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THEME: METHODS AND TECHNIQUES TO TEACH ENGLISH SPEAKING

SKILL TO CHILDREN

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ABSTRACT.

This work has been done to analyze the importance that the speaking skill has in children and shows activities to make it easy to learn and understand it. It also shows situations that occur in the classrooms because they do not have the opportunity to develop speaking at home because there, they do not have people who know the language or because they are not interested. This investigation includes activities like: grammar, vocabulary, pronunciation, tongue twisters, dialogues, chants, games, and tales that help children feel confident to practice speaking fluently. It also has songs to teach speaking easily improving their English. Music and rhythm make it easier to imitate and remember than spoken words. We can use them also to reinforce structures and vocabulary. Drama is another activity to develop speaking skills in children incorporating, vocal action and mental concentration.

RESUMEN

Este trabajo ha sido realizado para analizar la importancia del desarrollo de la destreza de hablar en los niños y muestra algunas actividades para hacerlo fácil y divertido. Para la práctica de la destreza de hablar se incluye actividades que los niños realizan diariamente en los salones de clases; porque ellos no tienen la oportunidad de practicarlo en casa, tal vez porque allí ellos no cuentan con que conozca el idioma o porque ellos no muestran el suficiente interés para hacerlo. Esta investigación incluye actividades como: gramática, vocabulario, pronunciación, trabalenguas que ayudan a los niños a sentirse confiados a practicar la destreza con fluidez. También tiene canciones para enseñar hablar fácilmente mejorando su inglés. La música y el ritmo lo hacen más fácil de imitar y recordar antes que las palabras habladas. Drama es otra actividad que ayuda a desarrollar la destreza de hablar en los niños incorporando, actividad vocal y concentración mental.

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INTRODUCTION

When we as teachers help our students learn to speak English we are not only teaching them to speak, teaching speaking simply involves providing students with as many chances to speak as is possible - sometimes in a controlled context, and sometimes in a free context.

Speaking is about using our mouth and vocal cords to make sounds that people understand as language. It certainly involves other elements like grammar and vocabulary, but they are not the core of it. We need to do our students fluently users of English but we cannot build fluency by repeating single words or short phrases.

Teaching to talk in the foreign language is frequently considered to be one of the most difficult aspects of the language to achieve. Why is it so? One major reason could be that the foreign language is taught in a classroom and not outside as it is our native language learned. There are other reasons. They are also determined by the learners' characteristics, the social context, and by the conditions of the learning. They refer, more exactly, the learning of a foreign language in the environment in which the language in question is not used as the regular means of communication.

Students often think that the ability to speak a language is product of language learning, but speaking is also a crucial part of the language learning process in which language

learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do it by talking. They are also embarrassed or shy to say anything wrong or something that listeners cannot understand or a partner has no interest.

Now many linguists and teachers agree on, that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. Students will have the opportunity of communicating with each other in the target language. In brief, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task, and also enjoy the activities they do.

CHAPTER I

1.1 THE SPEAKING SKILL THROUGH OUT TIME.

Language is a system for the expression of meaning: primary function-interaction and communication. The human history is built upon communication. Verbal communication has built the foundation of who we are? Where we came from? And what we hope to become?

English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. 80% of electronically stored information is in English. The language teaching profession was involved in a search of methods or a method that could successfully help to teach students a foreign language in the classroom.

1.1.1. The Grammar Translation Method

Which main characteristic was that classes were taught in the mother tongue, also vocabulary was given in the form of long lists of isolated words to memorize.

As Omaggio describes is, testing of the students is done almost exclusively through translation: “students had learned the language well if they could translate the passages well.”

1.1.2. The Direct Method.

Sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900 and it is best represented by the methods devised by Berlitz and de Sauzé .

The basic premise of this method was that second language learning should be more like first language learning- lots of interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammatical rules.

Richard and Rodgers summarized the principles of the Direct Method:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small intensive classes.

4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

(1986:9-10)

1.1.3. The Audio-Lingual Method

It was developed around World War II when governments realized that they needed more people who could conduct conversations fluently in a variety of languages, work as interpreters, code-room assistants, and translators. However, since foreign language instruction in that country was heavily focused on reading instruction, no textbooks, other materials or courses existed at the time, so new methods and materials had to be devised.

This first version of the method was originally called the oral method, the aural-oral method or the structural approach. The audio-lingual method truly began to take shape near the end of the 1950s, this time due government pressure resulting from the space race. Courses and techniques were redesigned to add insights from behaviorist psychology to the structural linguistics and constructive analysis already being used. Under this method,

students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times.

Charles Fries later included principles for behavioral psychology, as developed by B.F. Skinner, into this method.

1. - New material is presented in dialogue form.
2. - There is dependence on mimicry, memorization of set phrases, and over-learning.
3. – Structures are sequenced by means of contrastive analysis and taught one at a time.
4. – Structural patterns are taught using repetitive drills.
5. – There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. - Vocabulary is strictly limited and learned in context.
7. - There is much use of tapes, language labs, and visual aids.
8. - Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

(Adapted from Prator & Celce-Murcia, 1979).

1.1.4. The Community Language Teaching.

By the decade of the 1970's as we increasingly recognized the importance of the affective domain, some innovative methods took on a distinctly affective nature. Community Language Learning is a classic example of an affectively based method. Charles Curran (1972) was inspired by Carl Rogers's view of education in which learners in a classroom were regarded not as a "class" but as a "group". In order for any learning to take place, group members first needed to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning in a context of valuing each individual in the group .

