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IN ESMERALDAS**



APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

IMPROVING THE ABILITY OF SPEAKING IN SECOND YEAR BACCALAUREATE
STUDENTS FROM ORGANIZATIONAL SECRETARIAT MANAGEMENT AT
“MARGARITA CORTES” EDUCATIONAL INSTITUTION IN ESMERALDAS
CITY 2014-2015

TESIS DE GRADO:

EL MEJORAMIENTO DE LA DESTREZA DE HABLAR EN INGLÉS EN LOS
ESTUDIANTES DE SEGUNDO AÑO DE BACHILLERATO DE GESTIÓN DE LA
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ABSTRACT

The teaching of the English Language has had difficulties in the different levels of Education in Ecuador, so the teachers of English in the senior second- year students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution in the city of Esmeraldas have had methodological difficulties for the teaching of this language. The purpose of this research was to design a set of exercises to improve the ability of speaking in these students. A diagnosis was performed through a survey which was applied to teachers during the Academic Course 2014-2015. After getting the results, a group of exercises were designed, to contribute to the improvement of the ability of speaking in these students, and the methodology to teach the exercises. The exercises designed were integrated to those of the text book used by the students. The exercises improved the ability of speaking in the mentioned students, a meaningful learning was developed during the lessons, the students and the teachers were motivated to do the exercises, the teachers were updated prepared in the teaching of this ability. The integration of the four abilities of the English Language was fulfilled by means of an interesting and motivating way not only for the students but also for the teacher

RESUMEN

La Enseñanza del Idioma Inglés ha presentado dificultades en los diferentes niveles en las escuelas del Ecuador, así los profesores de inglés de segundo año de bachillerato de Gestión Organizacional de Secretaría de la Unidad Educativa Fiscal “Margarita Cortés” de la Ciudad de Esmeraldas, han presentado dificultades metodológicas para la enseñanza de este idioma. El propósito de la presente investigación fue proponer un grupo de ejercicios que desarrollaran la habilidad oral en los estudiantes ya mencionados. Se diagnosticó el problema con el uso de una encuesta a los profesores y a los estudiantes, en el curso 2014-2015. A partir de los resultados que se obtuvieron se procedió al diseño de ejercicios para el mejoramiento de la habilidad hablar en inglés de los estudiantes así como la metodología para enseñar estos ejercicios por parte de los docentes que tenían dificultades metodológicas para ello. Los ejercicios diseñados se integraron a los ejercicios que aparecen en el libro de texto que usan dichos estudiantes. Los ejercicios diseñados lograron que los estudiantes mejoraran la ejecución de la habilidad hablar en Inglés, se logró un aprendizaje significativo, los estudiantes se motivaron por realizar los diferentes ejercicios y los profesores se actualizaron en la enseñanza de esta habilidad. Se logró la integración de las cuatro habilidades del Idioma de una manera interesante y motivante tanto para estudiantes como para profesores.

1. INTRODUCTION

English is the international language spoken by many people everywhere. Speaking it has a paramount importance all over the world. The increasing communication and the development of science and technology requires communication everywhere, the world system should bring changes related to the assimilation of the teaching of English in all education levels.

Here in Ecuador it is not out of those ambitions. English as a subject is a language taught in all levels of education here. So it is necessary the increasing of teachers who are already graduated to help in the improving of the speaking skills for accomplishing a good teaching-learning process, by means of which the learners can acquire communication effectively in the target language.

To learn English at the present time is a necessity in all spheres of society for people who want to develop themselves because it dominates culture international business, politics, and it can give many opportunities of jobs to them.

The author of this investigation has analyzed the real situation Education has in the city of Esmeraldas, concerning the teaching-learning process of the English Language that is why it motivated her to investigate the problems baccalaureate students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution had in the ability of speaking, in the academic year 2014-2015.

The principal causes of these problems could be because of different factors:

- The way teachers teach their lessons is a passive one, so they do not motivate students just to be involved in the teaching-learning process as a center of the lessons.
- Teachers teach boring lessons which are not in favor of a dynamic teaching-learning process.
- Teachers do not use updated materials to get students aware of learning the language.
- The learners did not progress in the abilities to acquire the language and to develop the skill of communication.

So the author can state the problem of investigation: How could second-year baccalaureate students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution improve the ability of speaking to communicate effectively in the English Language?

The communicative activities as a pedagogical strategy in improving the ability of speaking in adolescents are a great opportunity to gain in socialization and integration in a cooperative learning, and likewise it is a good preparation for teachers at schools, is a procedure that strains mastery and actions to clarify, so researchers must be sure of strategies to achieve the students’ interest and language improvement.

Students will be helped from this investigation, because the design of a set of exercises based on activities to improve the ability of speaking will help them growth their communicative level in learning the English Language. Also, teachers will have capability in consuming this type of efficient exercises dedicated to spoken language instruction.

The communicative exercises in English also helped students to practice the languages skills and work cooperatively with their peers. The use of these exercises in English developed the ability of speaking in the second-year baccalaureate students of Organizational Secretariat at Management “Margarita Cortés” Educational Institution in Esmeraldas city

1.1 OBJECTIVES

General Objective

- To describe the principal elements which affect second-year baccalaureate students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution in the development of the ability of speaking.

Specific Objectives

- To diagnose the principal difficulties second-year baccalaureate students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution have in the development of the ability of speaking.
- To diagnose teachers experience in teaching the ability of speaking at “Margarita Cortés” Educational Institution in Esmeraldas city.
- To design a set of exercises which may improve the development of the ability of speaking in second-year baccalaureate students from Organizational Secretariat Management at “Margarita Cortés” Educational Institution, in Esmeraldas city

1.2 THEORETICAL FRAMEWORK

Definition of the ability of speaking

Speaking is a communicating method of building connotation that includes making, accepting and handling information (Brown, 1994; Burns & Joyce, 1997). It can be by the author of these inferred that when speaking any language there must sender and a receiver of a given message. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking needs that students not merely identify how to use precise facts of language such as grammar, phonation, or lexis (linguistic proficiency), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). The author considers sociocultural aspects must be known by the speaker just to know what to say and the way in the precise moment, when we speak it is important to know the person you are talking to, his/her rank. Finally, speech has its own skills, structures,

and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this range of skills and knowledge to succeed in a given speech act

1.2.2 The ability of speaking

According to the English Language Teaching (September 2009). The speaking skill is the crucial point that concerned the professors the probability and need of enlightening learner's aptitude by linking the four abilities of speaking, listening, reading and writing. How to improve the capacity of spoken communication of apprentices in schools? How to support they talk easily and have they prompt their thoughts evidently. I believe there may exist many reasons:

(Engineering, 2009)

- a. In preceding ages the procedure was that the teacher was the center with an emphasis first on reading or writing. Language rules were measured of main position and was often trained by an isolated book on Grammar. Lexis teaching involved essentially to memorize either of substitutes or Chinese 'equivalents'. Lessons on Writing comprised of memorization and writing of typical essays, joined with grammar and lexis drills. Speaking abilities were not compacted with extremely numerous modes (learners were not projected to interrelate).

The majority of the activities devoted for teaching are of the old-fashioned methods, as

reading the dialogue, declaiming manuscripts, translating, and the resources selected for the learners are non-authentic. Frequently pupils have the impression lethal tired instead of gaining them and tolerating them.

- b. Nearly totally significant exams do not involve of an oral assessment, which origins both the professors and learners to mistreated oral English.
- c. Teachers are reluctant in using Communicative Approach because of their deficiency in speaking abilities themselves.
- d. Learners´ assertiveness concerning their process of learning is similarly an issue that origins fewer operational teaching.

Speaking is the ability that the schoolchildren will be mediated upon maximum in realistic condition .It is a significant amount of ordinary communication and highest frequently the first impress of somebody is centered on his/her capability to communicate assuredly and intelligibly .So, as educators, we get a concern to arrange the scholars as much as probable to be talented to express English in the actual world outdoor the schoolroom and the testing area by Gate, 1987: Is very significant that of learner rehearsal each day of communication since is a way to interconnect with other persons and acquire other beliefs.

1.2.3 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. Let us examine each of these issues in turn. The Goals of Language Teaching Communicative language teaching sets as its goal *the teaching of communicative competence*. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. Communicative competence includes the following aspects of language knowledge: J Knowing how to use language for a range of different purposes and functions

J Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication) knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) J Deliberating how to keep a message in spite of having limits in one's language awareness (e.g., by spending diverse types of communication policies) Richards-Communicative-Language.pdf (1775)

Communicative Language Teaching Today Jack C. Richards (p2-3) establishes that today is easier used different kind of way for teaching English this form the student can learn in a better way the lesson through dynamic activities.

1.2.4 Communicative activities to promote speaking

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community.

Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on foreign language acquisition (SLA) proposes that more knowledge takes place when pupils are involved in pertinent responsibilities inside an active learning setting fairly than in old-fashioned teacher-led classes (Moss & Ross-Feldman, 2003).According to this

writers insignificant learning occurs when teacher provide students with cooperative activities where they have to find a gap information and they create an spontaneous atmosphere where real language and communication are produced. Benefits of Communicative Activities: Some immigrants, such as parents, elders, or people who work in isolated environments (like housekeepers and babysitters) may feel lonely and experience depression or have low self-esteem. They may begin to feel that they will never learn English or never feel comfortable in the United States. Offering well-designed and well-executed communicative activities can help turn the English classroom into an active, safe, and enjoyable place where literacy- and beginning-level learners can learn what they need and want to learn.

