F" AT UNIDAD EDUCATIVA PEDRO VICENTE MALDONADO DURING ACADEMIC YEAR 2014-2015, cuyo autor es el señor estudiante **Christian Xavier Yanchaliquín Espinoza**, tengo a bien informar que el autor en mención ha cumplido a cabalidad con las fases establecidas en el anteproyecto de tesis y terminado con la investigación propuesta como trabajo de graduación con los cambios sugeridos por todos los miembros del tribunal de graduación. En virtud, el supra indicado autor puede presentar su trabajo en las instancias correspondientes para que reciba la autorización para la defensa según la normativa vigente.

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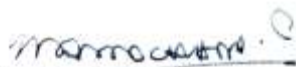
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El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

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Yanchaliquin Espinoza Christian Xavier

DEDICATORY

This thesis project is dedicated to my parents who have been the inspiration of my life and they have supporting me all my academic life. Also, this thesis is dedicated to my teachers who have been a great source of knowledge, motivation and inspiration. Finally, I want to dedicate this thesis work to all those who share love for education.

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SUMMARY

The domain of speaking is the goal of the majority of learners and teachers in ESL but, paradoxically it is one of the least developed skills, one clear example of this is in Unidad Educativa “Pedro Vicente Maldonado” with the students of Segundo Año de Bachillerato “F” who have not developed an adequate speaking. It is necessary to find more actual, dynamic and fun ways to achieve a good speaking. It has been found an alternative to improve speaking through the use of communicative activities in the development of the speaking skill. The population consists of thirty nine students of Segundo Año de Bachillerato “F” at Unidad Educativa “Pedro Vicente Maldonado”, through the use of inductive-deductive method, with the assistance of the observation technique with its instrument, the observation guide. The presentation and discussion of outcomes of the sample, it was determined that students had some problems related to Fluency, Accuracy and Pronunciation in speaking skill. But, after the application of communicative activities, it was determined that students improve their abilities in speaking.



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INTRODUCTION

English is an important tool to get knowledge and better opportunities. Actually, English is in a stage of improvement in our country. This is for the reason that the low level of domain of the language in many of the students, in addition for the demands made by the government that promotes quality in education, for the development of our country.

Currently all students need to learn English as a tool for learning and development, and for opening new doors of knowledge. But, to know English is not the management of individual skills, it is the combination of all the language skills to use them in real interaction with the world.

Regarding, to the English learning problems in students of segundo año de bachillerato “F” One of the principal problems; it is the insufficient ability of speaking. Speaking is the goal of most of the learners in ESL classes, and a domain in speaking skill indicates a good level of English.

For helping to solve problems in related to the speaking learning process, it has been elaborated a list of communicative activities such as dialogues, role plays, simulations and games, which are an interesting alternative to help them to improve speaking. The present research project has been divided in chapters for a better comprehension, which have a logical order, according to the established format, as follows:

Chapter I comprehends the referential framework that includes the statement the problem, objectives and justification.

Chapter II covers the theoretical framework which is the scientific support for research.

In Chapter III, is explained the methodology used, including the design, type of research, population, methods and research techniques, processes of data collection and analysis and interpretation of research results.

Finally, Chapter IV contains the conclusions and recommendations. It is the summary of the research, obtained from the analysis and interpretation of the data collected, and provides alternative or suggested solutions.

CHAPTER 1

1. REFERENTIAL FRAMEWORK

1.1. APPROACH THE PROBLEM

The problem is that students of segundo año de bachillerato, class “f” at Unidad Educativa Pedro Vicente Maldonado do not have a sufficient competence of speaking skill which mainly involves: fluency, accuracy and a correct pronunciation, and when the teacher asks students to express their opinions and suggestions in English, most of them feel like they are not able to do it, and they feel shy when speaking in front of the class. This is because students have lack of self-confidence and especially, because they are afraid of making mistakes.

Students feel bored as the result of a lack of motivation; however teacher has many techniques which can be applied to motivate students to learn specially speaking skill. The use of communicative activities such as: dialogues, role plays, simulations and games which are a good alternative because they are interactive and fun. Some investigations say that these techniques are effective in the development of speaking skill. These activities are practical and entertaining; they involve students to produce authentic English in real communication, and these activities contribute to the improvement of fluency, accuracy and a correct pronunciation.

The experience in teaching at Unidad Educativa “Pedro Vicente Maldonado” has noted that students improve their learning through the use of communicative activities. These activities could be an excellent method to improve student’s acquisition of different aspects of the new language, in this instance the development of the speaking. In the background presented, the suggestion is to use communicative activities like: dialogues, role plays, simulations and games as a teaching strategy to develop the speaking skill in the students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado”.

1.2. FORMULATION OF THE PROBLEM

How do communicative activities (dialogues, role plays, simulations and games) as a teaching strategy develop the speaking skill in the students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE:

To demonstrate how communicative activities (dialogues, role plays, simulations and games) as a teaching strategy, develop the speaking skill in students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015.

1.3.2. SPECIFIC OBJECTIVES:

- To use communicative activities (dialogues, role plays, simulations and games) to develop fluency in speaking, in students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015.
- To use communicative activities (dialogues, role plays, simulations and games) to develop accuracy in speaking, in students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015.
- To use communicative activities (dialogues, role plays, simulations and games) to develop pronunciation in speaking, in students of segundo año de bachillerato class “f” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015.

1.4. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

The reason for choosing this topic is that in most of the students of segundo año de bachillerato, class “F” at Unidad Educativa “Pedro Vicente Maldonado” are not helped to develop their language skills in English, especially their speaking skills, the research is appropriate because of the importance of speaking in oral communication in the teaching learning process of the foreign language, maintaining a great stress on the main components of speaking skill such as: fluency, accuracy and pronunciation, the same ones that will allow students to master the oral communication in the target language with a clear and fluid oral conversation. The aim is to make students of segundo año de bachillerato, class “F” at Unidad Educativa “Pedro Vicente Maldonado” feel motivated to increase their speaking ability and lose the fear to use it and make mistakes, because mistakes are part of the process of learning; a sufficient development of speaking skill will help them to use the target language in a real communication which is the aim of learning a new language.

Consequently, it would be important to aid students to use speaking in the classroom through the application of different teaching techniques such as dialogues, role plays, simulations and games. This way, students would be more interested and motivated to take part in the learning process. Through the use of real life situations in the classrooms to teach English, students would be motivated to learn it. By using real life situations, students not only practice lexis and expressions, but also improve their speaking skill. Through the use of communicative activities teacher develops fluency, accuracy and pronunciation in language, and allows interaction of students in the classroom, and increases motivation. Students of segundo año de bachillerato, class “F” at Unidad Educativa “Pedro Vicente Maldonado” could be motivated by teachers to speak in the classroom if communicative activities would be used. Some teachers have taught using the traditional way since early times. This has neither given students the opportunity to practice their English. The present investigation also wants to highlight relevant characteristics and difficulties in teaching speaking skill. So this study will show us how to use communicative activities in teaching. Moreover; the present study will find out the difficulties while using communicative activities and propose recommendation concerning the use of dialogues, role plays, simulations and games in teaching English to develop speaking skill.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND

It has been found previous researches about the present research, for example: Some theorists like (Thornbury, 2005) found that communicative activities are stressed in the use of language rather than focusing solely on grammar and vocabulary, so he concluded that the use of communicative activities improve and develop speaking skill in a better way than traditional methods. (Harmer, 2002) Also found that communicative activities can increase students' English speaking skill, and more than that, communicative activities according to some theorists should be able to help solve teaching and learning problems or limitations. Development of speaking skill is very important in language teaching process, it can be said that is the aim of learning a new language. According to (Brown, 1994) learners like to use their mother tongue rather than English when they are in the classroom, in addition students' attitude towards studying English are more important in developing speaking that development of other language skills. (Chastain, 1971) declared that communicative activities are a good option to develop speaking skill. And at least (Carroll, 1964) found that English teachers have to improve their English skills about content and teaching methodology all the time, so why don't use communicative activities

(Harmer, 2002) states that communicative activities are aimed at developing student's ability to use language to interact with people in real situations. (Hymes, 1994) explains that communicative abilities can enable learners to use language or interpret it correctly in social interactions. Therefore communicative activities make that learners use oral language in a real context, and also communicative activities encourage students to speak because this activities aim is find information and break down barriers to use language.

2.2. ACTIVITIES BASED ON DIDACTIC VIDEOS

2.2.1. INTRODUCTION

English teaching aim is that students are able to communicate using English language as an instrument for opening doors of new chances. In English learning process, the four language skills like reading, writing, listening and speaking are performed at the same time. Usually, students in an EFL class context do not use the language in real situations. They don't have ability in communicating properly and correctly. This leads to students' lack of self-confidence and avoidance when communicating in the target language. In foreign language learning process the speaking ability is the most important skill since it is the basic skill for communication and it is the most difficult skill.

References identified that speaking is the most difficult skill for learning for students. In specific, EFL learners frequently hesitate when they use speaking in English. This is the result from students' lack of exposure to real English language atmosphere which allows them to practice English for real communication. Also, students are not exposed to the culture of the native English speakers. Speaking is the most important and essential skill that the speaker possesses when we talk about a language.

According to some teaching thinkers, speaking can be developed through the use of communicative activities which include dialogues, role plays, simulations and games. In addition, the activities that can contribute to improve the speaking skill are dialogues and role plays. Also, indicated that communicative activities are significant issues in teaching English language for communication. Communicative activities help to create interaction in the classroom. Moreover, communicative activities can motivate to learners to establish good relationships between students and teachers.

The level of speaking in students of segundo año de bachillerato, level "f" at Unidad Educativa "Pedro Vicente Maldonado", was unsatisfactory. But, from the study of teaching theories in the development of speaking using communicative activities and related researches, it was assumed that communicative activities, including dialogues, role plays, simulations and games might help solving the problem.