The group of students (e.g. English beginning learners), having first established in their native language (e.g. Spanish) an interpersonal relationship and trust, were seated in a circle with the counselor (teacher) on the outside of the circle. When one of the clients wished to say something to the group or an individual, he said it back in the native language (Spanish) and the counselor translated the utterance back to the learner in the second language (English). The learner then repeated that English sentence as accurately as possible. Another client responded, in Spanish; the utterance was translated by the counselor into English; the client repeated it; and the conversation continued. If possible, the conversation was taped for later listening, and the learners inductively tried to obtain information about the

new language. All threats were supposedly removed in this method. But the counselor-teacher could become too nondirective. Gradually, the learner was able to speak a word or phrase directly in the foreign language without translation.

This was the first sign of the learner's moving away from complete dependence on the counselor. As the learners gained more and more familiarity with the foreign language, more and more direct communication could take place, with the counselor providing less and less direct translation and information. After many sessions, perhaps many months or years later, the learner achieve fluency in the spoken language. The learner had become independent at that moment.

All threats were supposedly removed in this method. But the counselor-teacher could become too non-directive.

1.1.5. Total Physical Response.

According to Asher, TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth _ including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. It looks to the way that children learn their native language. Communication between parents and their children

combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in class. The method also promises double efficiency in terms of rate of learning, according to several studies in the literature.

Typically, TPR heavily utilized the imperative mood, even into more advanced proficiency levels. Commands were an easy way to get learners to move about and to loosen up. No verbal response was necessary. More complex syntax could be incorporated into the imperative. Humor is easy to introduce, interrogatives were also easily dealt. Eventually students, one by one, would feel comfortable enough to venture verbal responses to questions, then to ask questions themselves, and to continue the process.

TPR is now a household name among teachers of foreign languages. It is widely acclaimed as a highly effective method at beginning levels, and almost a standard requirement in the instruction of young learners. It is also admired as a method due to its inherent simplicity, making it accessible to a wide range of teachers and learning environments.

1.1.6. The Natural Approach.

Krashen and Terrell said that the essence of language is meaning. Vocabulary, not grammar, is the heart of the language. There are two ways of learning a second language development: “acquisition” a natural process, and “learning” a conscious process. Learning cannot lead to acquisition. The objective is designed to give beginners and intermediate learners basic communication skills. Four broad areas; basic personal communicative skills (oral/written), academic learning skill (oral/written). The syllabus is based on selection of communicative activities and topics derived from learner needs.

Activities allow comprehensible input, about things in the here-and now. Focus on meaning not form. Learners should not try to learn language in the usual sense, but should try to lose themselves in activities involving meaningful communication. The teacher is the primary source of comprehensive input. He must create positive low anxiety climate. He must chose and orchestrates rich mixtures of classroom activities. The materials come from realia rather than textbooks. The primary aim is to promote comprehension and communication. (1983:1)

1.1.7. Communicative Language Teaching.

It starts in the late 1970's and early 1980's and was developed from de late 1980's – 1990's the approaches that highlighted communicative properties of language, and classrooms were increasingly characterized by authenticity, real-world simulation, and meaningful tasks. Now we are investigating the nature of social, cultural, and pragmatic features of language beyond grammatical and discourse elements in communication. We are exploring pedagogical means for “real- life “communication in the classroom. We are trying to have learners develop linguistic fluency, and not just accuracy, as in the past.

David Nunan recognized these principles of CLT:

1. Classroom goals are focused on all components (grammatical, discourse, functional, and strategic) of communicative competence. Goals must intertwine organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish these purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning.

All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as competition between rival methods or

even passing fads in the methodological theory underlying foreign language teaching. Foreign language teachers must provide their students with adequate teaching methodology that will permit for the development of verbal skills. That is why English teachers must find methods that are the most appropriate during the different stages of the teaching and learning process.

CHAPTER II

2.1 Teaching Speaking To Children

Material in this section is drawn from the modules “Research and language learning: A tour of the horizon” by Ken Sheppard, and “Spoken language: What it is and how to teach it” by Grace Stovall Burkhart in Modules for the professional preparation of teaching assistants in foreign languages (Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998)

Teaching a foreign language to young children is different from teaching older kids or adults. Focus on activity and interaction, rather than memorization and rules. The Total Physical Response method, in which students learn by doing, works well with little kids. For vocabulary, we can use real communication instead of repetitive reading or writing.

Language textbooks for older kids are usually too complex (and too boring). So it is a better option to use age-appropriate material that is relevant to children’s lives. Instead of textbooks, we could try story books, poems, songs, comics, puppet shows, games and any other activity that uses language. We can also incorporate arts and crafts projects into our language teaching.

Interact using the foreign language for everyday activities bring it alive and teaches kids basic vocabulary in context. Mealtime, bath time and drive time all present learning opportunities. Extra learning and cultural material help young children experience the culture of those who speak the language they are learning. Stories and movies about the lives and adventures of kids in other countries hold young children's attention well.

Introduce the children to native speakers is a very good opportunity to teach English language. Because we are teaching with an accent, and young children can learn a language with no foreign accent, but it gets a lot harder by around age 12. Children need to interact to develop a good accent, so find native speaking children who can play with them will help a lot.

Teaching speaking involves three areas of knowledge:

Mechanics. Using the right order with the correct pronunciation, grammar, and vocabulary.