There are many ways for promoting speaking:

Role Play

A way of having learners to express is playacting. Scholars invented they are in numerous collective settings and have a diversity of social characters. In acting activities, the professor offers material to the students as who they are and what they meditate or have the impression. Therefore, the professor can express them that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Recreations are quite alike to acting but what marks reproductions diverse than role plays is that they are more intricate. In recreations, pupils can carry matters to the lesson to make a real setting. For example, if a pupil is dramatizing as a vocalist, she carries a microphone to sing and so on. Role acting and imitations have many recompenses. First, since they are enjoyable, they inspire the students. Second, as Harmer (1984) proposes, they rise the self-assurance of uncertain scholars, as in role play and imitation happenings, they will have a diverse role and do not have to express for themselves, which incomes they do not have to revenue the similar duty.

Information Gap

In this action, pupils are invented to be employed in couples. A school child will take the evidence that other companion does not take and the followers will part their facts. Information gap actions help many resolutions such as resolving a problematic situation or gather in facts. Also, each mate acts a significant part for the duty cannot be finished if the companions do not offer the information the others require. These actions are operative as everyone has the chance to dialog widely in the board language.

Brainstorming

On a provided theme, pupils can crop thoughts in a narrow period. Depending on the setting, either individual or group brainstorming is operative and pupils make concepts rapidly and easily. The good features of brainstorming is that the students are not censured for their notions so students will be open to distribute novel notions.

Storytelling

Learners can temporarily recapitulate a fiction or story they caught from someone previously, or they may produce their own stories to express their colleagues. Story telling promotes imaginative thoughtful. It also benefits student expresses thoughts in the arrangement of starting, progress, and finishing, pulsing the typescripts and location a story has to have. Students also can tell puzzles or anecdotes. For example, at the very start of each lesson session, the teacher may request a few students to tell small riddles or jokes as an initial. In this way, not only will the teacher address students' speaking skill, but also get the care of the lesson.

Interviews

Students can lead conversations on particular themes with many individuals. It is a noble clue that the teacher offers a documentation to students so that they distinguish what kind of

interrogations they can request or what track to follow, but students must formulate their own dialogue questions. Leading dialogues with persons provides students a opportunities to train their speaking capability not only in class but also outdoor and supports them suitable socialized. After interviews, each student can present his or her study to the lesson. Furthermore, students can consult each other and "present" his or her mate to the class.

1.2.5 Principal difficulties in teaching the ability of speaking to adolescent

Agreeing with the Department of Education in Oman (1996), basic education goals to sort the learner improvement essential abilities for life by increasing his/her communication talents, self- learning, clearly, it is essential to improve communication skills. Oral communication in English skills, are part of this skill set, and therefore, students ought to bore in forced to advance these abilities. Learners of English at “Margarita Cortes” Educational Institution often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English.

The emphasis of training speaking, of course, is to advance the oral creation of the students. So, language teaching actions in the schoolroom would goal at make the most of individual language use (Haozhang, 1997). In past times, oral communication teaching was mistreated as of the fallacy that spoken communication proficiency advances logically over time and that the reasoning abilities involved in writing mechanically removal to parallel oral communication abilities (Chaney, 1998).

Nevertheless, instructors reflected speaking as the greatest significant ability amongst four skills (listening, speaking, reading, and writing) since persons who distinguish a language are denoted to as talkers of that language. This specifies that consuming a language is extra vital than just perceptive around it as—there is no fact expressing a lot about language if you can't use it (Scrivener, 2005, p.146). Zhang (2009) claimed that speaking remnants the greatest challenging skill to lead for the mainstream of English students, and they are still unskilled in communicating verbally in English there are many issues that origin trouble in talking, and the parts follows:

.Reticence. Scholars are concerned around creating errors, dreadful of censure, or just cautious.

.Nonentity to say. Pupils take no cause to precise themselves.

Short or irregular sharing. Solitary one contributor can exchange at a period as of great courses and the inclination of around students to control, whereas others express very slight or not at all.

Mother-tongue practice. Students who share the similar mother tongue incline to practice it for it is easier and as learners sense less open if they are speaking their mother tongue.

1.2.6 Cooperative Learning in Speaking.

The cooperative learning involved many types of activities for help the student and how can improved the ability of speaking for this reason some teachers use the method social skill, positive interdependence, face to face interaction, and individual accountability. All these methods help student in class for develop their speaking ability and the same way of teacher used a systematic manner in the schools. Efficiency of Cooperative Learning in Improving Speaking Abilities and Attitudes to Learning

Cooperative Learning (hereafter referred to as CL) is different as a set of instructional approaches through which pupils are stimulated to effort on theoretical responsibilities (Slavin, 1995). It besides mentions to a teaching method where pupils graft in groups on a definite action in order to make the most of one another's wisdom and to accomplish definite aims (Johnson, Johnson, & Smith, 1998). In Cooperative Learning, pupils labor in minor groups to benefit one alternative in learning theoretical content (Slavin, 1995). Training and learning practice by means of Cooperative Learning methods is a learner-centered model which has increased admiration as alternate to the lecture-based model. Greatly of the present investigation relates about the idea that CL has progressive sound effects on numerous consequences (Johnson & Johnson, 2002). Greatest trainings on the effects of CL have dependably designated that this technique progresses students' English oral abilities (Pattanpichet, 2011); English reading understanding (Bolukbas, Keskin, and Polat, 2011;

Meng, 2010; Law, 2011) and English writing (Roddy, 2009). The role of professors by means of CL technique moves from tellers of knowledge to intermediaries of learning (Calderon, 1990). This protagonist contains allowing, representing and teaching. Teachers supposing this leading role must preserve a benign, non-threatening and student centered setting. This atmosphere of teaching will help pupils donate absolutely in the cooperative activities given to their group (Ning, 2011). Aimed at the actions to be honestly helpful, each kind of action needs the existence of five basic constituents of the CL (Johnson, Johnson and Smith, 1991). Assumed the significance of this idea to the present training, CL simple constituents are assumed beneath: Worldwide Journal of Linguistics ISSN 1948-5425 2014, Vol. 6, No. 4 31 www.macrothink.org/ijl Elementary Constituents of CL There are five key mechanisms which distinguish CL from just pushing students into groups to acquire (Johnson, Johnson, and Smith 2006). The initial one is Progressive interdependence. It denotes to the knowledge that students are essential to labor together in order to attain hared learning objects. In this event, student's need trust that they are related and that they either descend or reel in such a way that one cannot prosper if others do not succeed. Students need each other for maintenance, clarifications, and direction. Without the assistance of one fellow, the group will not able to attain the preferred objective. The following one is single answer ability. It suggests that each team associate is accountable for his/her fair piece to the group's achievement. It is significant that the group distinguishes who wants more support, support,

and reassurance in finishing the duty. It is also vital that group members know they cannot “hitch” on the work of others (Jolliffe, 2007). It needs each scholar in the group to progress a wisdom of individual accountability to study and support the rest of the group to learn also.

The third constituent is promotive communication. It denotes to the contact of pupils in order to assistance each other achieve the duty and the group’s shared aims. Students are obligatory to cooperate orally with one another on learning responsibilities (Johnson & Johnson, 2008). They are also predictable to clarify stuffs to each other, teach others, and offer each other with assistance, care, and reassurance. The fourth constituent is relational and common abilities. It states to the abilities such as giving positive response, accomplishment agreement, communication precisely and explicitly and connecting every associate in the learning practice. Nonetheless, not all learners know these abilities. They must be trained and experienced such skills before the groups challenge a learning assignment. Consequently, educators should cautiously and clearly teach their pupils the necessary abilities. The teacher is not somebody who processes the abilities of the pupils in relations of the final invention, but an important person who performances as an acquaintance, controller, manager, leader, guidance counselor, and helper (Cowe et al 1994). Lastly, group handling is a vital aspect of CL. It necessitates group associates to evaluate their purposes and involvement to the achievement of all responsibilities. It emphasizes ours confident perform and activities rather than on adverse ones and includes students rational about how they learn. Moreover, the

teacher may select to devote time precisely directing on cultivating a skill such as speaking. The educator can then guide the diverse groups throughout the learning undertakings and offer view on what has been detected.

2.2 Speaking Skill: Speaking is the spoken use of language and an intermediate through which human creatures interconnect with each other (Fulcher, 2003). It is the most challenging ability that persons want to interconnect in ordinary circumstances. Usually, speaking is the skill to direct somewhat in a spoken language. It is merely about pushing thoughts into words to make other persons grip the message that is carried. In this study, the word “speaking” is to one of the four skills related to language teaching and learning. At present, English has advanced and long-drawn-out in the Arab world (Kharma, 1998; Zughoul, 2003). It is extensively used as an influential language for numerous resolutions and likes an advance drank than in the past (Kharma, 1998). According to Zughoul (2003), English in the Arab International Journal of Linguistics ISSN 1948-5425 2014, Vol. 6, No. 4 32 www.macrothink.org/ijl world is now related with progress in equipment, employment, tourism, the Internet, science, business, policies, and so forth which have made English the most significant language in dissimilar facets of life. As a result, the skill to speak is vital in many of the overhead fields, if not in all of them. Though, most of Arab EFL students have complications in speaking English. They have dilemmas with articulation, lexis, grammar, fluency and understanding. Seeing the foregoing problem, EFL teachers should train students to grow their oral communication. According to Brown