2.2.2 SPEAKING SKILL

INTRODUCTION

Speaking skill has a great role in our quotidian lives. Through speaking skill we can express feelings, thoughts, ideas and points of view. In English classrooms the main thing for most of the students are to speak fluently with the target language. For many students who are learning a foreign language the prime goal is to be able to speak it (Wallace, 1991). In this section, we are going to deal with problems about speaking skill; definition of speaking, characteristic of speaking performance in addition to some types of speaking activities.

Language is a system of arbitrary vocal symbols, which permit people in a given culture to communicate or interact. When speaking skill is used, it does not mean merely uttering words through mouth or the utterance itself letter by letter. It means transmission of the message through the words of mouth. Furthermore, the student can hardly understand anything at all, unless the speaker is talking about things the learner perceives, or unless the language being learned is closely related to some other language the student knows.

2.2.3. DEFINITION OF SPEAKING SKILL

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. Speaking skill involves a communicative ability to use language to transmit messages in different and appropriate situations. It is to interact with participants and transmit a message of some category (Atma, 2010). Speaking is to express or communicate opinions, feelings, and ideas by or as talking and it involves the activities in the part of the speaker as articulator and acoustic stage according to Oxford Advance d Dictionary. Finally (Nazara, 2011) says "Speaking is a multifaceted construct".

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. (Hedge, 2000) defines speaking as “a skill by which people judge and are judged while first impressions are being formed”. That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

2.2.4. LANGUAGE FEATURES:

For speak successfully there are some features which is very necessary to both student and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of native speaker then their phonological rules. The following features are necessary for an effective speaking.

Connected speech:

This ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

Expressive devices:

English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means. These devices help them to convey their intended meaning. Students then need to have this ability to employing such devices if they want to be effective communicators.

Lexis and grammar:

When learners produce same language function, they often use the same lexical structure. The teacher’s role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

Negotiation language:

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others’ talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers.

Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

2.2.5. MENTAL/ SOCIAL PROCESSING:

The necessary processing skills speaking are the following:

Language processing:

This refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

Interacting with others:

Most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

Information processing:

This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

2.2.6. THE IMPORTANCE OF SPEAKING:

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, (Richards and Rodgers, 2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur, 2000) declares also that: "Of all the four skill (listening, speaking,

reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing.” Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?”. We understand that most of people take speaking and knowing a language as synonyms. (Celce-Murcia, 2001) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. “A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (Baker and Westrup, 2003)

2.2.7. TEACHING SPEAKING

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Susanti, 2007). As it was noted from what Susanti has said; the teaching of speaking has been developed from using only the repetition of drills and memorization to using other techniques as video techniques that lead students’ to express their selves freely and use the language they are learning

without any shyness or fear to make mistakes. The use of techniques helps students to improve their speaking skill as well as their communicating abilities.

What is teaching Speaking?

What is meant by teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the second language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also teaching speaking is to organize their thoughts in a meaningful and logical sequence. Teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. (Klancar, 2006).

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling.

With the help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying video techniques in classroom it may help the learner to develop their speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible (Klancar, 2006).

2.2.8. CHARACTERISTICS OF SPEAKING PERFORMANCE:

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

Fluency:

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. (Hedge Tricia, 2000) adds also that: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation." So, we can say that fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. (Hughes, 2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. (Thornbury, 2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problem of speaking. In such cases (Thornbury, 2005) suggest what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

Accuracy

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

(Skehan, 1996) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

Pronunciation

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one’s mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and (Vrchoť, 2007) argue that: “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation.

2.2.9. SPEAKING DIFFICULTIES:

According to River, the main goal of teaching speaking is to develop the communicative efficiency. When learners try to express themselves there is a hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning. These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and fear of making mistakes.

Lack of Interest in the Subject:

Most of the students in foreign language classrooms stay silent because they have "nothing to say". This may be because the teacher has chosen a topic about which students know very little. Moreover; the common expiration second language learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. (Rivers, 1968) says that: "the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language". Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

Poor Listening Practice:

Listening plays a major role in the interactions that occurs between two or more people. Student may have an experience in expressing himself in the foreign language in a conversation. Therefore, the student does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

Deficient Vocabulary:

Most of the students find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teacher must be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

Mother Tongue Use:

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to (Baker and Westrup, 2003) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue.

Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Lack of Self Confidence and Fear of Making Mistakes:

In many classes, some students prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. (Littlewood, 1999) argued that "it is too easy for a foreign language classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. (Ur, 2000) states that: "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts".

This view is supported by (Bowman, 1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

Low Uneven Participation:

This problem refers to the amount of each student's time of talking (Rivers, 1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. (Harmer, 2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities.

(Bowman, 1989) support the idea by saying that “traditional classroom seating arrangement often work against you in your interactive teaching”. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

2.2.10. THE ROLE OF THE TEACHER

The teacher has to play different roles in the classroom at the same time. (Harmer, 2001) suggests three roles if the teacher is trying to get students to speak fluently:

Prompter:

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

Participant:

Teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

Feedback provider:

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided.

2.3.COMMUNICATIVE ACTIVITIES

2.3.1. CLASSIC COMMUNICATIVE LANGUAGE TEACHING

A reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching

fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the subdiscipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point.

2.3.2. WHAT IS COMMUNICATIVE LANGUAGE TEACHING?

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention “communicative” as the

methodology of choice. However, when pressed to give a detailed account of what they mean by “communicative,” explanations vary widely. Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? What do you understand by communicative language teaching?

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

2.3.3. CLASSROOM COMMUNICATIVE ACTIVITIES IN TEACHING

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter we will briefly review the main activity types that were one of the outcomes of CLT.

Accuracy versus Fluency Activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- ✓ Reflect natural use of language
- ✓ Focus on achieving communication
- ✓ Require meaningful use of language
- ✓ Require the use of communication strategies
- ✓ Produce language that may not be predictable
- ✓ Seek to link language use to context

Activities focusing on accuracy

- ✓ Reflect classroom use of language
- ✓ Focus on the formation of correct examples of language
- ✓ Practice language out of context
- ✓ Practice small samples of language
- ✓ Do not require meaningful communication
- ✓ Control choice of language

The following are examples of fluency activities and accuracy activities. Both make use of group work, reminding us that group work is not necessarily a fluency task (Brumfit, 1984)

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.

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 thus 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.

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.

Mechanical, Meaningful, and Communicative Practice

Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative.

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop?, Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

Exercise sequences in many CLT course books take students from mechanical, to meaningful, to communicative practice. The following exercise, for example, is found in Passages 2 (Richards and Sandy 1998).

2.3.4. COMMUNICATIVE ACTIVITIES

The key assumption in communicative language teaching is that the students learn the language through engaging in a variety of communicative activities. But what are communicative activities? Communicative language teaching was developed by teachers and applied linguists as a response to the shortcomings of the audiolingual and grammar translation methods, one of the distinctive points of communicative language teaching is the focus on communicative activities that promote language learning. These

activities use real life situations to trigger communication. They encourage and require a learner to speak with and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about one self, and learning about culture.

2.3.5. ADVANTAGES OF COMMUNICATIVE ACTIVITIES

- Learning is maximized when students are engaged in relevant tasks within a dynamic learning environment instead of traditional teacher-centered classes.
- Real life communication is the target learners are trained not only to be linguistically competent but also communicatively and sociolinguistically competent.
- Communicative activities are motivating. Learning is achieved while learners are having fun.

2.3.6. CHARACTERISTICS OF COMMUNICATIVE ACTIVITIES

- The success of a communicative activity can be determined by the extent to which learners are dependent on the teacher. Tasks should be devised in a manner that learners gain autonomy and independence while learning.
- The role of the teachers is to give clear and to the point instructions and provide the appropriate environment for learners to interact and exchange information.
- Communicative activities are motivating. Learners should be at ease and have fun while doing the communicative tasks.
- Communicative tasks are realistic. Real communication situations should be the focus instead of isolated structures with no real-life reference.
- While in teacher-led classrooms learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer, communicative tasks require learners to take initiatives and provide their responses (instead of a response) to contribute to the success of learning.

- Communicative activities are meaningful: they are carried out to fulfil specific purposes such as booking a plane, hotel ticket, inviting somebody to a party, answering an invitation letter, shopping.
- Performance in communicative tests reflects an underlying competence that is linguistic, sociolinguistic, pragmatic; strategic. Communicative activities should consider this multi-dimensional nature of language.

2.3.7. DIALOGUES AS A TEACHING STRATEGY

Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- Demonstrate grammar in context
- Facilitate conversation: this may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children (Wood 2002).
- Provide recreation such as a skit: these dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogues usually present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them.

Dialogues are primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. Like drills, they are usually materials for guided, rather than free, language practice.

You can combine dialogues with writing by having students make comics with pictures and bubble dialogue boxes to fill in. You may develop longer dialogues to provide a stimulus to problem solving and discussion about a topic. For example, one dialogue in (Bell and Holt, 1988) focuses on discrimination and landlord and tenant rights. Longer dialogues are also useful for listening practice.

Standard Printed Dialogues

Printed dialogues usually consist of several short exchanges between two people, as in this shopping dialogue:

A: Hello. May I help you?

B: No thanks. I'm just looking.

A: Well, let me know if you need anything.

B: Okay, thank you.

These kinds of dialogues are especially useful for introducing common expressions to beginners. It helps them to develop a bank of authentic expressions and vocabulary that they can use immediately. Students who have studied a lot of English grammar in an EFL situation can also benefit from dialogues that introduce them to genuine spoken language.

Developing and Adapting Standard Dialogues

You will find standard printed dialogues in many textbooks. You may find, however, that a textbook dialogue is not appropriate for some reason. For example, the expressions used are British and not what is heard in your teaching context, the language used does not sound natural or authentic, or the dialogue contains too many complex structures or difficult words. You may also decide to teach language for a situation that is not found in your textbook or personalize the dialogue to your students' needs and interests. These are instances where you will want to adapt or write your own dialogues. Here are some points to keep in mind when writing or adapting dialogues for students to practice (Omaggio 1984 and Graham 1992).