Functions. Knowing when clarity of message is essential and when precise understanding is not required. Social and cultural rules and norms understanding. How to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Traditionally speaking practice often takes the form of drills in which one person asks questions and another one answers them. Questions and answers are structured and predetermined for an only answer, but, the purpose of real communication is to involve

students in management a telephone message, get information, or express an opinion, and may have to clarify their meaning or ask for confirming their understanding.

2.2 Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language by them.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-

oriented input may also include descriptions of learning strategies and examples of their use.

- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Material in this section is drawn from the modules "Research and language learning: A tour of the horizon" by Ken Sheppard, and "Spoken language: What it is and how to teach it" by Grace Stovall Burkhart in Modules for the

professional preparation of teaching assistants in foreign languages (Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998)

2.3 Guidelines for Communicative, Learner-centered Instruction

These ten guidelines will help us to make communicative language teaching and learner-centered instruction part of our own instructional approach.

2.3.1 Provide Appropriate Input

Input is the language to which students are exposed: teacher talk, listening activities, reading passages, and the language heard and read outside of class. Input gives learners the material they need to develop their ability to use the language on their own.

Language input has two forms. Finely tuned input:

- Is matched to learners' current comprehension level and connected to what they already know
- Focuses on conscious learning of a specific point: the pronunciation of a word, the contrast in the uses of two verb tenses, new vocabulary, useful social formulas
- Is controlled by the instructor or textbook author
- Is used in the presentation stage of a lesson

- Roughly tuned input
- Is more complex than learners' current proficiency and stretches the boundaries of their current knowledge
- Focuses on authentic use of language in listening or reading passages
- Is used "as is," with minimal alteration by the instructor or textbook author
- Is used in the activity stage of the lesson

Roughly tuned input challenges student to use listening and reading strategies to aid comprehension. When selecting authentic materials for use as roughly tuned input, look for listening and reading selections that are one level of proficiency higher than students' current level. This will ensure that students will be challenged by the material without being overwhelmed by its difficulty.

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

2.3.2 Use Language in Authentic Ways

In order to learn a language, instead of merely learning about it, students need as much as possible to hear and read the language as native speakers use it. Instructors can make this happen in two ways.

Teacher talk: Always try to use the language as naturally as possible when we are talking to students. Slowing down may seem to make the message more comprehensible, but it also distorts the subtle shifts in pronunciation that occur in naturally paced speech.

- Speak at a normal rate
- Use vocabulary and sentence structures with which students are familiar
- State the same idea in different ways to aid comprehension
- Materials: Give students authentic reading material from newspapers, magazines, and other print sources. To make them accessible,
- Review them carefully to ensure that the reading level is appropriate
- Introduce relevant vocabulary and grammatical structures in advance
- Provide context by describing the content and typical formats for the type of material (for example, arrival and departure times for travel schedules)

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

Advertisements, travel brochures, packaging, and street signs contain short statements that students at lower levels can manage. The World Wide Web is a rich resource for authentic materials. Reading authentic materials motivates students at all levels because it gives them the sense that they really are able to use the language.

2.3.3 Provide Context

Context includes knowledge of

- The topic or content
- The vocabulary and language structures in which the content is usually presented
- The social and cultural expectations associated with the content
- To help students have an authentic experience of understanding and using language, prepare them by raising their awareness of the context in which it occurs.
- Ask them what they know about the topic
- Ask what they can predict from the title or heading of a reading selection or the opening line of a listening selection
- Review the vocabulary (including idiomatic expressions) and sentence structures that are usually found in that type of material
- Review relevant social and cultural expectations

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

2.3.4 Design Activities with a Purpose

Ordinarily, communication has a purpose: to convey information. Activities in the language classroom simulate communication outside the classroom when they are

structured with such a purpose. In these classroom activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. For example, students work in pairs, and each is given half of a map, grid, or list needed to complete a task. The pair then talks to each other until they both have all the information.

2.3.5 Use Task-based Activities

Fluent speakers use language to perform tasks such as solving problems, developing plans, and working together to complete projects. The use of similar task-based activities in the classroom is an excellent way to encourage students to use the language. Tasks may involve solving a word problem, creating a crossword puzzle, making a video, preparing a presentation, or drawing up a plan.

2.3.6 Encourage Collaboration

Whenever possible, ask students to work in pairs or small groups. Give students structure in the form of a defined task and outcome. This structure will allow students to collaborate as they develop a work plan, discuss the substance of the task, and report the outcome. They will thus use language in a variety of ways and learn from each other.

Effective collaborative activities have three characteristics.

- Communication gap: Each student has relevant information that the others do not have
- Task orientation: Activity has a defined outcome, such as solving a problem or drawing a map
- Time limit: Students have a preset amount of time to complete the task

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

2.3.7 Use an Integrated Approach

Integration has two forms. Mode integration is the combination of listening, speaking, reading, and writing in classroom activities. By asking students to use two or more modes, instructors create activities that imitate real world language use.

Content integration is bringing content from students' fields of study into the language curriculum. Students often find it instructive to read, discuss, and write about material whose content they already know, because their knowledge of the topic helps them understand and use the language. They are able to scaffold: to build on existing knowledge as they increase their language proficiency. For students who plan to study and/or work in a field that will require them to use the language they are learning, integration of content can be a powerful motivator.