(2007), oral communication can be kept by having three constituents. The first one is fluency which is the ability to speak naturally and expressively with no stopping and with lack of upsetting unwillingness markers. It also mentions to some features like answering logically within the turns of the chat, using connecting words and expressions, keeping in mind an understandable articulation and satisfactory intonation without too much hesitation (Richards, 2006). The second constituent is correctness. It states to the mastery of phonology elements, grammar and speech. It also states to the linguistic capability that agreements with the adjustment of the statements to get a precise communication. According Thornbury (2005), speaking English precisely means doing without or with few mistakes on not only grammar but vocabulary and pronunciation. The third constituent is articulation. It is “the construction and awareness of the important sounds of a particular language in order to accomplish sense in situation of language use. This includes the construction and acuity of segmental sounds of stressed and unstressed syllables and of the speech tune or intonation” (Carter & Nunan, 2004:56). Without a good articulation, hearers cannot comprehend what another individual says and this will make the communication course more demanding. Consequently, intonation has a dominant part in both theoretical and societal fields in the way that pupils can be able to partake and assimilate effectively in their communal. In conclusion, fluency, accuracy, and pronunciation are three important and balancing constituents in the progress of students’ speaking skill. Given the main mechanisms of

speaking skill, EFL teachers are attracted to present speaking actions. The types of events that can be used are presentation, directed and original actions. The selection of these happenings be determined by what we want learners to do. The first action is presentation activities. They offer students with chances to lead into in the board language. Educators and learners at this point should deliberate on the connotation and unambiguousness of the statement, not the grammatical accuracy. With rehearsal, grammar mistakes should fade. The second is guided actions. They are such as reiteration rehearsal or set judgements encouraged by image or word cues, aim to advance the correct use of words, constructions and pronunciation. In directed actions the focus is frequently on correctness, and the teacher brands it clear from reaction that correctness is significant. Some instances of actions for measured performs are: Find Someone Who, surveys, information gap etc. Guided events include model dialogues which students can change to talk about themselves and to communicate their own wishes and thoughts, and tasks which the students transmit using language taught before. Lastly original events are frequently intended to give either original rehearsal chances for foretold language matters, or over-all fluency rehearsal, where the exact language emphasis is less pertinent. Some actions for freer practice are: interface or information gap, role-playing, simulations, free argument, games, a jigsaw puzzle, and problem-solving. These activities are united with supportive methods to stimulate students and progress their speaking skill (Hedge, 2008). These kinds of actions are significant in

teaching language for communication and help generate contact in the language schoolroom (Johnson & Morrow, 1981).

1.2.7 Importance of integration of skills for the ability of speaking.

According with Scarcella, R., & Oxford, R. (1992). "The needlepoint of language learning: The person in the expansive classroom." Boston: Heinle & Heinle. The integrated-skill advance, as contrasted with the purely segregate advance, expose English language learners to real language and challenge them to work together naturally in the language. Learners rapidly gain an exact picture of the richness and difficulty of the English foreign language engaged for communiqué. Moreover, this approach stress that English is not just purpose of educational interest nor merely a key to passing an assessment; instead, English becomes a real means of interaction and sharing among people. This advance allows teachers to track student progress in multiple skill at the same time. Integrate the language skills also promote the knowledge of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly encouraging to students of all age and background.

In the category to incorporate English skills teacher should reflect on these steps:

-Study more about the diverse ways to incorporate a foreign language skills in the class room (e.g., content-based, task-based, or an arrangement).

-Reproduce their current advance and evaluate the area to which the skills are included.

-Decide instructional equipment, textbooks, and technologies that help the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, lexis, and so on.

Constant if a given course is labeled according to just one skill, memorize that it is possible to integrate the other language skills through correct tasks. Tutor language learning strategy and give emphasis to that a given strategy can often enhance show in multiple skills type of investigation.

1.2.8 Research Antecedents

The bibliographic revision of this investigation showed some ways of teaching and improving the oral abilities as those stated by Brown, 1994, p. 173, Kowal and Swain (1994), Swain and Lapkin (1995, 1998, 2000, 2001) Skehan 2002, These authors stated the different ways oral abilities can be improved, such as working in small groups in which learners are assigned tasks that involved collaboration and self-initiated language, for face-to-face give and take, for practice of negotiation of meaning, for extended conversational exchanges, otherwise it could be impossible.

Motivation is a really very important factor that could intervene negatively in the development of oral language. According to Deci & Ryan, (2000), Jensen, (1995), Minujin,

(1989), Krashen, and McDonough, (1989) it is really necessary that teacher could design didactic material to transform the teaching-learning process in a productive one, so students could acquire a meaningful learning.

For the introduction of communicative activities to improve the ability of speaking the investigations of Jack C. Richards (2012), Brown (2007), Carter & Nunan, (2004), (Moss & Ross-Feldman, 2003) stated all cooperative methods to help student in class for developing their speaking ability and the same way of teacher used a systematic manner in the schools.

With this way of teaching students can gain in optimistic interdependence. It refers to the suggestion that students are necessary to work together in organize to realize common learning objectives. Moreover, students must consider that they are associated and that they either sink or swim in such a way that one cannot achieve something if others do not succeed.

Students require each other for support, explanation, and guidance. Without facilitate of one member, the group will not able to achieve the preferred objective. The second one is person responsibility. It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support,

and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of others (Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn

also. The third element is primordial interaction. It refers to the communication of students in categorize to help each other accomplish the task and the group's shared goals.

1.2.9 LegalBases

The department of learning aims at given that Educator`s students with both the foreign language information and the skills needed to accomplish something in today`s world as English is the intercontinental language that will permit them to access knowledge and information and that will become an implement of personal and professional empowerment to construct a more successful, equitable society.

The general standard which is *Provide standards-based instruction on students oral English to support learnig to read and write* and this one is divided into many different specific standards, but the one that is related with this investigation is the standard 3.b.6 that states that teachers must develop students' speaking skills for a variety of academic and social purposes.

2.-METHODOLOGY

RESEARCH LINE:

The investigation line is METHODOLOGY.

2.1. Methodological Approach

The exploration developed was bibliographic, documentary, and of field, by the information that methodical articles, researches related to the topics were reviewed and checked. The techniques used were the surveys practical to student and English teacher.

The method used were the inductive and deductive, because the next steps were follow from the exacting to the universal:

- a. Observation
- b. .Experimentation
- c. Comparison
- d. Abstraction
- e. Generalization

2.2. Type of study

This investigation is descriptive, as the results were described; explicative, by the fact that with the explanation of the results the author did a proposal; the study was also correlational, by the recognized relation between the two variables.

2.3. Variables:

Dependent: Learning procedure of the English language

Independent: Expansive activities for speaking

2.4. Universe and Sample

The universe of study was collected by 23 Second -year and 2 English Teachers from “Margarita Cortés” Educational Institution, Esmeraldas city, Ecuador.

The sample coincide with the world.

2.5. Data collection

The group of the information and data was probable through the application of bibliographic report and statistical method, which made the explanation of graph possible.

The development of the present exploration and had the next steps:

- Explanation of the project of investigation by the researcher.
- Authorization of the project of exploration by the Linguistics School. Pontifical Catholic University of Ecuador in Esmeraldas
- Propose and training of the instrument to collect the data (Surveys)
- Data collection
- Tabulation of the information
- Analysis and interpretation of the results
- Verification of the objectives

- Drafting of conclusion and recommendation
- Drafting of the final details

2.6. Plan of Analysis

The tabulation and analysis of the effect was done after the analysis of the results, by means of graphs through automated information, It facilitate to verify the objectives and make the suggestion.

2.7. Data Processing

The data dispensation was done by the researcher, manually. It resolute the results with the objectives answer the problem of study, complete the objectives, and make a suggestion going to better the Second year English Language Learning at “Margarita Cortés” Educational Institution, Esmeraldas, Ecuador.

The data were tabulate by resources of the Microsoft Excel Program.

2.8. Human Resources

- Establishment
- Second-year students from Secretary Organizational Management at “Margarita Cortés” Educational Institution, Esmeraldas, Ecuador
- Second year English Teachers

2.9. Material Resources:

- Office equipment
- Transport
- Copies
- Computer
- Internet
- Books

2.10. Techniques and Instruments:

Techniques:

The next techniques were used:

Bibliographic technique: It was use for the building of the theoretical framework with the objective to recreate the precise knowledge for the study and analysis of the present investigation.

Survey: This technique was designed according to the objectives and was applied to students and teachers involved in the investigation.

Statistic Technique: This technique permitted the tabulation of data from the surveys.

Observation Technique: It permitted to appreciate the situation of the Second- year learning of English and attitudes to learning, and the English teachers' teaching methodology.

Instruments:

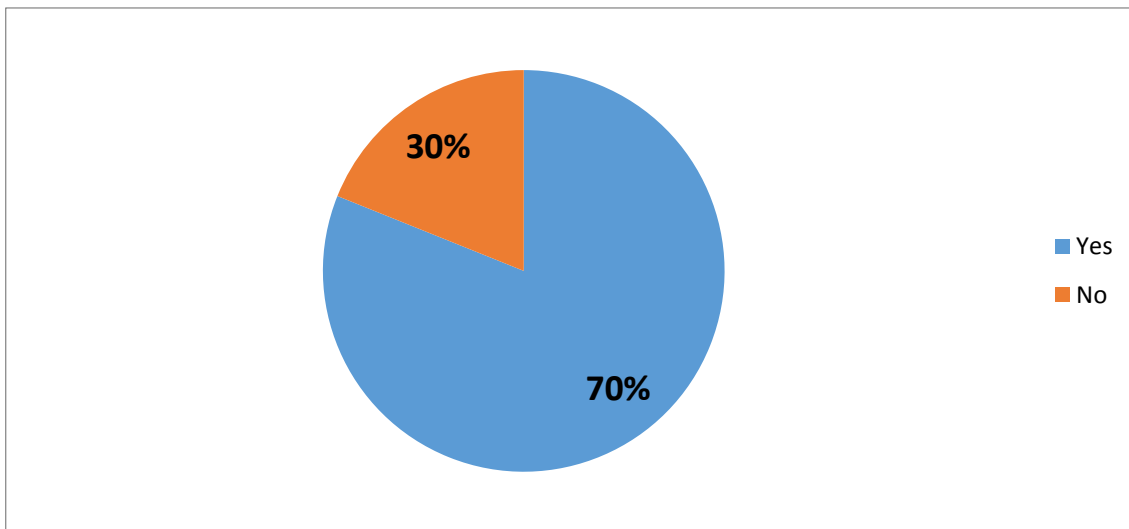
The instruments which were used for each technique were:

- Bibliographic records
- Questionnaires
- Statistic graphs and tables

3.-RESULTS

Presentation of the results of the investigation. It is as follows: Results of the survey applied to second -year students from Secretary Organizational Management, at “Margarita Cortés” Educational Institution, Esmeraldas, Ecuador

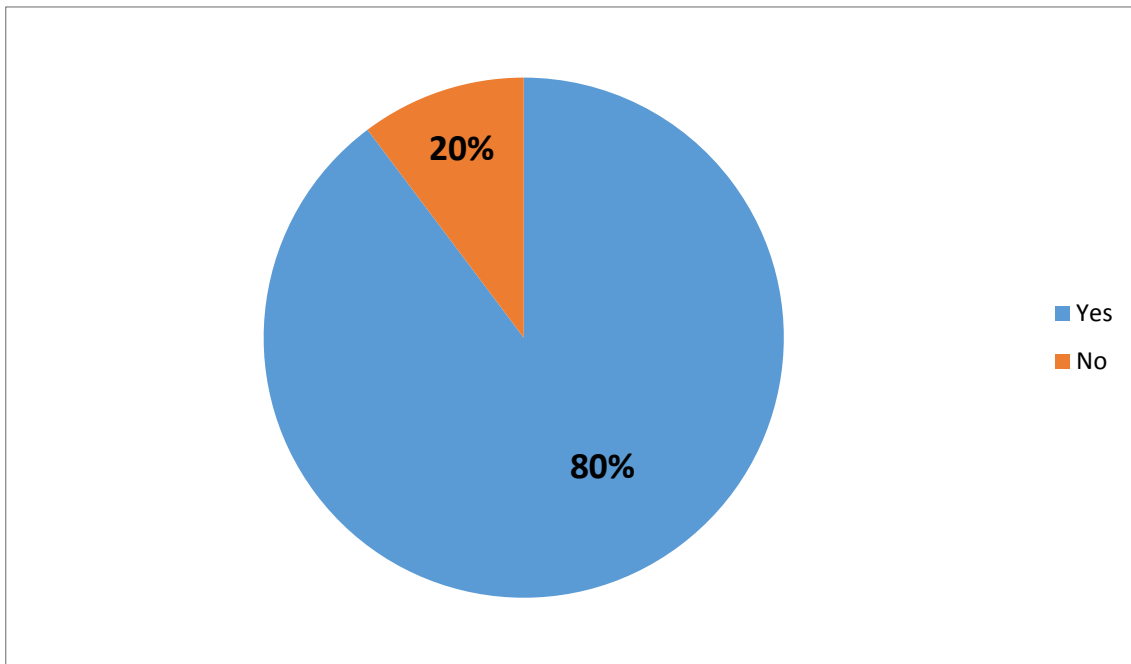
1. -Students who like to speak English in the lessons



1. -Do you like to speak English in the lessons?

The graphic shows that 70% of the students like to speak English in the lessons and for this reason they said yes whereas 30% said no these data showed students like to speak English in the lesson all the time.

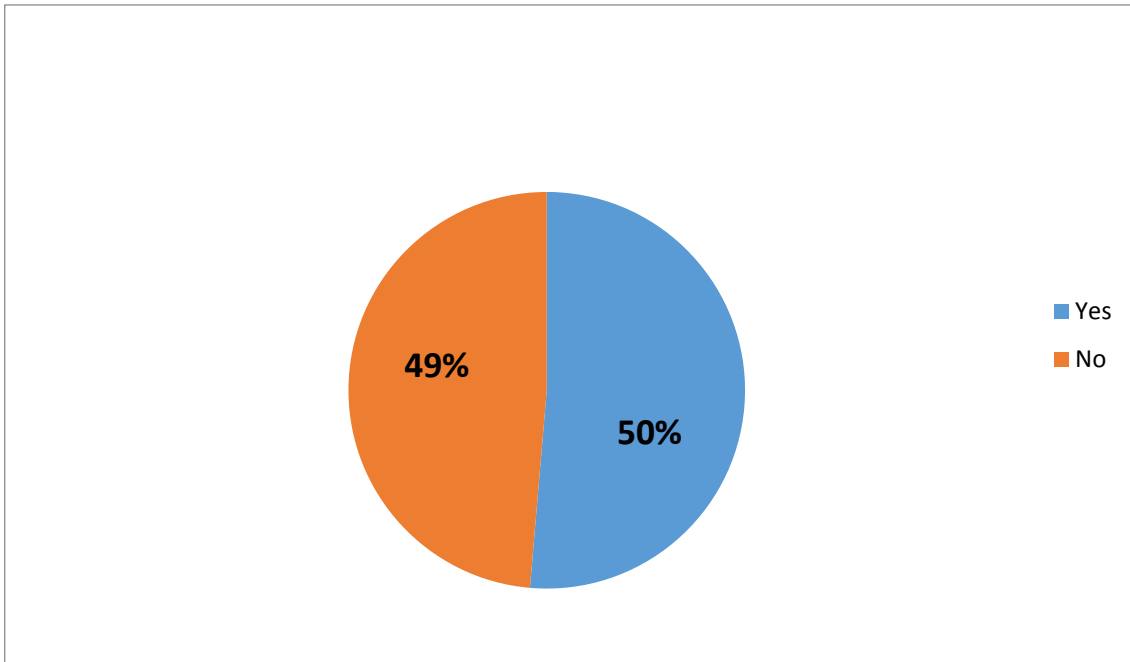
2.-Motivation for speaking



2.-Do you feel motivated in practicing Speaking in your lessons?

The graph showed that 80% of the students felt motivated in practicing speaking in their lesson and said yes whereas 20% did not feel motivated in speaking English in their lesson the reason is because teachers did not use another way for teaching English.

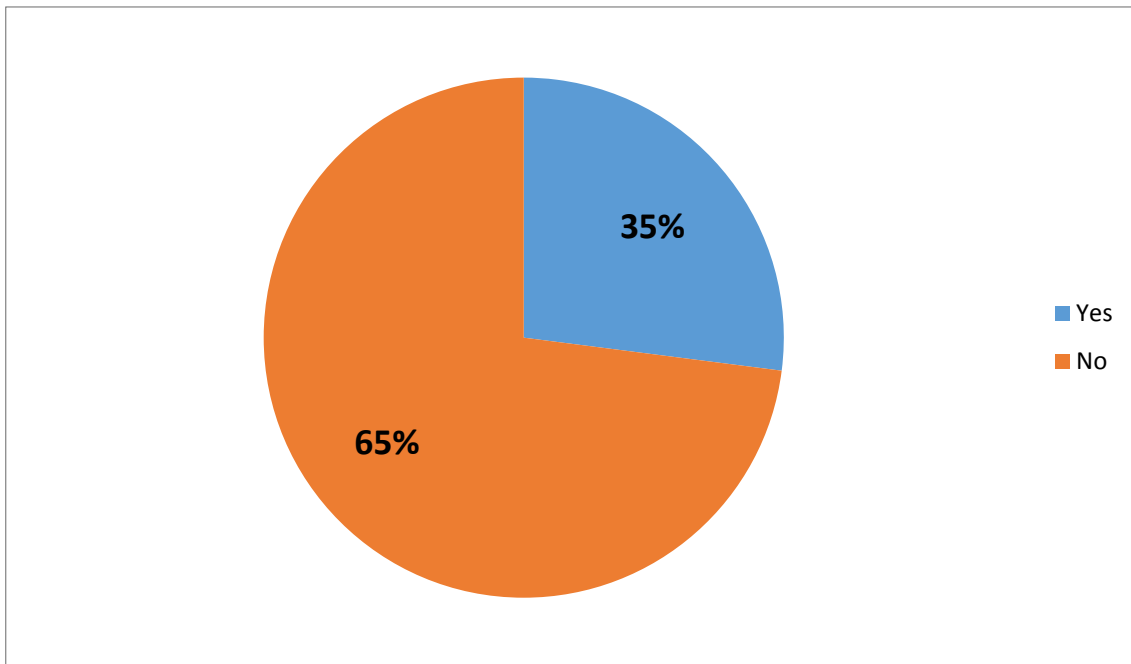
3.-Materials used to stimulate speaking in their lesson



3. -Do teachers use appropriate materials to stimulate Speaking in your lessons?

The graph showed the 49% of the students said that the teacher sometimes used appropriate materials to stimulate speaking English in class whereas the 50% answered no, so it means the teacher did no use appropriate materials for developing the ability of speaking.

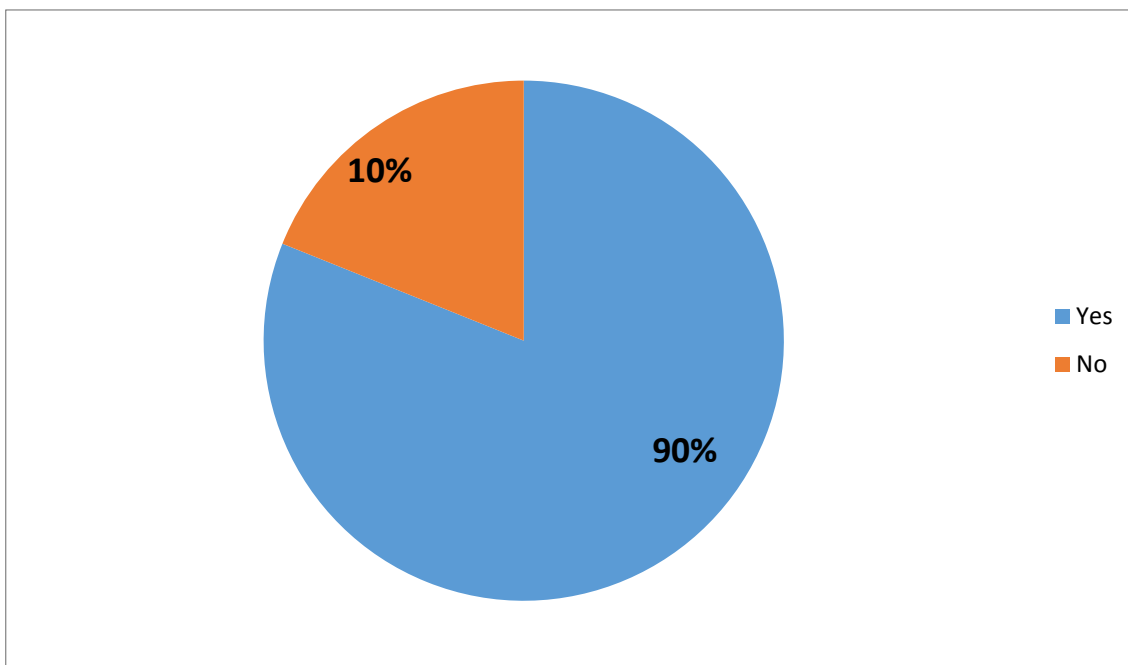
4.-Can you establish a conversation in English?