Use “natural” language as much as possible. Include exclamations and expressions where appropriate; avoid a strict question-answer-question sequence.

Keep the dialogue short enough so that students can easily remember it, but long enough to provide context. For dialogues used for speaking practice, two to three exchanges are sufficient (A-B, A-B, A-B).

Apply current sociolinguistic norms. For example, an informal North American introduction is Hi, nice to meet you, rather than How do you do?

Depict situations in the dialogue that are relevant and useful to the learner. This can include setting the dialogue in a place the students know and using familiar place names.

Reflect students’ level of sophistication and knowledge in the content.

Retain truth value in the dialogue. It should not require students to say something in the classroom that they would not say in the “real world.”

Create characters that “are realistic in that they have some personality and relate to the learners’ experience in some way” (Omaggio 1986). For example, the characters in a dialogue focusing on talking about family members might be students in a language class telling each other about their families.

Decide on your language focus such as social issues, student problems, cultural information, grammar points, functions, vocabulary. If you select a function, imagine yourself taking part in the activity and ask yourself what language you use. If you choose a grammatical focus, imagine a context in which the chosen structure occurs naturally.

List words, expressions, and idioms you can imagine yourself using that are related to the function or situation.

Choose vocabulary that could be realistically used between two people.

Focus on the most common language used in a particular social context between acquaintances, between a boss and an employee, between a teacher and a parent, between a landlord and tenant.

Try out the dialogue with a colleague before using it with students.

Presenting and Practicing Standard Dialogues

Here are different ways of presenting dialogues:

Students look at a picture that provides the dialogue context. Ask students what they think the people are saying. Repeat back in correct English what the students generate.

Students listen to the dialogue and report what they hear.

Students are given the text of the dialogue. Let them listen to the dialogue again, this time reading it as it is presented.

The teacher explains and demonstrates meanings.

Students repeat the dialogue in unison. You can divide the class in two halves for further practice. Or you can be one speaker, and the students can be the other speaker.

Students practice the dialogue in pairs.

For literacy students, one way to present a dialogue is to make one card strip for each sentence in the dialogue and use two different colors, one for statements and another for questions (Cassar, 1990).

We use standard utterances in many situations, such as greetings and leavetakings, and accepting and refusing invitations. Dialogues can be useful for learning this kind of language. However, their usefulness is limited because the text is predetermined so students don't create their own responses as they must do in real life. The types of dialogues that follow allow for more student input. You might want to use them after controlled practice with standard dialogues.

Open Dialogues

In open dialogues, the teacher provides only one half of the dialogue. Students invent the other half. This often leads to practice in responding to conversational cues but not to initiating conversation. However, such dialogues have value in allowing students to produce their own responses. Here are some variations for example:

For a controlled open dialogue, make a cloze-like dialogue where you write down part of each student's dialogue but leave blanks in the dialogue for each student to fill in, as in this example:

A: Do you know if the library is open on _____?

B: Yes, _____.

or

No, I _____ think so.

A: What hours is it open?

B: _____ open from _____ to _____.

2.3.8. ROLE PLAYS AS A TEACHING STRATEGY

“Role play is a way of bringing situations from real life into the classroom” (Doff,1990). It may also include plays, dramas, socio dramas, and simulation. Here we use the general term role play for all of these types of activities, but we will also discuss the specific definitions, benefits, and uses of plays, dramas and socio dramas, and simulation in this section.

In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 1990). This differs from reading a dialogue aloud (except with Readers' Theatre discussed later in this section). In this sense, the cue card variation to dialogues could also fit under the umbrella category of role plays.

Benefits of Role Play

Reasons for using role plays (including drama, sociodrama, plays, and simulations) in the language classroom include:

They are fun.

They help to prepare students for real-life communication by simulating reality in situations, in unpredictability, and in the various roles individuals must play in their own lives. In this sense, they bridge the gap between the classroom and the world outside the classroom.

They can be used for assessment and feedback purposes at the end of a textbook unit.
They can be used to help you determine the degree of mastery attained.

They can consolidate learning and allow students the opportunity to discover their own level of mastery over specific language content.

By simulating reality, they allow beginning students and EFL students to feel that they are really using the language for a communicative purpose. This, in turn, contributes to students' confidence in their ability to use English.

They heighten students' self-esteem and improve their ability to work cooperatively (Amato, 1996).

They allow students to experiment with language they have learned. Where students make up their own dialogue, they provide a special opportunity to go beyond what has been taught in class and to draw on the full range of their language competencies.

They allow students to express who they are, their sense of humor, and their own personal communication style.

They offer good listening practice.

They provide an opportunity for practicing the rules of social behavior and the various sociolinguistic elements of communication (as determined by roles, ages, topic, or situation).

They engage the learner physically. This involves the learner more fully and can be an aid in language retention.

They can be liberating for many students who may enjoy expressing themselves through a role or a mask but may be inhibited about expressing themselves otherwise during the class. Students will sometimes take more risks and play with the language more when they are assuming a different identity. Role play can thus free students from the constraints of culture and expected behavior.

They provide a context for understanding attitudes, expectations, and behaviors related to the target culture.

They may be used as a stimulus to discussion and problem solving.

They can be extensions of more controlled practice using dialogues. After practicing a dialogue, for example, you might develop role plays based on a parallel situation. A dialogue about buying a shirt could lead into a role play about buying a pair of shoes. Another way to use dialogue as the source of your role play is to use it to create cue cards (discussed earlier in this chapter) for the role play.

Developing Role Plays

In order to develop a role play, you must first have clear objectives on which to base your role play. The main bases for role plays are functions and grammar.

Functions as a Basis for Role Plays

The most common situations for role plays are those in which the students may need to function in the target language (Amato, 1996). As with dialogues, the situations used for role play should be within the realm of experience, possible experience, or knowledge of the students. The more familiar a situation is, the easier it will be for students to participate fully. Appropriate situations include topics that students see or in which they participate in their own lives. Examples include shopping, interacting at school, talking on the telephone, asking for directions, making appointments, and attending business meetings. Other possible situations for role play include fantasy situations from stories, television, or simulations and situations in which students prepare for a future event, for example, interviewing for a job in employment readiness programs.

Grammar as a Basis for Role Plays

Another basis for role plays is for practicing structures. Because role plays are less controlled than drills and dialogues, it is important to choose situations and contexts in which the target structure occurs naturally. For example, courtroom role plays work well for less-controlled practice of past and past-progressive tense, and for question formation. Roles usually include the judge, the lawyers for the defense and the prosecution, clients, and witnesses. Each student is assigned a role and each is played out during the trial.

Remember that because role plays are less controlled practice activities, students may not use the target structures as much as you would like. There are usually several ways

to successfully communicate meaning, so consider role play as an opportunity for students to practice a range of speaking and listening skills, rather than a single structure.

Situations and Stimuli for Role Plays

Here are other sources for practicing grammar or functions.

Courtroom situations can be based on newspaper articles of crimes and court cases, or situations you make up yourself, depending on your course, such as, prosecution of a shoplifter, burglar, computer crime, or racial discrimination.

Meetings in various situations in which students take roles of various people. Meetings are useful, versatile, and easy to simulate. You can easily adapt them to problem-solving situations. They also work well for many other teaching functions, such as interrupting and bringing others into a conversation. For example, you can assign the role of mayor and council members, giving students a controversial topic for the meeting agenda. Or, you may select topics set out in a textbook you are using. Another example of a controversial topic for discussion is smoking bylaws. To prompt discussion, tell students that because they are paid well as council members and mayor, they are each expected, without exception, to express their views on the topic. For business English students, meetings are a good context in which to practice negotiation and other cross-cultural communication skills.

Interviews, TV talk shows, panel discussions, debates, and conversations in which students take roles of famous or infamous people past or present or even well-known characters from literature. Again, topics for discussion can be controversial or humorous. Consider Bill Gates and Alexander Graham Bell discussing communications technology. Or, as Richard Amato suggests. Henry VIII being interviewed about divorce. These ideas can be used effectively to help mainstream ESL students with topics being covered in their academic subjects such as history, literature, and science.

Pictures in which students play the roles of the people illustrated. Magazines and the newspaper are ideal current sources. For children you might prefer picture storybooks.

TV shows such as sitcoms or soap operas in which students take the roles of familiar characters. Students mirror the styles of these characters, allowing them to “try on” an English-speaking behavior.

Everyday situations such as greetings, small talk, shopping, dining, and family all lend themselves to role plays. Remember, however, that one of the strengths of role play is letting students play people other than themselves, freeing shy or intimidated students from their inhibitions.

Written texts, including stories and fairy tales for children and various genres of literature for adolescents and adults. For example, students can act out a favorite story or play. Newspaper articles are another source of stories. A colleague used a story about a girl who fell into the river and was rescued by a passerby. The teacher found that this lent itself well to dramatic interpretation in the roles of the girl, the hero, paramedics, and observers.

In each of these situations, you can develop the role play or you can do so with your students. With some experience, students can write their own scripts for role plays.

Role Play for Children and Beginners

You can conduct role plays with all age groups and proficiency levels. While younger learners and beginners may need support, especially in early stages of participating in role plays, they will still benefit and become more independent and confident with practice. For example, use role play to teach beginning functions such as greetings, giving compliments, and common expressions. (Clark, 1992), Richard-Amato, and others support the use of index cards for role play. The use of index cards with written cues or the complete role-play exchange will help students know what to say. At later stages, you may be able to leave blanks on the cue cards or just write the idea that each student should try to express. In *Index Card Games for ESL*, Raymond Clark describes this family tree activity. Each student is looking for family relations and receives a card with a description of his or her relationship with various others in the class who have similar cards. Students circulate, asking each other questions, until they find their relatives. Students tend to get very involved in this activity. In larger classes, you can add interest by developing the activity so that there are two families in the class. Students must find their own family members.