2.3.8 Address Grammar Consciously

Students usually need and appreciate direct instruction in points of grammar that are related to classroom activities. These students often have knowledge of the rules associated with standard use of their native language (metalinguistic knowledge) and can benefit from development of similar knowledge in the target language and discussion of similarities and differences.

Discuss points of grammar in the contexts where they arise. Asking students to think through a rule in the context of an effort to express them clearly is a more effective way of helping them internalize the rule than teaching the rule in isolation.

Two types of grammar rules to address when using authentic materials:

- Prescriptive rules: State how the language “should” or “must” be used; define what is “correct.” These are the rules that are taught in language textbooks.
- Descriptive rules: State how the language is actually used by fluent speakers. The degree to which descriptive rules differ from prescriptive rules depends on the setting (casual/formal use of language), the topic, and the backgrounds of the speakers.

Ken Sheppard and Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998

2.3.9 Adjust Feedback/Error Correction to Situation

In the parts of a lesson that focus on form, direct and immediate feedback is needed and expected. Encourage students to self-correct by waiting after they have spoken or by asking them to try again.

Feedback techniques:

- Paraphrase a student's utterances, modeling the correct forms
- Ask students to clarify their utterances, providing paraphrases of their own

Avoid feeding students the correct forms every time. Gradually teaching them to depend less on you and more on themselves is what language teaching is all about.

In the parts of a lesson that focus on communication activities, the flow of talk should not be interrupted by the teacher's corrections. When students address us, react to the content of their utterances, not just the form. Our response is a useful comprehension check for students, and on the affective level it shows that we are listening to what they say. Make note of recurring errors we hear so that we can address them with the whole group in the feedback session later.

2.3.10 Include Awareness of Cultural Aspects of Language Use.

Languages are cognitive systems, but they also express ideas and transmit cultural values. When we are discussing language use with our students, it is important to

include information on the social, cultural, and historical context that certain language forms carry for native speakers. Often these explanations include reference to what a native speaker would say, and why.

Culture is expressed and transmitted through magazines and newspapers, radio and television programs, movies, and the internet. Using media as authentic materials in the classroom can expand students' perspectives and generate interesting discussions about the relationships between language and culture.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Speaking in a foreign language is not only to know about it, it is to be able to use it to comprehend, communicate, and think spontaneously, as they do in their native language. Students are motivated to learn a language when they see connections between what they do in the classroom and what they hope to do with the language in the future. Their attention increases when classroom activities are relevant to their other interests.

2003, 2004 the National Capital Language Resource Center, Washington, DC

CHAPTER III

3.1 Activities to Teach Speaking

Learning a second language is much easier for children than it is for adults. Children's brains have not yet developed solid and set language patterns, so they are easier to mold. Children, in learning a new language, can benefit greatly from different techniques, colors, sounds, and pictures all help to explain the concept of the word so that the child understands it fully. All of these language learning techniques must be utilized every day in order to be effective.

ESL Communicative games for kids provide these examples about some strategies.

3.1.1 Games in English

Games makes classes' serious fun, and help to stimulate the brighter kids while maturing the slower ones, and how to associate fun to learning by teaching vocabulary and grammar through language games. As teachers we have to think first in our pupils by thinking on them to make confidence to practice speaking as well as been able to write and read it. Teaching English games can transform our classes and achieve all this because the communication game are designed to allow everyone plenty of opportunity to practice speaking, without neglecting

spelling, reading, and writing. In fact most of the games can also be played to specifically enhance these skills. There are also spelling games, writing games and English composition games.

Playing games has a purpose to it, an outcome and in order to play students have to say things so they have a reason to communicate rather than just repeat things back mindlessly therefore they want to know and learn more.

3.1.2 Dice Game

This is a great game for practicing almost any language skill communicatively. Grammar, vocabulary, speaking and more.

How to Play:

The teacher brings a large soft dice to the classroom. Students sit in a circle and take turns rolling the dice. Each time, the student who rolls the die uses the number that shows up on the die to say some things about him or herself. For example, if the number 2 shows up, the student will have to say two things about him or herself. Another variation would be for the student to ask the class the number of questions according to what number shows up on the die. If you are practicing a grammar focus, you could ask the student to make the number of sentences according to a particular grammar point. For example, let's say you were teaching the simple past tense, you could ask the student to make the

number of sentences using the simple past-asking him or her to say the number of things s/he did yesterday, last year, last summer etc.

Students take turns rolling the die and making sentences until the teacher fills they have had much oral practice in that language area.

The advantages of this game lie in the fact that teachers do not need to prepare much and also any language focus can be practiced communicatively.

(See annex 1).

3.1.3 Grammar Game

Buck suggests “play y grammar games with ESL students to promote their own learning. Playing whole group games, in which you take a ball and start with a verb in its full form, like To Be. Then, throw the ball to the first student. They have to say the "I" version of that verb, I am, in a sentence, before they throw the ball to the next student. The next student has to say the "he" version of the verb, "he is", in a sentence, before they throw the ball, and so on. Set a timer, and the student who is left holding the ball when the timer goes off has to sit down.

Play another type of grammar game with students to promote their ESL knowledge, suggests Buck. Have students diagram sentences on the board, and then switch groups and correct the sentences done by other students. For each mistake they find, they can earn a point, and the other group can lose a point.

Count up the points at the end of five sentences, and see which team has more ones. (See annex 2).