4. Can you establish a conversation in English?

The graph shows the 65% of students cannot establish a conversation in English with the rest of the classmates whereas 35% indicated that they could establish a conversation through dialogues and with different activities.

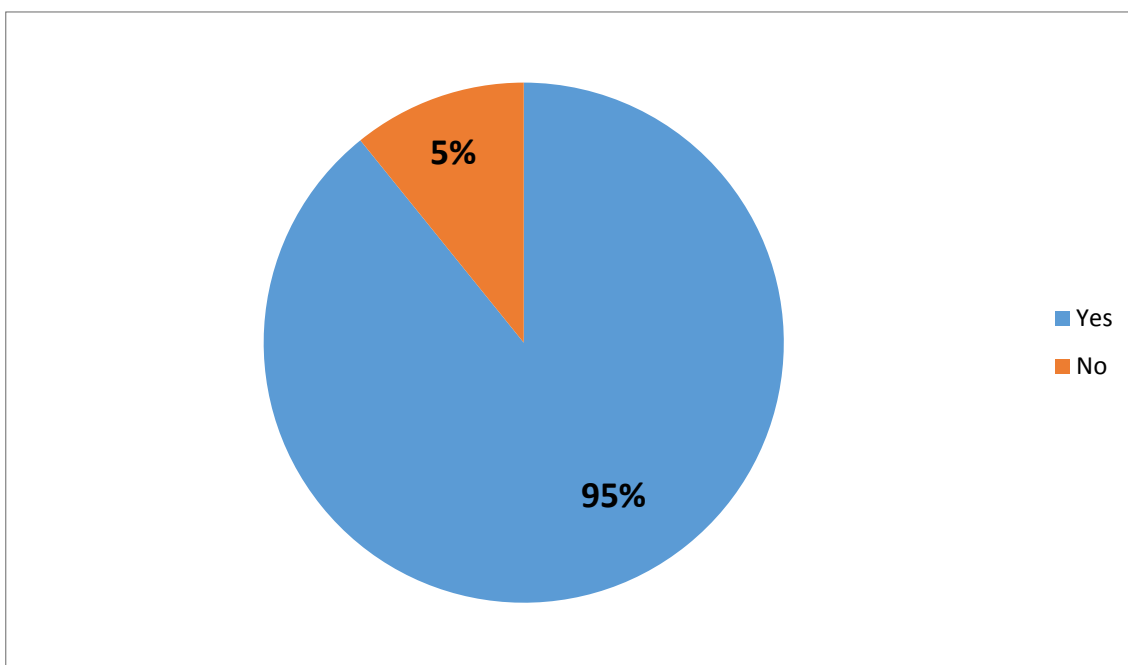
5.-Importance of speaking English for future



5. -Do you think Speaking English is going to be important in your future profession?

The graph showed the 90% of students answered yes, because they said that English is very important for their future whereas 10% indicated that English was not important in their life the reason can be that the teacher did no use an interesting and motivating way for teaching English.

6.-Improvement during the lesson

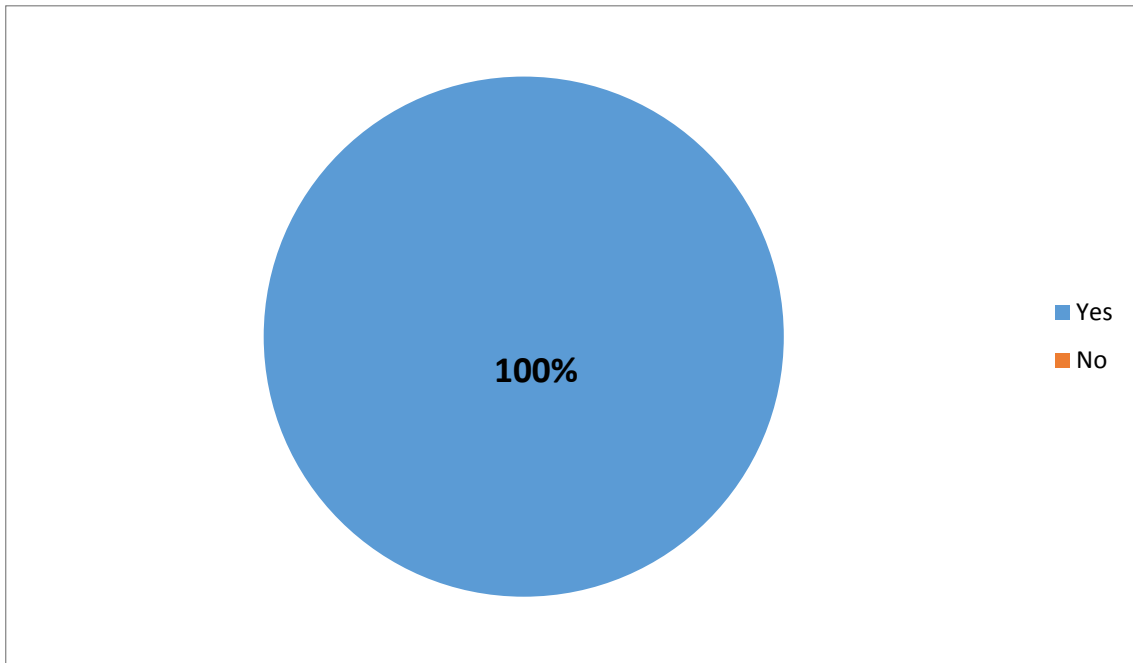


6. -.Can you say you have improved your Speaking during the lessons received?

The graph showed the 95% said they can improve English when the teacher uses another way in class the reason is because of the student need a different type of learning whereas the 5% did not improve their English during the lesson received, the reason was because sometimes students pay attention in class when the teacher uses interesting materials, and some other times they think the lesson is boring.

Results of the survey applied to Teachers from Secretary Organizational Management, at “Margarita Cortés” Educational Institution, Esmeraldas, Ecuador

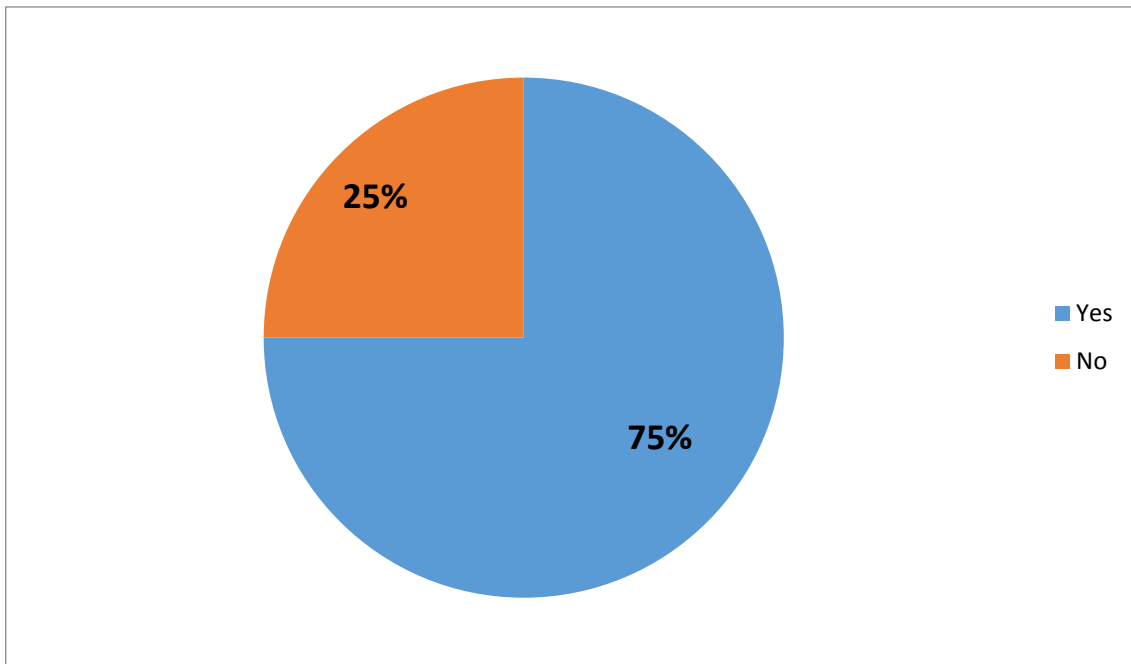
1.-Motivation in teaching



1. -Are you motivated in teaching English?

The graph showed 100% of the teachers liked teaching English because they use a different way to teach but, sometimes they applied methods for improving speaking in English through games, or other activities for motivating the lessons.