Puppets and toys are another way to motivate young learners and help them identify with a role. You can model the roles using the puppets or toys. You can also use flannel board figures or silhouettes on an overhead to model the roles. Richard Amato adds that role play can be combined with a Total Physical Response approach, in which the teacher directs student movements during the plays.

Types of Roles

Role plays can range from highly structured, short exchanges, as in a restaurant, to those that are longer and more open ended. If you want a highly structured role play, you can write it up in situation cards similar to the cue cards described earlier. Here is an example of a situation card.

Instructions: You are making an appointment with your professor. You have to do this through the college secretary.

1. Greet the secretary.
2. Explain that you want to meet with your professor.
3. State why you want to meet (to discuss course content, to explain an absence, to ask about your exam grade).
4. List your available times.
5. Ask the secretary when the professor is available.
6. Ask if the secretary needs any other information.
8. Thank the secretary for her time.

You can go even further and fill in the actual lines, or portions of the lines, that students are to say if you think they need that degree of support at beginning levels. As they learn their parts, urge students to hand in the cue cards. For adults, choose roles to play from everyday life—family members, store clerks, police officers, teachers, and social workers in various situations. However, students, particularly younger ones, may also enjoy taking on fantasy roles. One kindergarten teacher had to watch the story of “Little Red Riding Hood” role-played many times to satisfy all of her little wolves. Characters from television, from the students’ textbook, and from other books students are reading, are also suitable for role-play activities.

Situations with fewer roles than there are students are preferable over those with too many roles. Two students can usually perform the same role for example, two police officers, two customers and support each other in carrying out the role play. You can also divide the class into small groups for role plays that involve only three or four people, having each group perform the same role play. Generally, fewer roles mean more talking time for each student.

The Teacher's Role in Role Play

In addition to being the motivator and possibly the writer and director of the role plays you present in your class, you should also be involved in the activity. Richard Amato suggests that this gives you a reason for circulating in the group, providing prompts, helping where needed, and observing and assessing language use. Here are the steps in preparing students for their participation in role plays:

Identify Aims and Objectives for a Role Play

The aims and objectives for instructional role plays should be based on student needs, objectives, and your course curriculum. Students need to understand why they are participating in the role play and how it will contribute to their learning. For example, perhaps you are teaching a unit on housing. Our colleague, Donald Campbell, wanted his students to learn how to complain to the landlord about various problems with a rental unit. This was relevant to students, and they could immediately see the value in role-playing such situations. Student understanding will lead them to be more motivated and willing to see the role play to its natural end. It will also provide something to discuss after the role play ends.

Identify the Context for a Role Play

Be sure to familiarize students with the environment in which the role play occurs. In the preceding example, you might have pictures of a meeting between a landlord and tenant, or you might have a phone conversation on an audio or video recording, perhaps one that you have created that provides an idea of the social environment, such as the formality of the interaction.

Simulate a sense of reality by using simple props such as a pen and notepad for a waitress, a hat for a police officer and signs. For a traffic accident role play, for example, our students used chairs as props to create city blocks and labelled the streets with local names.

Moving the chairs to form city blocks illustrates how you can use the classroom space to simulate an environment. You may need two rooms or a room and the hallway outside. If you have a small classroom, see if you can use the student lounge or another available space for simulations. You may find that the larger space has natural props such as a telephone and more furniture. Further, a change of place may help in mentally removing students from the classroom and your usual student-teacher roles.

Language Presentation for a Role Play

You will need to prepare students for the language they will use in the role play.

Depending on proficiency levels, this may also include nonverbal and sociolinguistic aspects such as register. In our landlord-tenant example, our colleague presented vocabulary, including individual words and phrases related to making complaints, such as My toilet/sink is plugged. My window/door/lock is broken. I have mice. Some of the phrases for solutions from the landlord included, Get a plumber. Try a plunger. I'll send a plumber/carpenter/exterminator. He included wall charts, drawings of household problems, worksheets, jazz chants, charades, and other techniques to have students learn the language and practice fluency. He also modelled nonverbal aspects of the communication, explaining reasons for certain aspects of body language such as social distance.

Having students fill out a worksheet as individuals or in pairs is one effective way to prepare them for the role play. Here is an example using the tenant-landlord example. Small groups complete the worksheet. You may want to correct the questions before asking the students to act out the role play together. Later, students will do a role play in pairs using their own script. This worksheet is for high-beginner or low-intermediate students participating in role play for the first time, so the teacher has provided a great deal of guidance and preparation.

Role Information

It is important that you provide students with information about the various character roles they will play. It is usually advisable for you to assign each student a role if the role play involves several students. This is not necessary in dyad role plays. Interview role plays allow the students to develop their characters as much or as little as they like. For role plays such as interviews, you may prefer students to play themselves. It is worth adding emotions or attitudes to the role play. For example, you may write on a role card: you are a grumpy, young woman, tired from a long day's shopping. Such instructions may add difficulty but can lead students to develop the role play and the character more fully as well as experiment with social and cultural factors in the character's interactions. Allowing student input into character development increases their investment in the role play. You can help by asking them questions about their character before beginning the role play. This warm-up activity can add much color to the role play. If you are using a commercial or existing story or text as the basis of a role play, the characters will probably already be developed for you.

Another way to provide students their own information about roles is to ask them to draw illustrations or choose a picture to develop their roles. We know one teacher who took this form of role development to the limit. She related all language practice in the class to the role play, using characters developed by the students. On the first day of class, the students' homework assignment was to draw or make a collage of a character they would be for the rest of a four-week course. They then presented their characters in class along with a complete physical and character description. After learning some vocabulary related to movements, students described a sequence of physical movements made by their characters and acted them out. During subsequent classes, students were asked to perform various language functions in character, such as reporting an accident or giving opinions on an issue. Students sometimes objected to taking on their character's persona, considering it juvenile. However, they usually got carried away after stepping into character. This approach can turn the most banal oral practice activities into animated and amusing exchanges.

Keep role cards succinct and as simple as possible, but be prepared to help with new vocabulary. Make sure you plan reading, dictionary, and thinking time into role-play preparation. To facilitate student comprehension of role-play cards, you can have students work together to discuss the information on cards and help each other to get into the role. Or match each student with someone from a more advanced class who can

help with the role cards. In an involved role play such as the murder mystery in *Advanced Communication Games* by (Hadfield, 1997), you are advised to give students their character descriptions at least a day beforehand so they study and prepare the information at home.

Modeling the Role Play

It is advisable that you model the role play in some way, especially if students have never before participated in this form of language practice. You can do this using a sequence of pictures and audio recordings, or model a scripted role play with another student. As students become more familiar with role play, especially at advanced levels, less preparation is needed.

Doing the Role Play

The most exciting stage is having the students actually perform the role play. Set a time limit on the role play. If it involves a solution to a problem, be sure that you have students write down or be prepared to report on the problem and solution they have chosen.

The tenant-landlord example is best done in pairs of students with you circulating to observe and provide assistance. Pairs should switch their roles halfway through the time allowed. If the role play includes more than student pairs, you should take on one of the roles. If pairs or small groups are participating in the role play, be sure to have a related or extension activity for those who finish early.

Processing the Role Play

You and your students should discuss the results of the role play. Students will be interested in hearing what went on in their peers' role plays, and you may want to extend the role play to include discussion about sociolinguistic and cultural aspects.

Depending upon your role play, it may start with pairs or groups of students presenting their role play to the rest of the class. Or it may start with students sharing problems and solutions. For example, in the tenant-landlord role play, a pair might say, My problem was mice. My landlord suggested an exterminator. Then, you might discuss other solutions with the students, for example, getting a cat, or plugging the holes in the walls. For advanced students, you might also discuss register, nonverbal behavior, and protocols for making complaints to those who seem to have power.

It is also useful to get feedback from the students on how they liked the role play as a learning strategy and how it could be used or improved in future.

Follow-Up

Your role-play activity need not end in class. You can have students write-up their role play as a narrative or a script. You can assign this as homework; to check understanding, give students a worksheet to fill in, based on the role play. Collect the homework to analyze any further work that needs to be done to achieve your objectives.

Drama and Sociodramas

Role play can be developed as a problem-solving tool or as a sociodrama to aid understanding of emotional expression, social interactions, and values of the target culture.

After discussing the situation, context and character roles, Richard-Amato suggests teaching the emotions and nonverbal communications involved in the play and how to express them. She suggests a number of ways to teach these to students such as modelling or drawing pictures of faces showing the expressions (see LexiCarry by Moran). By forming small groups as in charades, students can teach each other facial expressions and nonverbal language that accompany various emotions. Have students watch the clip without the sound and guess what emotions the characters are expressing. Then replay the clip with the sound on.

Richard-Amato suggests using puppets with children to motivate student production of a drama or sociodrama. Students can also bring items from home and produce a drama that includes the use of all the items. Another interesting idea is Readers' Theatre in which students take roles in a play and read them as if they were rehearsing for a performance. You may decide to use an actual short dramatic piece or a segment of a longer literary piece that students are studying in their literature class. Involve as many students as possible as characters and narrator. You may also involve students as directors, critics, stage managers, set designers, make-up artists, and lighting and sound experts. The key is to have students interact in a character role so that they can try on different social behaviors. It is extremely important that you, as teacher (and in this case production manager), create enthusiasm. This will motivate the students and encourage them to take the risks necessary to carry out their roles and have fun doing so. Eventually students write their own scripts.