3.1.4 Flash Card Games

Kenneth Beare suggest fo play this game first the teacher introduces the vocabulary by showing students the cards one after the other. Then later, holds the cards to the chest, making sure students can't see. Draw a big smiley face above and about 6 small smiley faces below. The big face represents the teacher and small faces represent all the students. Students try to guess what card the teacher is holding to his/her chest. Every time they make a wrong guess, the teacher gets a point. When they make a right guess, the students get a point and the teacher pretends to be disappointed that the students are gaining a point. Keep playing until you have exhausted the cards. The students love to beat their teacher. Lots of fun with this! (See annex 3).

3.1.5 Swap Seat Game

This seat swapping game according to Kenneth Beare gets kids very excited. Kids sit in a circle. Prepare some word or phrase cards and put them up side down in the middle of the circle. When teacher says SWAP, students have to stand up and run to another seat (change seats). The teacher tries to find a seat also. There will be one student standing. That student will have to pick up a card

and use it to make a sentence. After that the game proceeds until you sense they have gained much speaking practice in the lesson focus of the day. This game is good for all revision activities in ESL kid's classes.

Variations: Simply ask questions to the student standing if you don't have time to make cards. You can ask questions related to the topic. For example if I was teaching Weather and Seasons. I would ask the one standing questions like:

- When is winter in your country?
- What's the weather like in the winter?
- What do we wear in the winter?

(See annex 4)

3.1.6 Dialogues

Kenneth Beare says dialogues are useful in learning standard phrases and vocabulary used in common situations. These situations are some of the most common we will find when practicing English. Dialogues help children to develop their conversation skills in common practice in most English classes. One of the main advantages to use dialogues is given rubric as basic on which they can build later. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the specific vocabulary on the situation.

To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics we as teachers can use dialogues to help children to develop their conversation skills in daily practice. Dialogues can be used in many ways in the classroom such as:

- ✓ As complement fill exercises to students.
- ✓ Using dialogues for role plays.
- ✓ Making students write dialogues to test key vocabulary and language formulas.
- ✓ Making students memorize simple dialogues as a way of helping them to improve their vocabulary skills.
- ✓ Asking students to finish the dialogue of the story.

(See annex 5).

3.1.7 Grammar Chants

According to Kenneth Beare grammar chants can be a lot of fun to use in classes. They are especially effective when used to help students learn problematic forms. Grammar chants use repetition to engage the right side of the brain's 'musical' intelligence. The use of multiple intelligences can go a long way to helping students speak English 'automatically'. Many of these chants are simple. However, remember that through the use of repetition and having fun together (be as crazy as you like) students will improve their 'automatic' use of the language. Using a chant is pretty straight-forward. The teacher (or leader)

stands up in front of the class and 'chants' the lines. It's important to be as rhythmical as possible because these rhythms help the brain during its learning process.

Chant music has also been proven to be an effective tool for helping young children (ages 6 months to 6 years) rest and nap. The steady even tones, the even pace and the fact that the words are in another language not known to the children all help to calm their bodies and their minds and allows them to easily rest comfortably assuring them the rest their growing bodies need.

(See annex 6, and 7).

3.1.8 Tongue Twisters

Kenneth Beare says that tongue twisters are phrases or sentences which are hard to speak fast, usually because of alliteration or a sequence of nearly similar sounds. It helps develop speech skills and helps in speech therapy.

To get the full effect of a tongue twister you should try to repeat it several times, as quickly as possible, without stumbling or mispronouncing.

(See annex 8 to 11).

3.1.9 Songs

Using songs and chants gives the children a chance to listen and reproduce the language they hear. They work on the sounds, rhythm and intonation. Rhymes and classroom routines provide phrases that are quickly learned, repeated, and used again and again.

Krashen said that “children have a natural musical taste and that play is the only activity that they take seriously. If this is so, teachers should not let song practice or any activity seem like work. They should keep it spontaneous. This has been shown to apply even to language teachers”.

Acting on the idea that just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, stress, and intonation pattern of the spoken language are essential elements for the expression of feelings and the intent of the speakers, Carolyn Graham designed Jazz Chants to teach the natural rhythm, stress and intonation patterns of conversational American English. Graham is not the only language teacher to recognize that music can be a wonderful medium for natural language learning, often called language acquisition. (See annex 12, 13)

3.1.10 Drama

Kenneth Beare suggests that drama class allows students to release inhibitions and become someone else for a brief period, which can help them gain insight into human behavior. Drama teachers can show students a new way to enliven their craft and help them to think creatively in every aspect of their lives.

Teach drama with impromptu games and interactive group activities. Playing can be good for a child and an adult, and it helps to free the mind and the body to react naturally. Impromptu games can help actors to create realistic characters. Having the entire class "be a tree" is not as helpful as having them play out unscripted scenes drawn from a hat.

Discuss interesting topics. Do not necessarily have to delve into the human psyche in every class, but discussing different motivations for a person's actions as a class can help shed light on scene work and monologues. (See annex14).

3.1.11 Literature

Read aloud exposes children to fluent reading that contains rich vocabulary than they would hear in a normal conversation. Jim Trelease said that two factors that produce higher achievements in reading are the fluency of teachers reading

aloud to students and the frequency of SSR (SUSTAINED SILENT READING) in school. (See annex 15).

We as foreign language teachers must learn how to make our classes fun, stimulating our children to do their best effort giving them more appreciation, love, and respect. We can also change our classes and achieve new goals allowing everyone plenty of opportunities to practice speaking effectively by means of a real chance at speaking by spontaneous vocabulary and its practice in the use of games works, songs, drama, literature, etc.