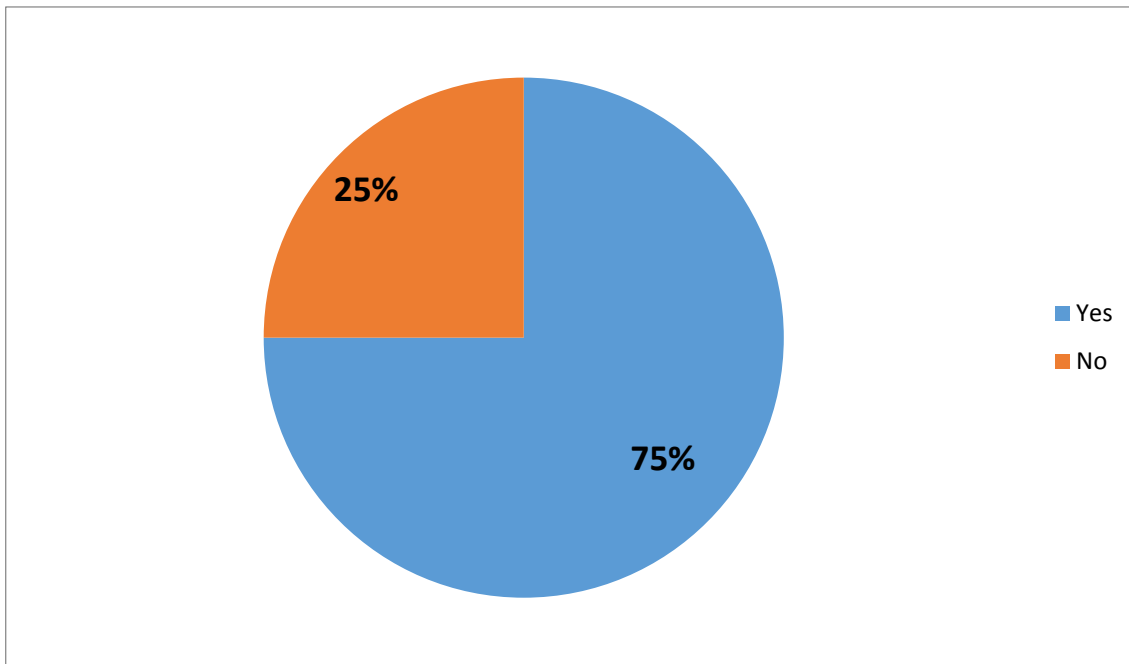
2.-Encouragement to speak English.



2. -Do you encourage your students to speak English in your classes?

The graph revealed that the students felt satisfaction for speaking in classes by funds of game, confirmed by 75% who said yes, and the 25% said no. This exposed how language would give to the development of English verbal communication since the student have a good approach towards education.

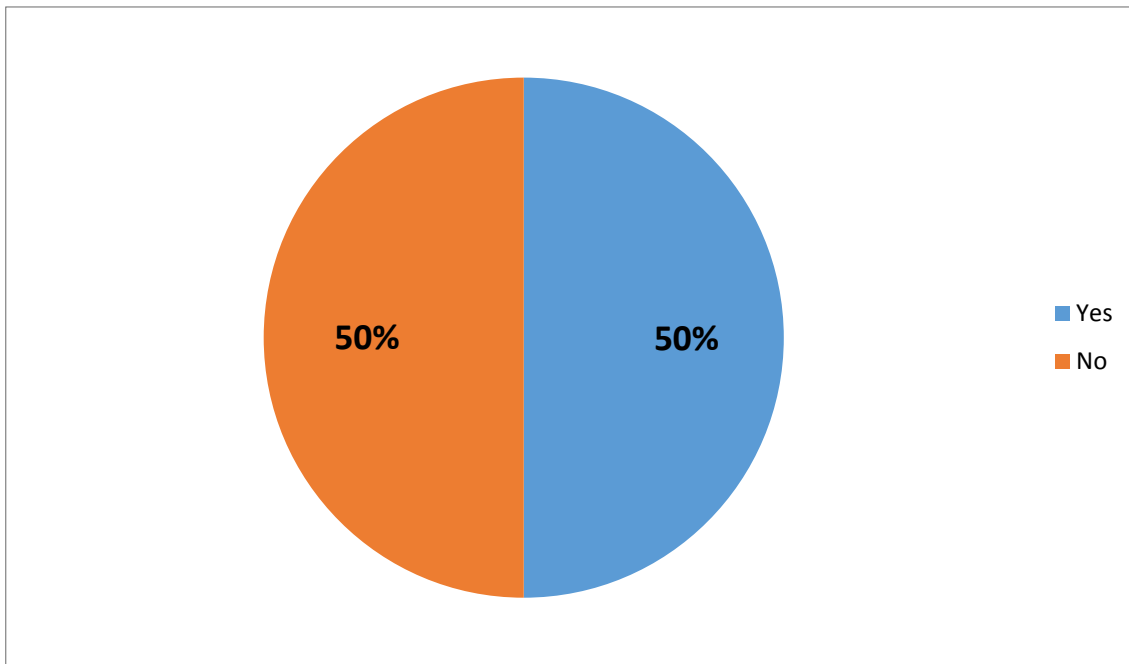
3.-Ways of teaching the ability of speaking, level of satisfaction



3. -Do you think your students feel comfortable with your way of teaching the ability of speaking?

The graph shows that 25% of the sample said yes, the 75% said no. In this sequences how that one of the behavior that increase active knowledge that is sports competition is not used habitually by teacher. This might give details why the results of speech learning are not good in the students assess. In adding, it may give details why the student are bored and in diverse in the classroom.

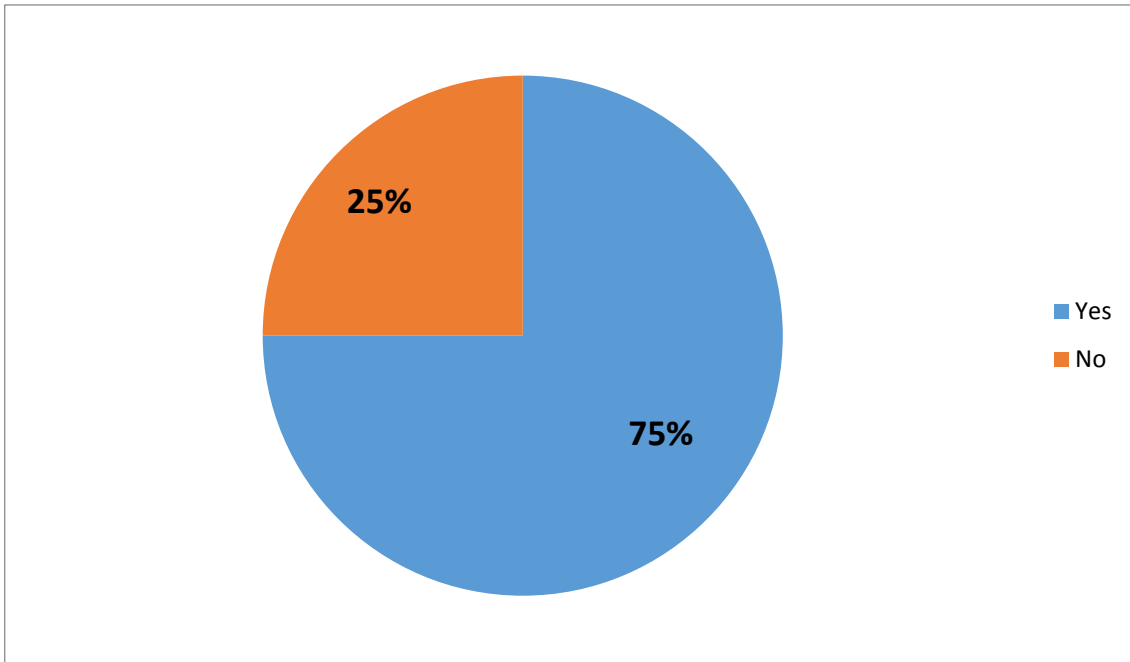
4.-Necessity of using games for the development of speaking.



4 Is it necessary to use English games for the development of ability of speaking?

The graph shows that 50% of the sample said yes, the 50% said no. In this sequences how that one of the actions that increase dynamic knowledge, that is games is not used frequently by teachers. This may explain why the results of language learning are not good in the students assessed. In addition, it may explain why the students are bored and indifferent in the classroom.

5.-Activities that motivate students to speak English in class.



5. -Do you use any communicative activity to motivate your students to speak English in classes?

The graph showed that 75% of the teachers used a dynamic way for motivating students whereas, the 25 % did not applied motivated activities for this reason there is a lack learning in English.

4.-DISCUSSION

To discuss the results obtained, they were compared with those of the different authors who investigated in the theme, it is as follows:

-Most of students were very passive during the period of the lessons received, they showed they were not interested. It was caused by the fact that the teacher used a traditional methodology in which there was not interaction by the students. It is similar to what Krashen, (1986) who demands activation of learning and brain.

-The traditional Methodology did not help the teaching learning process, students are not active and their learning is not motivating. The author agrees with the results of Deci& Ryan, (2000), and McDonough, (1989), according to the fact that it is important to take students' needs into account, so they could be more active and more motivated.

-The teachers used only the student's book to teach, so they do not use updated materials to activate knowledge .It is in agreement with what McDonough (1989)stated concerning visual aids to help the process of thinking ,so the design of some material aids for improving the ability of speaking in second-year students studied.

-The teacher frequently used movies and the textbook. There was no use of cards or any other material produced for instruction. There was lack of motivation in the teaching-learning procedure, therefore, poor learning. This show the requirement to help teacher with a good

reserve for teaching. Resources for teaching are especially important for civilizing learning, shown by Ramirez, (2013) in her investigation.

-Partly of the teachers evaluate had some in order about the expansive activities, and the other half affirmed that they had a small information. This can show that either they or they didn't have adequate want to use it for verbal communication teaching, or they consideration they know about it, but it was not true.

-All the teachers would like to use the expansive activities to develop speaking in the classroom. So, after, some orientations on how to use it with game, they would use it, improving the learning results of the students, coincide with the results exhibit by Concepción (2012).