2.3.9. SIMULATIONS AS A TEACHING STRATEGY

A distinction is sometimes made between simulation and role play. A simulation is a highly developed role play, almost a miniplay, that it is not scripted. The teacher sets up a simulated environment, such as the traffic accident set-up described earlier. The key is to structure the roles and action around a problem or series of problems. A simulation is more involved than a single transactional episode, such as a customer returning a defective vacuum cleaner or making an appointment. In simulations, students may have to perform a variety of speeches and activities. For example, (Frankel and Meyers, 1992) present a simulation of going to the doctor. This involves setting up a waiting room, a receptionist's desk, and an examination room. Students check in with the receptionist, spend time in the waiting area, and are called one by one to see the doctor who proceeds with an examination and diagnosis. You can even extend your simulations to include a "trip" to the pharmacy to fill a prescription. The role play, by contrast, might be just the conversation between the doctor and the patient. There are a number of sources of simulation games and activities. (Genzel and Cummings, 1986) describe a shopping simulation and (Curtain and Dahlberg, 2004) describe fantasy simulations for children in EFL situations. Such simulations can create a vivid connection between the classroom experience and the target culture. Here is one example:

Children are issued passports and airline tickets and prepare for a "trip" to Germany, Canada, Colombia, or any other destination appropriate. The teacher prepares an "aircraft" with a masking tape outline on the floor with chairs placed side by side, in twos or in fours, and labeled with letters and numbers, as in a real aircraft there are realia typically found in an airplane. Children are directed to show their tickets and their passports to the flight attendant, to find their seats, to buckle their imaginary seatbelts to look out their imaginary windows. The children finally arrive at their destination and exclaim over large pictures of the city in which they have landed, as they are directed to look at and point to special landmarks they should note (Curtain and Dahlberg, 237).

2.3.10. COMMUNICATIVE GAMES AS A TEACHING STRATEGY

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Communicative games which are task based and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban and Metin, 2000). On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz and Cope, 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad, 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman, 1998). An action research conducted by (Huyen and Nga, 2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in (Huyen and Nga, 2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

The benefits of using games in language-learning can be summed up in nine points.

Games are learner centered.
Games promote communicative competence.
Games create a meaningful context for language use.
Games increase learning motivation.
Games reduce learning anxiety.
Games integrate various linguistic skills.
Games encourage creative and spontaneous use of language.
Games construct a cooperative learning environment.
Games foster participatory attitudes of the students.

Some Fun Games

Based on the advantages discussed above, English teachers in our school designed a school-wide English competition to help students experience the fun and usefulness of English. Here I would like to share with other teachers the games we played and some observations I have made. Our competition involved major five tasks. Students broke into teams of five members. The team that finished first was the champion. To further complicate the game, each task station was hidden in different locations all over campus. Participants only obtained directions to the next station after completing the present task. This not only offered students a chance to use their map-reading and problem-solving skills, but it also added a dynamic atmosphere to the competition. The participants were college freshmen at lower-intermediate language level (about 18 years old).

The tasks are described as follow:

Mysterious Landmarks

Competitors assemble a 20-piece jigsaw puzzle of a world famous landmark (such as the Eiffel Tower, Mt. Fuji the Great Wall, etc).

Then they describe puzzle image in five sentences to complete the task.

This game encourages students' productive skills and elicits their speech fluency. Cross-culture concepts are also addressed. The number, the length, and the patterns of sentence can vary depending on the students' language ability and linguistic points the instructor would like to reinforce.

What's the Number?

Participants use the four basic operations (addition, subtraction, division and multiplication) to compute a simple mathematical equation provided orally by the instructor.

They call out the correct answer as soon as possible.

This game addresses students' listening skills and tests their understanding of numbers, which is often an important part of language teaching materials.

Story Time

Participants pick and listen to a tape randomly selected from a provided stack of tapes (the recording contains a spoken excerpt of a well-known children's story, such as the Snow White, the Ginger Bread Man, etc).

After listening to the entire excerpt, competitors correctly identify the title of the story from a provided list.

The recorded stories are all classical bedtime stories for young children and have been translated into most of the major languages worldwide. Students should be familiar with those stories. This game focuses on gist-listening skills. Students only need to catch the key terms to figure out what the story is.

Art Master

The instructor describes a picture orally.

Competitors simultaneously recreate the picture on a sheet of paper, correctly including named objects in accurate positions.

This game reinforces the use of prepositions, such as to the right of, to the left of, in the middle of, or under, etc. It also reinforces the vocabulary of concrete objects students have already learned before. The complexity of the picture will depend on the level of the students.

What's Cooking?

Participants read a recipe and make the dish.

The amount of ingredients and assembly process must follow exactly the instructions laid out in the recipe.

The participants eat the dish they have prepared, all together and as fast as possible, because whoever finishes the five tasks first wins the entire competition.

This game not only reinforces food vocabulary, but it also tests the ability of students to comprehend written instructions. This is also good for introducing cross-culture topics. Recipes may vary depending on what food terms and cultures the teachers wishes to cover. Salads and sandwiches are easy-to-prepare recipes. The eating part adds an additional element of fun to the game.

Although the whole competition is a combination of five games, each game is suitable for reinforcement of individual language skills and easily applied in the classroom. One feature of these games is that students with lower language ability in a team can still contribute if they are good at skills other than languages, such as putting together jigsaw puzzles, calculating numbers, drawing, or eating fast.

2.4. DEFINITION OF BASIC TERMS

Communication: activity of information exchange between two or more participants by listening and speaking.

Syntax: it is the study of the principles and processes by which sentences are constructed in particular languages. (Webster, 2009)

Word Association: the connection and production of other words in response to a given word.

Interaction: mutual or reciprocal action or influence (Collins, 2012)

Dialogue: an exchange of ideas or opinions between two or more people

Interlocutor: a person in the middle of the line in a minstrel show who questions the end men and acts as leader (Webster, 2009)

Activity: something that is done for pleasure and that usually involves a group of people (Collins, 2012)

Competence: the ability to do something well, the quality or state of being competent (Webster, 2009)

2.5. HYPOTHESIS SYSTEM

2.5.1 GENERAL HYPOTHESIS

The communicative activities (dialogues, role plays, simulations and games) as a teaching strategy develop the speaking skill in students of segundo año de bachillerato, class “F” at Unidad Educativa “Pedro Vicente Maldonado” during academic year 2014-2015.

2.6.VARIABLES

❖ INDEPENDENT

- Communicative activities (dialogues, role plays, simulations and games)

❖ DEPENDENT

- Development of speaking skill

2.6.1. SPECIFIC HYPOTHESIS I

- The use of communicative activities (dialogues, role plays, simulations and games) develop fluency in speaking.

❖ **INDEPENDENT VARIABLE**

- Communicative activities

❖ **DEPENDENT VARIABLE**

- Fluency in speaking

2.6.2. SPECIFIC HYPOTHESIS II

- The use of communicative activities (dialogues, role plays, simulations and games) develop accuracy in speaking.

❖ **INDEPENDENT VARIABLE**

- The use of communicative activities

❖ **DEPENDENT VARIABLE**

- Accuracy in speaking

2.6.3. SPECIFIC HYPOTHESIS III

- The use of communicative activities (dialogues, role plays, simulations and games) develop pronunciation in speaking

❖ **INDEPENDENT VARIABLE**

- The use of communicative activities

❖ **DEPENDENT VARIABLE**

- Pronunciation in speaking

2.7. IMPLEMENTING THE VARIABLES

2.7.1. SPECIFIC HYPOTHESIS I

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
Communicative activities (dialogues, role plays, simulations and games)	Set of activities which use real life situations to trigger real communication using the target language.	- Activities - Communication	- Talking - Acting - Playing - Interacting - Interacting - Transmit the message - Keeping the dialogue	Technique: Observation Instrument: Observation guide Notes
Fluency in Speaking	Ability to interact quickly in an intelligible and reasonable way without too much hesitation	- Fluency	-Hesitation -Number of pauses	Technique: Observation Instrument: Observation guide Notes

2.7.2. SPECIFIC HYPOTHESIS II

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
Communicative activities (dialogues, role plays, simulations and games)	Set of activities which use real life situations to trigger real communication using the target language.	- Activities - Communication	- Talking - Acting - Playing - Interacting - Interacting - Transmit the message - Keeping the dialogue	Technique: Observation Instrument: Observation guide Notes
Accuracy in speaking	Ability of interact with a correct use of the language in relation to the rule system (grammar)of the target language	- Accuracy	-Hesitation -Number of pauses	Technique: Observation Instrument: Observation guide Notes

2.7.3. SPECIFIC HYPOTHESIS III

VARIABLES	CONCEPT	CATEGORY	INDICATOR	TECHNIQUES AND INSTRUMENTS
Communicative activities (dialogues, role plays, simulations and games)	Set of activities which use real life situations to trigger real communication using the target language.	- Activities - Communication	- Talking - Acting - Playing - Interacting - Interacting - Transmit the message - Keeping the dialogue	Technique: Observation Instrument: Observation guide Notes
Pronunciation in speaking	Ability of producing the sounds correctly in speech, which are used in oral interaction.	- Speech Sound	-Hesitation -Number of pauses	Technique: Observation Instrument: Observation guide Notes

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH METHODS

- a. **Deductive Method:** The present research used the following stages: application, comparison, and demonstration, which contributed to start from a comprehensive analysis of the facts presented according to the research process observation guide applied to the students with the purpose of support the problem with communicative activities to improve speaking skill.
- b. **Scientific Method:** The scientific method was necessary to resume the different definitions related to the content, which made mention to each one of the variables, since some information was taken from some investigators, educators and experts who, conduced similar researches processes previously and those were presented with clear approaches to develop the theme proposed, it means, that the present research project was a real contribution to the use of communicative activities (dialogues, role plays, simulations and games) as a teaching strategy develop the speaking skill
- c. **Inductive Method:** Through the following steps: observation, experimentation, comparison and generalization was started from particular to general facts focused to determinate the students' difficulties related to the application of communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill

3.2. TYPE OF RESEARCH

- a. **Descriptive Research:** The purpose of the descriptive research was describing in an explicit and concise manner the facts presented in the investigation according to the results obtained from the observation guide applied to the experimental group to

determine whether the communicative activities (dialogues, role plays, simulations and games) as a teaching strategy had the intended effect on the development of the speaking skill.