CONCLUSIONS

We as teachers are concerned with the fact that it is not easy to make students speak English in the classroom like native speakers do. We would like to highlight that classroom activities that increase student-talk and promote interaction among them for communicative purposes help them to be motivated and they are actively involved in the classroom, we can have as a result: an improvement in students' achievements, making them confident with activities that involve knowledge with their environmental items, and also with their age interests. The teaching of a foreign language is generally based on the communicative approach, as one of the latest tendencies in foreign language teaching. This approach implies the development of the students' communicative competence

Doing funny activities has a purpose, an outcome, and in order to play, sing, or act students have a reason to communicate rather than just repeat things back mindlessly. Therefore they want to know and learn more and more.

We should try not to misinterpret what the role of the teacher is, understanding that the teacher is the facilitator, the guide, the monitor of the class, not the authority given a mandate to tell learners how they should think, or do something.

RECOMMENDATIONS

An English teacher needs to keep in mind the use of a lot of gestures, movements, or visual aids when he/she tries to teach something new or non-understanding items. Our classes should be interesting, pleasant, and relaxed to promote the learner autonomy and increase their speaking self-confidence.

We as foreign language teachers should help students use the new language minimizing their errors, encouraging them to keep speaking and developing the activities freely.

The atmosphere in the classroom is important too, because it encourages students to try - out the new language, to get a response and not to wait for someone else to work instead of them. Students will feel self-conscious about their lack of English ability and will thus be reluctant to experiment with the language.

English language teachers should be dynamic to develop, add, and experiment with their methodology, and teach students a new way of thinking, feeling, and acting without inhibitions in their English classes.

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ANNEYES

ANNEX 1

(Dice Game) Snake

By: Gabriela Zapiain



Skills:

Number recognition

Manipulating numbers

Strategy (variations)

Equipment:

2-3 dice

Paper and pencil

Printable (optional)

How to play

The object of the game is to be the first to climb your mountain, in number order, and then descend the other side.

Give each player a print-out (or simply write the appropriate numbers yourself on a scrap of paper), a pencil and 2 dice. Allow the youngest player to start.

He rolls the dice and hopes for a 1, which will allow him to cross the number 1 off his mountain. He must “ascend” in numerical order, so cannot cross off the 2 until he has crossed off the 1. If he rolls a 1 and a 2, however, he can cross both numbers off in one turn. Play continues until someone has made it all the way up their mountain and down the other side in the correct order

ANNEX 2

Bingo

By: Gabriela Zapiain



Christmas Bingo

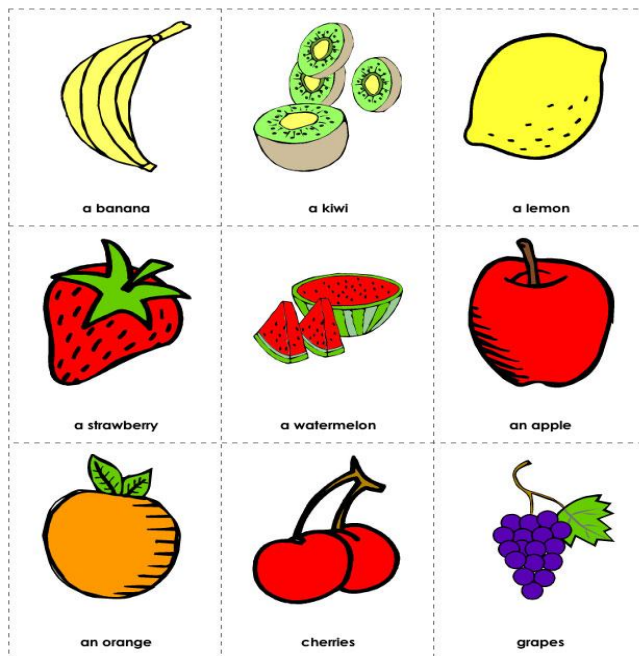


Bingo can be used with any topic. Blank Bingo sheets can be used, and students can write or draw randomly in the boxes. The winner is the first student to cross out all the numbers/letters etc. on the sheet

ANNEX 3

Flash Card Act Out

By: Alejandra Zapiain



Choose one or more students to come to the front. Show a flash card or whisper a word, and have the students act it out. Reward the first student to guess the correct answer. This can be used with many subjects (e.g. sports, actions, verbs, animals, etc.)

ANNEX 4

Ordering a Meal

By: Alejandra Zapiain



1. Hi. How are you doing this afternoon?
 2. Fine, thank you. Can I see a menu, please?
-
1. Certainly, here you are.
 2. Thank you. What's today's special?
-
1. Grilled tuna and cheese on rye.
 2. That sounds good. I'll have that.
-
1. Would you like something to drink?
 2. Yes, I'd like a coke.
-
1. Thank you. (returning with the food) Here you are. Enjoy your meal!
 2. Thank you.
-
1. That'll be \$6.75.
 2. Here you are. Keep the change!

ANNEX 5**3. At the shop****By: Alejandra Zapiain**

1. Can I help you?
2. Yes I'm looking for a sweater
1. What size are you?
2. I'm an extra large
1. How about this one?
2. Yes that's nice. Can I try it on?
1. Certainly, there's the changing room over there.
2. Thank you
1. Ok. How would you like to pay?
2. Do you take credit cards?
1. Yes we do Visa, Master Card American Express.
2. Ok, Here's my Visa
1. Thank you Have a nice day
2. Thank you Good bye.