-The common of the students exposed that they like English. If although of the detail that they are bored in the classroom, inactive, and without incentive, they said that they liked English, they would like the topic more if they were provide with a handbook of games, which would make them learn with fun and agreeably.(Medina, 2016)

-All of the students would like to study by means of games or expansive activities. This justify the author's application of an instruction manual of games. It is correct for children because they connect in education without realize it.

-The majority of the teachers do not use communicative activities for teaching the skill of verbal communication. This justify why the common of the student did not demonstrate incentive for language education and were inactive in the classroom, thus with terrible learning consequences. It also justify they require to give the teacher with an instruction manual of games for the English language teaching- learning process. This coincide with the results of the investigation done by Concepción, (2012), Boquete, (2011), Colomina, (2001), Testa, (1997), Parada, (1997), Dobson, (1992), García, (1990), Byrne, (1989), and Antich, (1981), in relation to the design of games for language teaching.

5.-CONCLUSIONS AND RECOMMENDATIONS.

5.1 CONCLUSIONS

- When habitual method for the English language teaching are used with adolescents to teach the ability of speaking, the learning process is not motivating, stimulating or active, so the language learning is affected. There is not development of communicative abilities, no learning of lexicon, syntax, semantics or grammar.
- A lesson when very boring is very hurtful for adolescents. It is necessary a constant activation for them to get the knowledge of the language. Communicative activities can improve the ability of speaking for sure.
- Second-year teachers at “Margarita Cortés” Educational Institution, in Esmeraldas, Ecuador, have lack of knowledge concerning the use of the communicative activities for improving the ability of speaking.
- The material aid with the set of exercises with communicative activities for teaching the ability of speaking devoted to second year students at “Margarita Cortés” Educational Institution, it will be given a high-quality intermediary for help adolescents go to from the sector of Present increase of learning, to the Zone of possible Development, confirm Vygotsky’s conjecture of the Zone of Proximal increase.

5.2 RECOMMENDATIONS

- This research concretes the way to other investigation, such as upgrading program on expansive activities for Second year English language teachers, also an instructive experiment to assess the use of the exercises in the Second year baccalaureate's English classroom.
- The set of exercises with expansive activities proposed for English language coaching, after being evaluate by means of a pedagogical research, should be available and used in Second year Baccalaureate instruction all over the state.
- Therefore, a set of exercises with communicative activities to promote the development of the ability of speaking will be a good for teaching English, using the students' book of the year.

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7. ANNEXES

7.1.ANNEXE # 1

Mayra bolaños, Escuela de Lingüística Aplicada

SURVEY TO BE APPLIED TO SECOND GRADE STUDENTS AT “MAGARITA CORTEZ” HIGH SCHOOL IN ESMERALDAS, ECUADOR.

Objective: To establish a preliminary diagnosis to second-year baccalaureate students from Organizational Secretariat Management at” Margarita Cortés” Educational Institution about the development of the ability of Speaking in English,.

1. Do you like to speak English in the lessons?

a) Yes _____

b) No _____

2. Do you feel motivated in practicing Speaking in your lessons?

a) Yes _____

b) No _____

3. Do teachers use appropriate materials to stimulate Speaking in your lessons?

a) Yes _____

b) b) No _____

4. Can you establish a conversation in English?

a) Yes _____

b) No _____

5. Do you think Speaking English is going to be important in your future profession?

a) Yes _____

b) No _____

6 .Can you say you have improved your Speaking during the lessons received?

a) Yes _____

b) No _____

7.2.ANNEXE # 2

Maira Alejandra Bolaños Valencia, Escuela de Lingüística Aplicada

SURVEY TO BE APPLIED TO ENGLISH LANGUAGE TEACHERS AT “MARGARITA CORTÉS” EDUCATIONAL INSTITUTION IN ESMERALDAS, ECUADOR.

Objective: To establish a preliminary diagnosis to second –year baccalaureate teachers of English of Organizational Secretariat Management at “Margarita Cortés” Educational Institution about the improvement of the ability of Speaking.

1. – Are you motivated in teaching English?

a) Yes _____

b) No _____

2. – Do you encourage your students to speak English in your classes?

a) Yes _____

b) No _____

3. – Do you think your students feel comfortable with your way of teaching the ability of speaking?

a) Yes _____

b) No _____

4. – Is it necessary to use English games for the development of ability of speaking?

a) Yes _____

b) No _____

5. – Do you use any communicative activity to motivate your students to speak English

in classes?

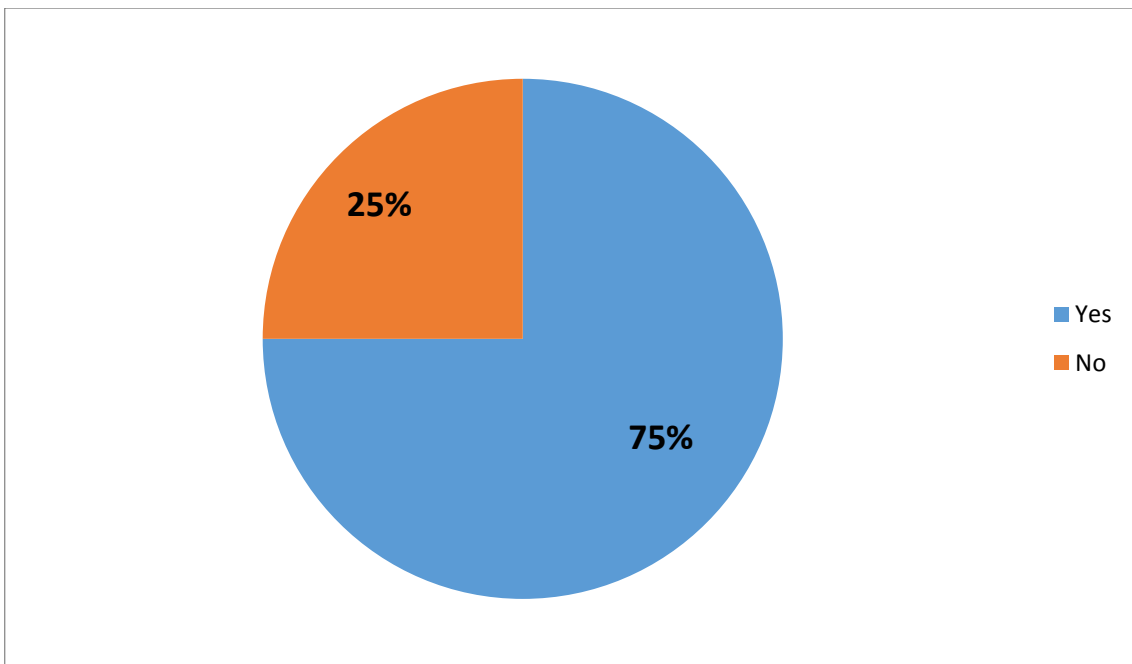
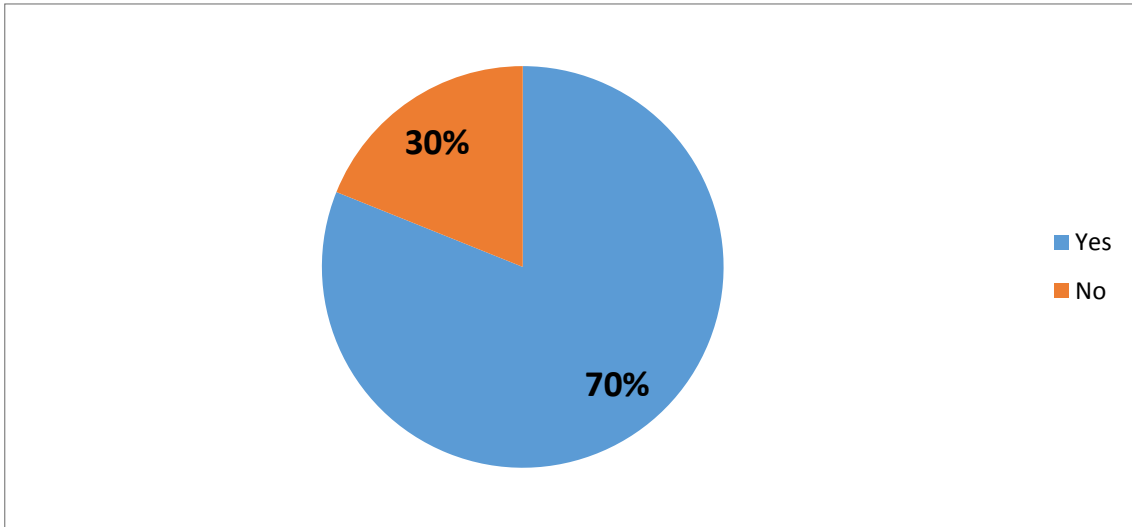
a) Yes _____

b) No _____

7.3.ANNEXE # 3

GRAPHS

Graph 1.-Students who like to speak English in the lessons



7.4.ANNEXE # 4

SET OF EXERCISES



1.-Messages

Aims Skills - writing, speaking

Language — expressing one's opinions, making conjectures, saying something is right/wrong

Other — fun

Level Intermediate

Organization Pairs

Preparation As many pieces of paper with messages on as there are students

Time 15—20 minutes

Procedure Step 1: Each student takes a message which he is not allowed to show to anybody else in the class. Then the students find a partner.

Step 2: All the students stand around the walls of the classroom making sure that their partner is as far away as possible. The first student in each pair mimes his message to his partner. That is, half of the class are miming, while the other half are watching. The observing partners write down the message as they interpret it. Then the second students in each pair mime their messages.

Step 3: Everyone sits down with his partner and tells him what he thought the message was. Then the original messages are read out.

Possible - I'd like to go to the cinema with you. Meet me at my house at messages 7 p.m.