3.3. RESEARCH DESIGN

During four months, in order to obtain relevant information from the research applied to students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado”, the following procedure was performed:

The first month was useful to evaluate the level of speaking, it was prepared the instruments for data collection (observation guides), to obtain information in three aspects of speaking: fluency, accuracy and pronunciation, then the data collected were tabulated to know the percentage of difficulties in speaking. The results obtained of the observation guides allow knowing the deficiencies in Speaking Skill. Once obtained the results, it was elaborated a guide to use communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to improve speaking skill, therefore to give a solution to deficiencies in speaking skill.

The second stage was developed during three months. At the beginning it was applied the different communicative activities (dialogues, role plays, simulations and games) during two months. The last month was used for the application of the respective oral tests and observation guide and to know the effect of the communicative activities (dialogues, role plays, simulations and games) in the development the speaking skill, then the data collected were tabulated to know the percentage of improvements in speaking, next it was elaborated the statistical tables and graphics, using Excel to analyze the statistical results for establishing relationships in accordance with the objectives and hypotheses. Finally it was elaborated the conclusions and recommendations. It was found positive effects in the speaking level of students. Most of them improve their pronunciation, fluency and accuracy.

3.3.1. TECHNICAL PROCEDURES

During three months, in order to obtain relevant information from the research applied to students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado”, the following procedure will be performed:

This investigation will be developed in two stages; the first one will be useful to evaluate the level of knowledge about speaking and the second one to analyze the influence of communicative activities (dialogues, role plays, simulations and games) in fluency, accuracy and pronunciation in speaking. This information was collected through the application of observation guides to compare the initial level of speaking, it was used a short dialogue with a rubric to evaluate fluency, accuracy and pronunciation. After the application of communicative activities it was used the same dialogue with its rubric and it was found positive effects in the speaking level of students. Most of them improve their pronunciation, fluency and accuracy.

3.3.2. PRE-TECHNICAL PROCEDURES

- Elaboration and reproduction of instruments for the data collection. It means the elaboration of the observation guide to recollect data.
- Application of a diagnostic test to know the deficiencies in English Language learning
- Application of the respective observation guide to the students of segundo de bachillerato “F” at Unidad Educativa “Pedro Vicente Maldonado”.
- Tabulation Data, to know the percentage of problems related to speaking skill.
- Elaboration of statistical tables and graphics, using Excel.
- Application of the communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill, and to give a solution to problems in speaking skill.

3.3.3. POST-TECHNICAL PROCEDURES

- Application of an evaluation test to the students of segundo de bachillerato “F” at Unidad Educativa “Pedro Vicente Maldonado”

- Application of communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill
- Tabulation Data.
- Elaboration of statistical tables and graphics, using Excel.
- Review the information collected: select suitable information for the research, detect any mistakes, etc.
- Analysis of the statistical results for establishing relationships in accordance with the objectives and hypotheses.
- Interpretation of results supported by the theoretical framework.
- Checking hypotheses.
- Make conclusions and recommendations.

3.4. POPULATION AND SAMPLE

3.4.1. Population: The population consists of 39 students of segundo año de bachillerato, class “F” at Unidad Educativa “Pedro Vicente Maldonado”

3.4.2. Sample: Due to the population is smaller it was not necessary to apply a sample formula so; it worked with the whole universe.

3.5. TECHNICAL AND INSTRUMENT DATA COLLECTION

3.5.1. TECHNIQUES

- a. Observation:** The present technique will be applied directly to students of segundo año de bachillerato, class “f” at Unidad Educativa “Pedro Vicente Maldonado” in order to identify the point of difficulties faced in the use of communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill.

3.5.2. INSTRUMENT

- b. Observation guide:** It will be conducted by items established for the students focused on the variables (dependent and independent), specific parameters which allowed to identify the level of difficulty related to the use of communicative activities (dialogues, role plays, simulations and games) as a teaching strategy to develop the speaking skill.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1. PRE OBSERVATION

TABLE N°1

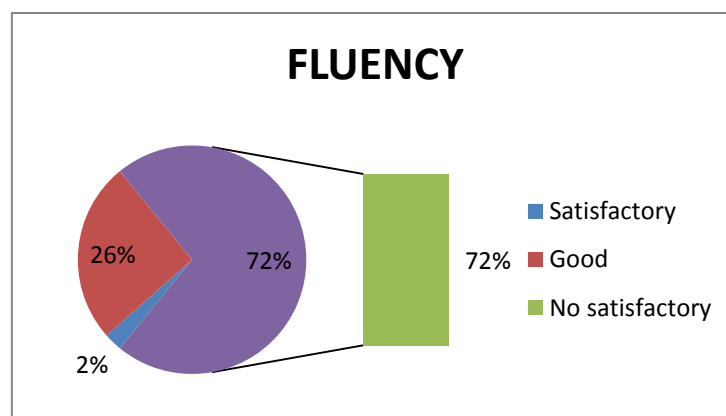
- a) **Fluency:** Ability to interact quickly in an intelligible and reasonable way without too much hesitation.

FLUENCY	FREQUENCY	PERCENTAGE
Satisfactory	1	2,56
Good	10	25,64
No satisfactory	28	71,79
TOTAL	39	100,00

Reference: Observation Guide

Made by: Christian Yanchaliquín

GRAPHIC N° 1



Reference: Table N° 1

Made by: Christian Yanchaliquín

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 72% of them did not have enough ability of fluency in speaking, and so they couldn't have a fluid oral communication. The 26% of them had fluency in speaking in an acceptable way, and only 2% had the ability of fluency in speaking.

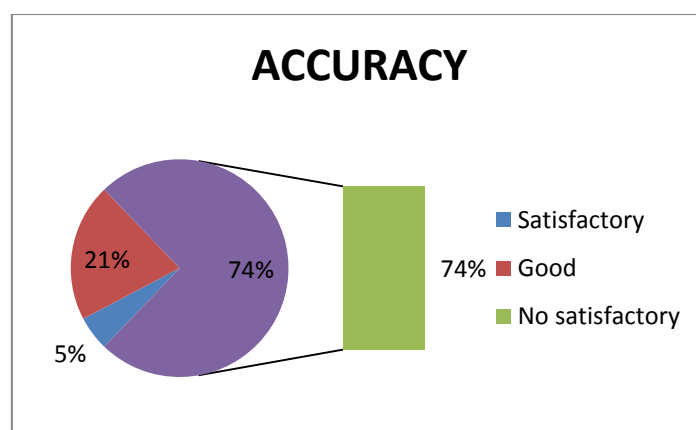
TABLE N° 2

b) Accuracy: Ability of interact with a correct use of the language in relation to the rule system (grammar) of the target language.

ACCURACY	FREQUENCY	PERCENTAGE
Satisfactory	2	5,13
Good	8	8,00
No satisfactory	29	74,36
TOTAL	39	100,00

Reference: Observation Guide
Made by: Christian Yanchaliquín

GRAPHIC N° 2



Reference: Table N° 2
Made by: Christian Yanchaliquín

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 74% of them did not have enough ability of accuracy in speaking, and so they couldn't communicate with the rule system. While 21% of them were able to use oral language with the rule system but with some difficulties, and only the 5% could speak with accuracy.

TABLE N° 3

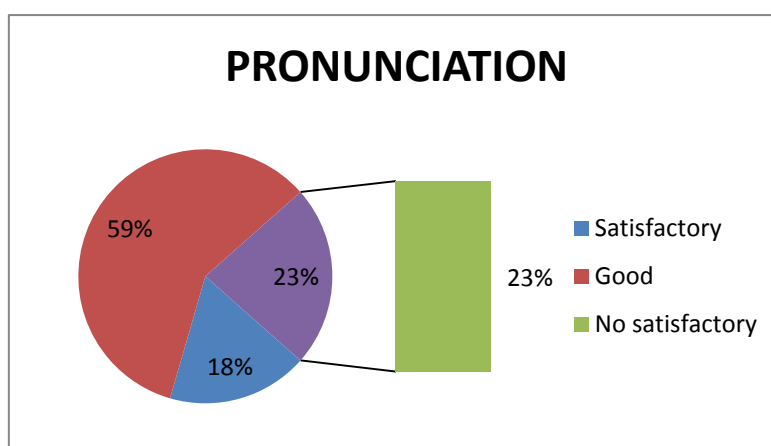
c) **Pronunciation:** Ability of producing the sounds correctly in speech, which are used in oral interaction.

PRONUNCIATION	FREQUENCY	PERCENTAGE
Satisfactory	7	17,95
Good	23	58,97
No satisfactory	9	23,08
TOTAL	39	100,00

Reference: Observation Guide

Made by: Christian Yanchaliquín

GRAPHIC N° 3



Reference: Table N° 3

Made by: Christian Yanchaliquín

Analysis and Interpretation:

After the diagnostic of the students' initial situation, the 23% of them did not have enough ability of pronunciation in speaking, and so they couldn't be understood in speaking. While 59% of them had an acceptable ability in pronunciation but with some difficulties, and the 18% of them could speak with a correct pronunciation.

4.2. POST OBSERVATION

TABLE N° 1

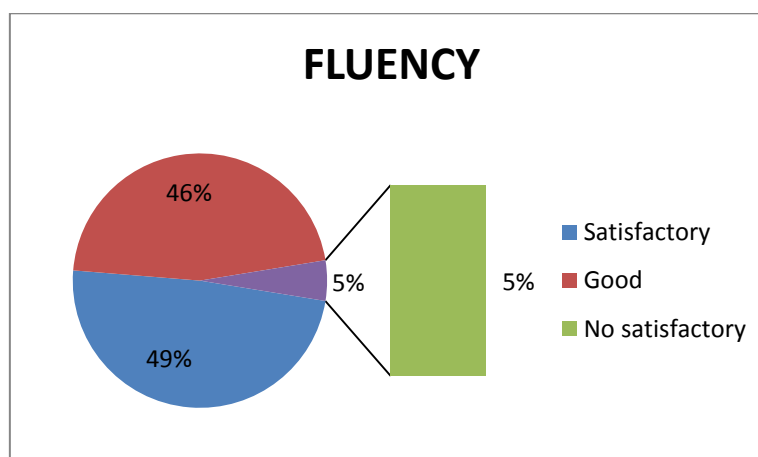
- a) **Fluency:** Ability to interact quickly in an intelligible and reasonable way without too much hesitation.