ANNEX 6

TEN LITTLE FINGERS**By: Mem Fox & Helen Oxenbury**

I have ten little fingers and ten little toes,
Two little arms and no one little nose,
One little mouth and two little ears,
Two little eyes for smiles and tears,
One little head and two little feet,
One little chin, that's Complete.

ANNEX 7

Pets**By:** Gabriela Zapiain

Rabbits can jump

Cats can run

Spiders can climb

Up to the sun

They're bad

They're happy

They're sad

Fish can swim

Dogs can run

ANNEX 8

Cookies

By: 1st International Collection of Tongue Twisters (324)



Good cook could cook as much cookies as a good cook who could cook cookies

I saw a saw that could out saw any other saw I ever saw.

ANNEX 9**BETTY BOTTER'S BUTTER AND BATTER**

By: 1st International Collection of Tongue Twisters(235)



Betty Botter bought some butter,

but she said "this butter's bitter!

But a bit of better butter will

but make my butter better"

So she bought some better

butter, better than the bitter butter,

and it made her butter better

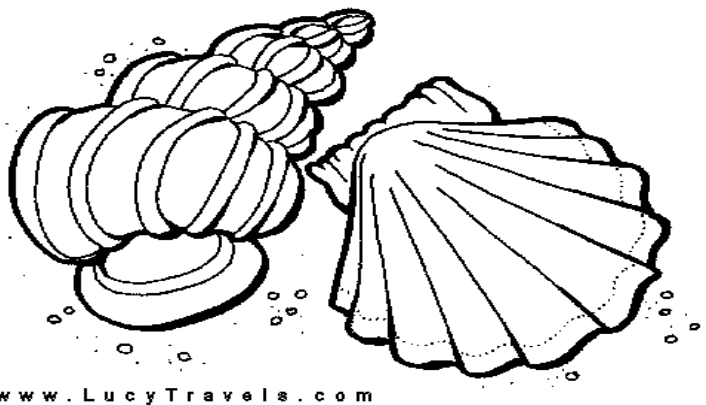
so was better Betty Botter

Bought a bit of better butter.

ANNEX 10

SEA SHELLS

By: 1st International Collecton of Tongue Twisters (246)



SHE SELLS SEA SHELLS ON THE SEA SHORE,
BUT THE SEA SHELLS THAT SHE SELLS,
ON THE SEA SHORE ARE NOT THE REAL ONES

ANNEX 11

Fuzzy wuzzy**By: 1st International Collection of Tongue Twisters (294)**

Fuzzy Wuuzy was a bear,
Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy wasn't very fuzzy...
Was he???

ANNEX 12

Old MacDonald By: English for kids Lexus editors



Old MacDonald had a farm,
 Ee i ee i oh!
 And on his farm he had some chicks,
 Ee i ee i oh!
 With a cluck-cluck here,
 And a cluck-cluck there
 Here a cluck, there a cluck,
 Everywhere a cluck-cluck
 Old MacDonald had a farm
 Ee i ee i oh!

Old MacDonald had a farm,
 Ee i ee i oh!
 And on his farm he had some cows,
 Ee i ee i oh!
 With a moo-moo here,
 And a moo-moo there
 Here a moo, there a moo,
 Everywhere a moo-moo
 Old MacDonald had a farm,
 Ee i ee i oh!

Old MacDonald had a farm,
 Ee i ee i oh!
 And on his farm he had some pigs,
 Ee i ee i oh!
 With an oink-oink here,
 And an oink-oink there
 Here an oink, there an oink,
 Everywhere an oink-oink

ANNEX13

Mary Had a Little Lamb

By: English for kids Lexus editors



Mary had a little lamb,
 Little lamb, little lamb,
 Mary had a little lamb,
 Its fleece was white as snow

And everywhere that Mary went,
 Mary went, Mary went,
 Everywhere that Mary went
 The lamb was sure to go

It followed her to school one day
 School one day, school one day
 It followed her to school one day
 Which was against the rules.






It made the children laugh and play,
 Laugh and play, laugh and play,
 It made the children laugh and play
 To see a lamb at school





And so the teacher turned it out,
 Turned it out, turned it out,
 And so the teacher turned it out,
 But still it lingered near



"Why, Mary loves the lamb, you know."
 Loves the lamb, you know, loves the lamb, you know
 "Why, Mary loves the lamb, you know."
 The teacher did reply



ANNEX 14

The Little Red Hen**By: Little Golden Books**


Once upon a time, there was a little red hen  who lived on a farm . She was friends with a lazy dog , a sleepy cat , and a noisy yellow duck .




One day the little red hen  found some seeds  on the ground. The little red hen  had an idea. She would plant the seeds .




The little red hen  asked her friends, "Who will help me plant the seeds ?"


"Not I,"  barked the lazy dog .


"Not I,"  purred the sleepy cat .


"Not I," quacked the noisy yellow duck .




"Then I will," said the little red hen . So the little red hen  planted the seeds  all by herself.




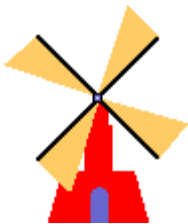

When the seeds  had grown, the little red hen  asked her friends, "Who will help me cut the wheat ?"


"Not I," barked the lazy dog .


"Not I," purred the sleepy cat .


"Not I," quacked the noisy yellow duck .