<p>Note:In these activities students can develop their ability of speaking in a dynamic way.</p>



2 Names

Aims

Level Organization Preparation

Time Procedure

Skills - speaking

Language - questions

Other - getting to know each other's names

Beginners Class

As many small slips of paper as there are students

5—10 minutes

Step 1: Each student writes his full name on a piece of paper. All the papers are collected and redistributed so that everyone receives the name of a person he does not know.

Step 2: Everyone walks around the room and tries to find the person whose name he holds.

Simple questions can be asked, e.g. 'Is your name . . .?' 'Are you . . .?'

Step 3: When everyone has found his partner, he introduces him to the group.

Note: In this activities games their development the speaking ability and the same form learning the grammar.



3 Name circle

Aims

Level Organization

Preparation

Time

Procedure

Variations

Skills - speaking

Language - statements (This is . . . , I'm . . . , That's . . .) Other — learning each other's names,

memory

Beginners

Class sitting in a circle; maximum of 25 students

(For variation 2: toy animal)

5-10 minutes

The teacher begins by giving her name. The student sitting to the left of the teacher continues by first pointing at the teacher and saying, 'This is Fred Smith/Mrs Henderson,' then at himself giving his own name. In this way everybody in the circle has to give the names of all the people sitting to their right before introducing themselves.

1: Those students whose names have been forgotten by the person whose turn it is, have to stand up. They may sit down again when their names have been recalled correctly.

2: A toy animal can be used to relax the atmosphere. It is handed from one person to the next in the circle and likewise introduced each time.

3: With more advanced learners more complex statements can be used, e.g. 'The girl with the green pullover is Jane. The boy with the glasses sitting next to her is Jim.'

Note: This activities is with finally of student develop their speaking skills in all moment that during the class.



4.-Name tags

Aims Skills - speaking

Language - questions, giving reasons, expressing likes

Other - getting to know each other

Level Intermediate

Warming-up exercises

Organization

Preparation

Time

Procedure

Variations

Individuals

Sheets of stiff paper in different colors, scissors, thick felt pens, masking tape

10-15 minutes

Step 1: Students cut out name tags for themselves in the shapes and colors that they feel suit them best. They write their names on the tags, fix them to their clothes with masking tape and start walking around the room.

Step 2: For a few minutes all the students just walk around and look at each other's name tags. They then pick out somebody whose tag they find interesting and talk about the colour and shape of their tags. Each student should try and talk to at least five other students.

1: After each student has made his name tag, all tags are collected and redistributed at random. The students fix the 'wrong' tags to their clothes on the right side of their chests. Again the students circulate and try and find the owner of the tag they are wearing. The correct tags are then fixed on the left side and a short conversation about the shape and colour of the tag follows. According to the level of achievement in the class the types of questions can be varied.

2: 'Mystery name tags' are used instead of proper name tags. First of all the class agrees on the type of information that should be given on the name tags. (e.g. 1 first name(s), 2 surname, 3 marital status, 4 children, 5 pets, 6 hobbies, 7 pet hates, 8 favourite country, 9 where the person would like to be right now) Each student now draws/writes a 'mystery name tag', by encoding the information for these nine points in abbreviations or symbols.

Note: The activities is individuals the reason is because the student can develop their skills and the same form to ask questions, giving reason, and expressing likes.



5.-Comments

Aims

Level

Organization Preparation

Time

Procedure

Variations

Remarks

Skills - writing, speaking

Language — all elements, expressing emotions other - getting to know each other

Intermediate

Class

None

15-20 minutes

Step 1: Every student writes his name at the top of a piece of paper. All the papers are collected, shuffled and redistributed.

Step 2: Now every student writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or a student) now collects all the papers.

Step 3: The papers are read out and (in pairs) one student reads the question and the other reads the answers, after the discussion (frontally) follows: How did the people concerned feel? Were the comments fair/superficial/critical/supportive? Instead of having the discussion after all the comments have been read out, a short conversation can follow each comment.

<p>Note: For this exercise there should be a supportive atmosphere within the class.</p>



6.-Magic shop

Aims

Level

Organization Preparation (In small groups)

Time

Procedure

Skills - speaking

Language - if-clauses, arguing, praising something

Other- learning something about one's own values

Intermediate/advanced

Individuals

Slips of paper with positive human qualities written on them

(see below), three times as many slips as there are students

(qualities may occur more than once)

15-20 minutes

Step 1: Each student receives three slips of paper, each with a positive human quality on it, e.g. honesty, intelligence, fairness, humour, health, beauty, stubbornness, curiosity, cheerfulness, gentleness, humility, optimism, perseverance, politeness, hospitality, helpfulness, thoughtfulness, wisdom, justice, friendliness, adaptability, charity.

Discussions and decisions

Step 2: Each student decides which of his three qualities he would like to keep and which to exchange for others.

Students then barter with different people.

Step 3: After 10 minutes of bartering, students report on which qualities they received, which ones they kept and whether they are happy with their present one(s) (they may have more or fewer than three).

<p>Note: For this exercise the students can practice the ability speaking skills and can describe the quality of each person.</p>
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7.-Pink versus brown

Aims

Level Organization

Preparation

Procedure

Skills - speaking

Language — contradicting, praising something, giving reasons other — fun, imagination

Intermediate

Groups, pairs

None

15-25 minutes

Step 1: Students whose favorite colors are the same should work together. They describe to each other why they like this particular color better than any other.

Step 2: Students leave their groups and pair up with someone from a different group. Each partner argues for his favorite color and tries to convince the other one of its qualities.

Step 1 can be left out.

Note: The objective in this games is for student can learn the name of colors in a dynamic way.



8.-What evidence?

Aims Skills - speaking

Language — discussing, giving reasons, agreeing and disagreeing

Other - thinking about questions of credibility, evaluating information

Level Intermediate

Organization Teams or groups

Preparation A handout for each group (see Part 2) Time 20-30 minutes

Discussions and decisions

Procedure Step 1: Each team or group receives a copy of the handout. The students now have to discuss what evidence each of them would accept as regards the truth of each statement.

They should not discuss whether they believe that a statement is true but what evidence would convince them. If the students cannot agree on acceptable proof they should note down their differences of opinion.

Step 2: When all the statements have been discussed, the groups report back to the whole class.



9.-Optimists and pessimists

Aims

Level Organization

Preparation

Time

Procedure

Variations

Skills — speaking

Language — expressing different points of view Other-imagination, fun

Intermediate

Two teams

None

5-15 minutes

Step 1: One student from team 1 (optimists) begins by giving a statement, e.g. 'It is good for your health if you do some sport.' Then one student from the other team (pessimists) gives the other point of view, e.g. 'But sports like boxing or car racing are dangerous.' The pessimists continue with a new - pessimistic - statement, which the optimists have to react to.

Step 2: After a few minutes of exchanging statements, the students are asked if they found it difficult to adopt one point of view throughout. They could also mention those statements which went against their personal viewpoint.

A good follow-up activity is 1/You/He statements like:

I don't dance very well.

You haven't got much feeling for rhythm.

He tramples on his partner's feet.

Or:

I enjoy eating.

You are a bit overweight.

He is fat.



10.-Discussion wheel

Aims

Level Organization

Preparation

Time

Procedure

Variations

Skills - speaking

Language — discussing

Other— (dependent on the topics)

Intermediate

Groups of six students

One handout for each group (see Part 2), three dice per group

15-25 minutes

Each group receives a copy of the handout and three dice. Each group member is given a number from 1 to 6. The dice are thrown; two dice indicate the students who start the discussion, the third die indicates the topic they have to talk about. After a short while the other group members can join the discussion. Every topic on the wheel should be discussed at least once. If the topic die shows the number 5, the two students choose their own discussion topic.

1: Instead of writing the discussion topics on the discussion wheel, they can be put on small cards and laid face down on the wheel.

2: More factual or more personal topics can be chosen.



11.-Lifestyle

Aims

Level Organization

Preparation

Time

Procedure

Variations

Skills - speaking

Language — giving reasons, stating likes and dislikes Other- thinking about one's priorities

Beginners/intermediate

Pairs

Students are asked a day or so beforehand to bring along three objects which are important or significant for them.

10-15 minutes

Step 1: Students work with a partner. Each of them explains the use/purpose of the three objects he has brought with him and says why they are important and significant for him.

Both partners then talk about similarities and differences between their choices of objects.

Step 2: A few of the students present their partner's objects and explain their significance to the rest of the group. 1: Instead of real objects, drawings or photographs (cut out of magazines or catalogues) may be used.

2: Before the paired discussion starts, a kind of speculating or guessing game can be conducted, where the three objects of a student whose identity is not revealed are shown, and suggestions about their significance are made.

A follow up activity: the students will write sentences about similarities and differences between their choices of objects.



12. - Twenty things I'd like to do

Aims Skills - writing, speaking, listening and reading

Language — expressing likes and dislikes

Other- analyzing one's likes

Level Intermediate

Organization Individuals

Preparation None Time 20-30 minutes

Procedure Step 1: The students are asked to write a list of 20 things they would like to do.

These can be ordinary activities like eating a lot of ice cream or more exotic dreams like going for a trip in a balloon. They should jot down anything that comes to mind, writing the activities one under the other. These lists will remain private.

Step 2: The students are asked to code their lists by putting one or more of the following symbols in front of them:

£ if the activity is expensive

WF if the activity involves other people (WF = with friends)

A if they would do this on their own (A = alone)

M or F if they think their mother (M) or father (F) would enjoy this, too

X if the activity is at all physically or mentally harmful (e.g. smoking)

Step 3: Now the students should think about the distribution of these symbols on their lists

and continue the following stem sentences:

I have learnt from this exercise I am pleased that . . . that... I am worried that. . .

I am surprised that... I don't mind that. . .

Discussions and decisions

The completed sentences are collected by the teacher and individual ones read out, provided they contain a stimulus for discussion.

Variations 1: Students may want to make suggestions for other ways of coding.

2: The lists are made up of things the students would not like to do.