FLUENCY	FREQUENCY	PERCENTAGE
Satisfactory	19	48,72
Good	18	46,15
No satisfactory	2	5,13
TOTAL	39	100,00

Reference: Observation Guide

Made by: Christian Yanchaliquín

GRAPHIC N° 1



Reference: Table N° 1

Made by: Christian Yanchaliquín

Analysis and Interpretation:

Before the application of communicative activities such as (dialogues, role plays, simulations and games) the 49% of students improved significantly their ability of fluency in speaking,. While the 46% of them had an acceptable ability in fluency but with some difficulties, but only the 5% of them did not improve their fluency in speaking.

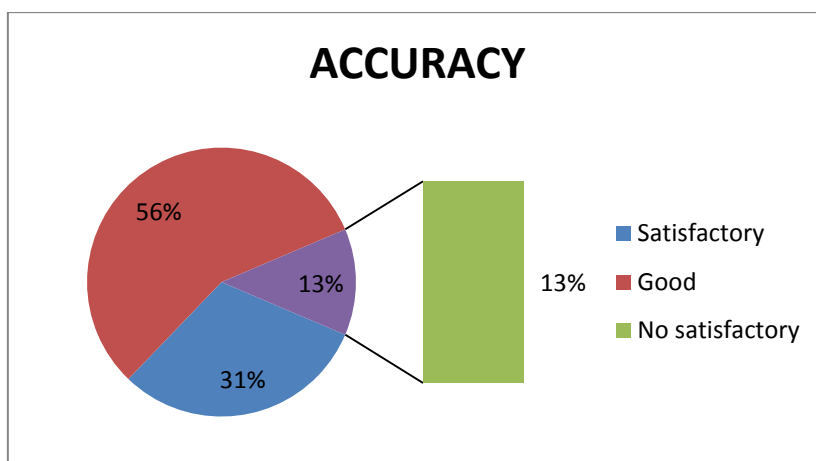
TABLE N° 2

b) Accuracy: Ability of interact with a correct use of the language in relation to the rule system (grammar) of the target language.

ACCURACY	FREQUENCY	PERCENTAGE
Satisfactory	12	30,77
Good	22	56,41
No satisfactory	5	12,82
TOTAL	39	100,00

Reference: Observation Guide
Made by: Christian Yanchaliquín

GRAPHIC N° 2



Reference: Table N° 2
Made by: Christian Yanchaliquín

Analysis and Interpretation:

Before the application of communicative activities such as (dialogues, role plays, simulations and games) the 31% of students improved significantly their ability of accuracy in speaking,. While the 56% of them had an acceptable ability in fluency but with some difficulties, but only the 13% of them did not improve their accuracy in speaking.

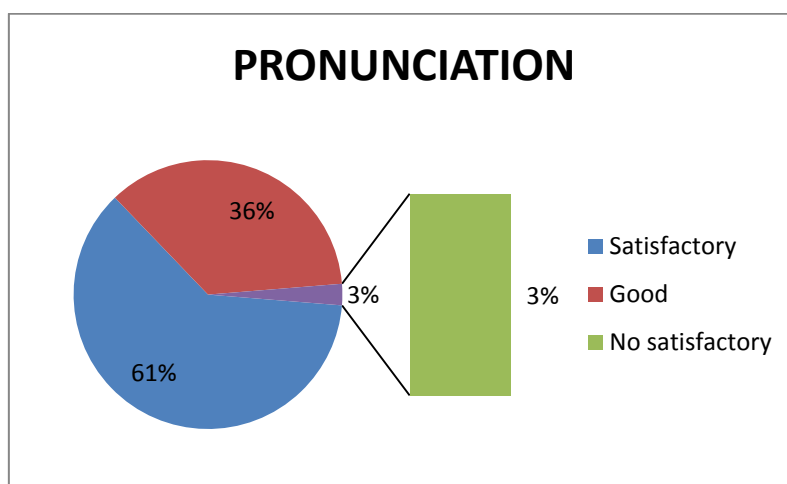
TABLE N° 3

c) **Pronunciation:** Ability of producing the sounds correctly in speech, which are used in oral interaction.

PRONUNCIATION	FREQUENCY	PERCENTAGE
Satisfactory	24	61,54
Good	14	35,90
No satisfactory	1	2,56
TOTAL	39	100,00

Reference: Observation Guide
Made by: Christian Yanchaliquín

GRAPHIC N° 3



Reference: Table N° 3
Made by: Christian Yanchaliquín

Analysis and Interpretation:

Before the application of communicative activities such as (dialogues, role plays, simulations and games) the 61% of students improved significantly their ability of pronunciation in speaking. While the 36% of them had an acceptable ability in pronunciation but with some difficulties, but only the 13% of them did not improve their pronunciation in speaking.

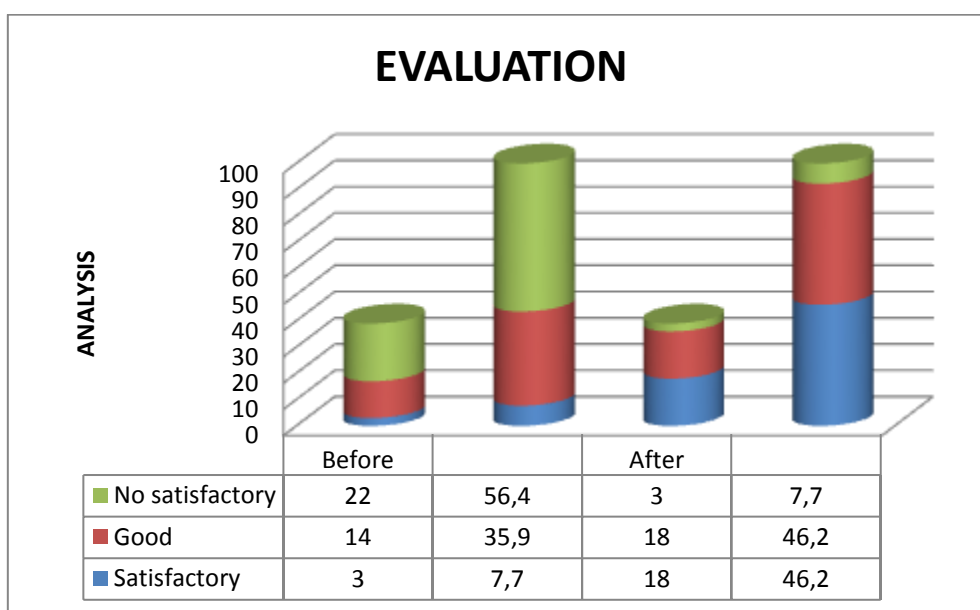
4.3. EVALUATION AND ANALYSIS

TABLE N° 4

USE OF COMMUNICATIVE ACTIVITIES	SATISFACTORY	GOOD	NO SATISFACTORY	TOTAL
BEFORE	3	14	22	39
	7,7	35,9	56,4	100%
AFTER	18	18	3	39
	46,2	46,2	7,7	100%

Reference: Observation Guide
Made by: Christian Yanchaliquín

GRAPHIC N° 4



Reference: Table N° 4
Made by: Christian Yanchaliquín

Analysis and Interpretation:

Concluding the process of tabulating and analyzing the data collected, speaking skill increase in students of segundo año de bachillerato “F”, before the development of this thesis project, it can be seen that only the 8% of them were able to speak properly. After the project was applied through communicative activities, the 46% of students were able

to speak with fluency, accuracy and good pronunciation. Consequently, at the end of this study it can be said that communicative activities such as dialogues, role plays, simulations and games, develop the speaking skill in the students of segundo año de bachillerato, class “F” at Unidad Educativa Pedro Vicente Maldonado during academic year 2014-2015.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

At the end of the investigation, it can be concluded that the students increased noticeably their ability of speaking through the use of communicative activities

The application of communicative activities develops the speaking skill in the students, with fluency which refers to the ability to interact quickly in an intelligible and reasonable way without too much hesitation.

The application of communicative activities develops the speaking skill in the students, with accuracy which refers to the ability to interact with a correct use of the language in relation to the rule system (grammar) of the target language.

The application of communicative activities develops the speaking skill in the students, with correct pronunciation which refers to the ability of producing the sounds correctly in speech, which are used in oral interaction.

5.2. RECOMMENDATIONS

It is important for teachers and students to use communicative activities such as dialogues, role plays, simulations and games, because they develop the speaking skill in with a dynamic and fun way, for all levels.

It is very important that teachers catch the attention of their students through the use of the creativity; creativity is an essential tool in teaching. The teacher can create their own communicative activities with creativity.

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ATTACHMENTS

ATTACHMENT 1

PREOBSERVATION GUIDE N° 1

The observation guide is applied to know the level of fluency in speaking before the use of communicative activities.

PARTS OF SPEAKING		FLUENCY		
		Ability to interact quickly in an intelligible and reasonable way without too much hesitation		
STUDENTS		Satisfactory	Good	No satisfactory
1	Acan Darwin			✓
2	Aguaguña Jessenia			✓
3	Ati Franklin			✓
4	Ayerbe Kevin		✓	
5	Basantes Daniel		✓	
6	Cabezas Wellington			✓
7	Calva Edwin			✓
8	Chavez Stalin		✓	
9	Chinche William			✓
10	Duchi Mauro			✓
11	Espinoza Yahaira			✓
12	Fiallos Elian		✓	
13	Gomez Fabricio			✓
14	Guaman Abraham			✓
15	Guerrero Jonatan			✓
16	Herrera Kevin			✓
17	Lamiña Lucy			✓
18	Lata Stalin		✓	
19	Llanga Erick		✓	
20	Mantilla Nicol		✓	
21	Mendez Pricila			✓
22	Molina Mercy			✓
23	Morocho Oscar		✓	
24	Moyota Myriam			✓
25	Nono Cristhian			✓
26	Paguay Dennys			✓
27	Pinchao Jhonatan			✓
28	Rivera Maritza	✓		
29	Robayo Helen			✓

30	Romero Dennys			✓
31	Romero Francisco			✓
32	Ruiz Adamaris			✓
33	Tagua Edison		✓	
34	Tenelema Diego			✓
35	Vallejo Andres			✓
36	Vallejo Leslie		✓	
37	Villa Kevin			✓
38	Yucta Vanessa			✓
39	Zumba Rodolfo			✓
	TOTAL	1	10	28

ATTACHMENT 2

POSTOBSERVATION GUIDE N° 1

The observation guide is applied to know the level of fluency in speaking after the use of communicative activities.