"Then I will," said the little red hen . So the little red hen  cut the wheat  all by herself.


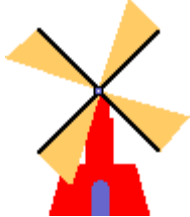


When all the wheat  was cut, the little red hen  asked her friends, "Who will help me take the wheat  to the mill  to be ground into flour ?"

"Not I," barked the lazy dog .




"Not I," purred the sleepy cat .


"Not I," quacked the noisy yellow duck .


"Then I will," said the little red hen . So the little red hen  brought the wheat


 to the mill  all by herself, ground the wheat  into flour ,





and carried the heavy sack  of flour  back to the farm .





The tired little red hen  asked her friends, "Who will help me bake  the bread ?"


"Not I," barked the lazy dog .

"Not I," purred the sleepy cat .


"Not I," quacked the noisy yellow duck .





"Then I will," said the little red hen . So the little red hen  baked  the bread  all by herself.

When the bread  was finished, the tired little red hen  asked her friends, "Who will help me eat  the bread ?"

"I will," barked the lazy dog .

"I will," purred the sleepy cat .

"I will," quacked the noisy yellow duck .

"No!" said the little red hen . "I will." And the little red hen  ate  the bread  all by herself.

ANNEX 15

Little Red Cap

By: Jacob and Wilhelm Grimm



Once upon a time there was a sweet little girl. Everyone who saw her liked her, but most of all her grandmother. Once she gave her a little cap made of red velvet. Because she wanted to wear it all the time, she came to be known as Little Red Cap.

One day her mother said to her, "Come Little Red Cap. Here is a piece of cake and a bottle of milk. Take them to your grandmother. She is sick and weak, and they will do her well.

The grandmother lived out in the woods, a half hour from the village. When Little Red Cap entered the woods a wolf came up to her. She did not know what a wicked animal he was, and was not afraid of him.

"Good day to you, Little Red Cap."

"Thank you, wolf."

"Where are you going so early, Little Red Cap?"

"To grandmothers."

"And what are you carrying under your apron?"

"Grandmother is sick and weak, and I am taking her some cake and milk. We baked yesterday, and they should be good for her and give her strength."

The wolf thought to himself, "Now that sweet young thing is a tasty bite for me. She will taste even better than the old woman. You must be sly, and you can catch them both."

He walked along a little while with Little Red Cap, and then he said, "Little Red Cap, just look at the beautiful flowers that are all around us. Why don't you go and take a look? And I don't believe you can hear how beautifully the birds are singing. You are walking along as though you were on your way to school. It is very beautiful in the woods."

Little Red Cap opened her eyes and when she saw thought, "If I take a fresh bouquet to grandmother, she will be very pleased. Anyway, it is still early, and I'll be home on time." And she ran off the path into the woods looking for flowers. Each time she picked one she thought that she could see an even more beautiful one a little way off, and she ran after it, going further and further into the woods. But the wolf ran straight to the grandmother's house and knocked on the door.

"Who's there?"

"Little Red Cap. I'm bringing you some cake and milk. Open the door."

"Just press the latch," called out the grandmother. "I'm too weak to get up."

The wolf pressed the latch, and the door opened. He stepped inside, went straight to the grandmother's bed, and ate her up. Then he put on her clothes, put her cap on his head, got into her bed, and pulled the curtains shut.

Little Red Cap had run after the flowers. After she had gathered so many that she could not carry any more, she remembered her grandmother, and then continued on her way to her house. She found, to her surprise, that the door was open. She walked into the parlor, and everything looked so strange that she thought, "Oh, my God, why am I so afraid? I usually like it at grandmothers."

She called out, "Good morning!" but received no answer.

Then she went to the bed and pulled back the curtains. Grandmother was lying there with her cap pulled down over her face and looking very strange.

"Oh, grandmother, what big ears you have!"

"All the better to hear you with."

"Oh, grandmother, what big eyes you have!"

"All the better to see you with."

"Oh, grandmother, what big hands you have!"

"All the better to grab you with!"

"Oh, grandmother, what a horribly big mouth you have!"

"All the better to eat you with!"

The wolf had scarcely finished speaking when he jumped from the bed with a single leap and ate up poor Little Red Cap. As soon as the wolf had satisfied his desires, he climbed back into bed, fell asleep, and began to snore very loudly.

A huntsman was just passing by. He thought, "The old woman is snoring so loudly. You had better see if something is wrong with her."

He stepped into the parlor, and when he approached the bed, he saw the wolf lying there. "So here I find you, you old sinner," he said. "I have been hunting for you a long time."

He was about to aim his rifle when it occurred to him that the wolf might have eaten the grandmother, and that she still might be rescued. So instead of shooting, he took a pair of scissors and began to cut open the wolf's belly. After a few cuts he saw the red cap shining through, and after a few more cuts the girl jumped out, crying, "Oh, I was so frightened! It was so dark inside the wolf's body!"

And then the grandmother came out as well, alive but hardly able to breathe. Then Little Red Cap fetched some large stones. She filled the wolf's body with them, and when he woke up and tried to run away, the stones were so heavy that he immediately fell down dead.

The three of them were happy. The huntsman skinned the wolf and went home with the pelt. The grandmother ate the cake and drank the milk that Little Red Cap had brought. And Little Red Cap thought, "As long as I live, I will never leave the path and run off into the woods by myself if mother tells me not to."