PARTS OF SPEAKING		FLUENCY		
		Ability to interact quickly in an intelligible and reasonable way without too much hesitation		
		Satisfactory	Good	No satisfactory
STUDENTS				
1	Acan Darwin		✓	
2	Aguaguña Jessenia	✓		
3	Ati Franklin	✓		
4	Ayerbe Kevin	✓		
5	Basantes Daniel		✓	
6	Cabezas Wellington			✓
7	Calva Edwin		✓	
8	Chavez Stalin	✓		
9	Chinche William	✓		
10	Duchi Mauro		✓	
11	Espinoza Yahaira	✓		
12	Fiallos Elian	✓		
13	Gomez Fabricio	✓		
14	Guaman Abraham		✓	
15	Guerrero Jonatan		✓	
16	Herrera Kevin	✓		
17	Lamiña Lucy		✓	
18	Lata Stalin		✓	
19	Llanga Erick	✓		
20	Mantilla Nicol	✓		
21	Mendez Pricila		✓	
22	Molina Mercy	✓		
23	Morocho Oscar		✓	
24	Moyota Myriam		✓	
25	Nono Cristhian	✓		
26	Paguay Dennys	✓		
27	Pinchao Jhonatan			✓
28	Rivera Maritza	✓		
29	Robayo Helen		✓	
30	Romero Dennys		✓	

31	Romero Francisco		✓	
32	Ruiz Adamaris	✓		
33	Tagua Edison	✓		
34	Tenelema Diego		✓	
35	Vallejo Andres	✓		
36	Vallejo Leslie	✓		
37	Villa Kevin		✓	
38	Yucta Vanessa		✓	
39	Zumba Rodolfo		✓	
	TOTAL	19	18	2

ATTACHMENT 3

PREOBSERVATION GUIDE N° 2

The observation guide is applied to know the level of accuracy in speaking before the use of communicative activities.

PARTS OF SPEAKING		ACCURACY		
		Ability of interact with a correct use of the language in relation to the rule system (grammar)of the target language		
STUDENTS		Satisfactory	Good	No satisfactory
1	Acan Darwin	✓		
2	Aguaguíña Jessenia			✓
3	Ati Franklin			✓
4	Ayerbe Kevin		✓	
5	Basantes Daniel			✓
6	Cabezas Wellington			✓
7	Calva Edwin			✓
8	Chavez Stalin		✓	
9	Chinche William			✓
10	Duchi Mauro			✓
11	Espinoza Yahaira			✓
12	Fiallos Elian		✓	
13	Gomez Fabricio			✓
14	Guaman Abraham			✓
15	Guerrero Jonatan			✓
16	Herrera Kevin			✓
17	Lamiña Lucy			✓
18	Lata Stalin			✓
19	Llanga Erick		✓	
20	Mantilla Nicol			✓
21	Mendez Pricila			✓
22	Molina Mercy			✓
23	Morocho Oscar		✓	
24	Moyota Myriam			✓
25	Nono Cristhian			✓
26	Paguay Dennys			✓
27	Pinchao Jhonatan			✓
28	Rivera Maritza		✓	
29	Robayo Helen			✓
30	Romero Dennys			✓
31	Romero Francisco		✓	

32	Ruiz Adamaris			✓
33	Tagua Edison		✓	
34	Tenelema Diego			✓
35	Vallejo Andres			✓
36	Vallejo Leslie	✓		
37	Villa Kevin			✓
38	Yucta Vanessa			✓
39	Zumba Rodolfo			✓
	TOTAL	2	8	29

ATTACHMENT 4

POSTOBSERVATION GUIDE N° 2

The observation guide is applied to know the level of accuracy in speaking after the use of communicative activities.

PARTS OF SPEAKING		ACCURACY		
		Ability of interact with a correct use of the language in relation to the rule system (grammar)of the target language		
STUDENTS		Satisfactory	Good	No satisfactory
1	Acan Darwin	✓		
2	Aguaguíña Jessenia		✓	
3	Ati Franklin		✓	
4	Ayerbe Kevin	✓		
5	Basantes Daniel		✓	
6	Cabezas Wellington			✓
7	Calva Edwin		✓	
8	Chavez Stalin	✓		
9	Chinche William		✓	
10	Duchi Mauro		✓	
11	Espinoza Yahaira	✓		
12	Fiallos Elian			✓
13	Gomez Fabricio	✓		
14	Guaman Abraham		✓	
15	Guerrero Jonatan		✓	
16	Herrera Kevin	✓		
17	Lamiña Lucy		✓	
18	Lata Stalin		✓	
19	Llanga Erick	✓		
20	Mantilla Nicol		✓	
21	Mendez Pricila		✓	
22	Molina Mercy	✓		
23	Morocho Oscar		✓	
24	Moyota Myriam		✓	
25	Nono Cristhian			✓
26	Paguay Dennys	✓		
27	Pinchao Jhonatan		✓	
28	Rivera Maritza	✓		
29	Robayo Helen		✓	
30	Romero Dennys		✓	

31	Romero Francisco		✓	
32	Ruiz Adamaris		✓	
33	Tagua Edison		✓	
34	Tenelema Diego		✓	
35	Vallejo Andres	✓		
36	Vallejo Leslie	✓		
37	Villa Kevin		✓	
38	Yucta Vanessa			✓
39	Zumba Rodolfo			✓
	TOTAL	12	22	5

ATTACHMENT 5

PREOBSERVATION GUIDE N° 3

The observation guide is applied to know the level of pronunciation in speaking before the use of communicative activities.

PARTS OF SPEAKING		PRONUNCIATION		
		Ability of producing the sounds correctly in speech, which are used in oral interaction.		
STUDENTS		Satisfactory	Good	No satisfactory
1	Acan Darwin	✓		
2	Aguaguña Jessenia		✓	
3	Ati Franklin			✓
4	Ayerbe Kevin		✓	
5	Basantes Daniel	✓		
6	Cabezas Wellington		✓	
7	Calva Edwin			✓
8	Chavez Stalin		✓	
9	Chinche William		✓	
10	Duchi Mauro	✓		
11	Espinoza Yahaira			✓
12	Fiallos Elian		✓	
13	Gomez Fabricio		✓	
14	Guaman Abraham		✓	
15	Guerrero Jonatan		✓	
16	Herrera Kevin		✓	
17	Lamiña Lucy			✓
18	Lata Stalin		✓	
19	Llanga Erick		✓	
20	Mantilla Nicol	✓		
21	Mendez Pricila	✓		
22	Molina Mercy		✓	
23	Morocho Oscar		✓	
24	Moyota Myriam			✓
25	Nono Cristhian		✓	
26	Paguay Dennys		✓	
27	Pinchao Jhonatan		✓	
28	Rivera Maritza	✓		
29	Robayo Helen			✓
30	Romero Dennys		✓	
31	Romero Francisco		✓	
32	Ruiz Adamaris			✓

33	Tagua Edison		✓	
34	Tenelema Diego			✓
35	Vallejo Andres		✓	
36	Vallejo Leslie	✓		
37	Villa Kevin			✓
38	Yucta Vanessa		✓	
39	Zumba Rodolfo		✓	
	TOTAL	7	23	9

ATTACHMENT 6

POSTOBSERVATION GUIDE N° 3

The observation guide is applied to know the level of pronunciation in speaking after the use of communicative activities.

PARTS OF SPEAKING		PRONUNCIATION		
		Ability of producing the sounds correctly in speech, which are used in oral interaction.		
STUDENTS		Satisfactory	Good	No satisfactory
1	Acan Darwin	✓		
2	Aguaguíña Jessenia	✓		
3	Ati Franklin	✓		
4	Ayerbe Kevin	✓		
5	Basantes Daniel	✓		
6	Cabezas Wellington		✓	
7	Calva Edwin		✓	
8	Chavez Stalin	✓		
9	Chinche William	✓		
10	Duchi Mauro		✓	
11	Espinoza Yahaira	✓		
12	Fiallos Elian		✓	
13	Gomez Fabricio	✓		
14	Guaman Abraham		✓	
15	Guerrero Jonatan	✓		
16	Herrera Kevin	✓		
17	Lamiña Lucy		✓	
18	Lata Stalin		✓	
19	Llanga Erick	✓		
20	Mantilla Nicol		✓	
21	Mendez Pricila		✓	
22	Molina Mercy	✓		
23	Morocho Oscar	✓		
24	Moyota Myriam	✓		
25	Nono Cristhian		✓	
26	Paguay Dennys	✓		
27	Pinchao Jhonatan		✓	
28	Rivera Maritza	✓		
29	Robayo Helen		✓	
30	Romero Dennys	✓		
31	Romero Francisco	✓		

32	Ruiz Adamaris	✓		
33	Tagua Edison	✓		
34	Tenelema Diego		✓	
35	Vallejo Andres	✓		
36	Vallejo Leslie	✓		
37	Villa Kevin			✓
38	Yucta Vanessa		✓	
39	Zumba Rodolfo	✓		
	TOTAL	24	14	1

ATTACHMENT 8

Presentation of Communicative Activities by Christian Yanchaliquín



Delivery of worksheets for practicing dialogues and role plays



Practice of Communicative Games by Christian Yanchaliquín and the students.



Practicing of simulations.

