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**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN**

TOPIC:

**THE IMPROVEMENT OF SPEAKING ABILITY IN ENGLISH
THROUGH THE USE OF VISUAL STIMULI IN THE
CLASSROOM.**

**TEMA DE INVESTIGACIÓN PREVIO A LA OBTENCIÓN DEL
TÍTULO DE “DIPLOMA SUPERIOR EN METODOLOGÍAS
COMUNICATIVAS DEL IDIOMA INGLÉS.**

AUTOR:NELLY MARIA GUATO GUAMAN

DIRECTOR:ING. LUIS TORO

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HOJA DE APROBACIÓN

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AUTOR:

NELLY MARIA GUATO GUAMAN

LUIS TORO, ING. f.....
DIRECTOR DEL TEMA DE INVESTIGACION

TELMO VITERI, ING. f.....
DIRECTOR DE POST GRADO

PABLO POVEDA MORA, ABOGADO f.....
SECRETARIO GENERAL DE LA PUCESA

DECLARACIÓN DE AUTENTICIDAD Y RESPONSABILIDAD

Yo, Nelly María Guato Guamán portadora de la cédula de ciudadanía No. 1802286383 declaro que los resultados obtenidos en la investigación que presento como informe final, previo la obtención del título de Diploma Superior en metodologías Comunicativas del idioma Inglés, son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

Nelly María Guato Guamán
CI. 180228638-3

RESUMEN

El presente trabajo está dirigido a todos quienes están interesados en obtener técnicas y actividades para ayudar en el desarrollo de la habilidad de hablar un nuevo lenguaje, en este caso el Idioma Inglés.

En la actualidad, hablar inglés es muy importante y necesario, para poder desenvolvemos competentemente en este mundo globalizado.

El principal propósito de este trabajo bibliográfico es ofrecer a los estudiantes y profesores oportunidades de enlazar varias actividades y técnicas para el afianzamiento del desarrollo del lenguaje en forma verbal. Todas técnicas y actividades están basadas en la filosofía del Método del Total Physical Response, Communicative and Natural Approach.

Usando estímulos visuales como las fotos, gráficos, material real, etc. un idioma puede ser asimilado de mejor manera a través de un patrón dado por parte del profesor y luego los estudiantes ejecutan demostrando su comprensión adecuadamente. Los Role Plays son de gran ayuda para los estudiantes, donde ellos se esfuerzan para hablar y desenvolver en situaciones cotidianas.

De la misma manera Realia es otra técnica que ayuda a estar en contacto con la realidad para lograr una enseñanza y un aprendizaje significativo.

Para usar estas técnicas y actividades se debe tomar en cuenta también el tamaño de la clase, el nivel de conocimiento y su imaginación. Les invito a experimentar y crear sus propias actividades que acompañen a los gráficos; y si usted tiene nuevas ideas para usar estos estímulos visuales, déjeme saber de usted.

ABSTRACT

The present project is directed to everybody who is interested in getting some activities in order to apply them in the speaking skill development.

Proficiency in English is vital in today's words. To develop English proficiency, teachers need to be seeking a variety of techniques to integrate learning beyond the classroom.

The main purpose of this present project is to offer students and teachers opportunities to engage in language acquisition activities. It has lot of techniques and strategies that can be helpful for English teachers during their teaching process. All of these three techniques are based on Total Physical response, Communicative and Natural Approach methods.

Using stimuli is based on the Total Physical Response (TPR) approach to language acquisition proposed by James J. Asher; a target language can be best acquired through listening, modeling, and demonstration. With pictures, students first listening to English as it is modeled by the teacher, then demonstrate their understanding by responding appropriately. **Role play** is a great technique where the students can effort to talk and act as in a real situation. **Realia** is another technique which helps the students to be in contact with the reality in order to have a significant teaching.

To use these techniques depend on the size of your class, the level of your students, and your imagination. I encourage you to experiment and to create your own activities to accompany the picture. And, if you come up with any new ideas for using the pictures, let me hear from you!.

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ANEXO

INTRODUCTION

The aim of this project is to help middle and high school students improve their communicative ability in the English language. The specific emphasis of this project will be the use of visual stimuli to encourage communication through speaking. The location of this project is San Jose High School in Tena, Ecuador.

Speaking is the process of building and sharing meaning through the use of both verbal and nonverbal symbols. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking in English has been undervalued in the Ecuadorian high school classroom.

Most English language teachers have continued to teach speaking as rote learning-repetition of drills and memorization of dialogues. In today's world, however, we can no longer depend on rote repetition to teach this vital skill.

The ability to speak the language indicates to the listener that the speaker has some ability to understand other cultures and socially appropriate behavior. Thus, spoken ability enhances cultural communication.

Our students at San Jose High School deserve to be able to achieve a significant measure of spoken ability and cultural communication upon graduation. This is the goal of my project.

CHAPTER ONE: WORKING WITH PICTURES

1.1.Pictorial Stimuli.

- The teacher selects several pictures or photographs related to language topics and places them on his or her desk face down.
- The class is divided into groups of four to eight students.
- The groups take turns to pick up one picture.
- The other groups take turns to ask questions until they can guess what is shown in the picture.
- The group that guesses the right answer picks up a new photograph or picture from the teacher's desk.

(Puchta, Herbert & Stranks Jeff. English in Mind. First Edition. 2009)

1.2.Talking about Pictures

- Select the stimulus, (such as a photograph, drawing or a specified situation) according to the students' level of English. Vocabulary and grammatical structure should be integrated into the materials and activities chosen by both teachers and students.
- Distribute the printed situation and discuss the relevant points.
- Students will use the printed situation to generate conversation and written products.
- Interaction in pair work.

1.3. Pictures Describing.

Another way to make use of pictures in a speaking activity is:

- Give students just one picture and having them describe what it is in the picture.
- For this activity students can form groups and each group is given a different picture.
- Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class.
- This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

1.4. Picture Narrating

- This activity is based on several sequential pictures.
- Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric.
- Rubrics can include the vocabulary or structures they need to use while narrating.

(Judith Tanka, Paul Most, Linda Baker.

(Interactions 1. Listening and speaking.)

1.5. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

This is a well-known activity, and a classic example of the principle of an "information gap" in communicative activities. If you put two pictures in front of a pair of students and tell them to talk about the differences, there is not much to motivate them. But if you arrange the activity so that each student only sees *one* picture, then an information gap is created. Cooperating with their partner to identify the differences becomes an act of genuine communication.

Although suitable pairs of pictures are provided in many modern textbooks, this activity is included here to remind teachers that it is not too difficult to create picture pairs by oneself, especially with access to the internet. For example, cartoons can be adapted. A suitable picture can be found to fit with almost any theme-based lesson.

The first step is to find a suitable picture. These might come from books and magazines, or from the internet. For example, try a search on Google. There are also several websites which sell cartoons online.

"The preparation of such pictures is fairly simple and fun to do. You need a black and white line drawing (not photograph) with a fair amount of detail but without shades of grey (these do not reproduce well). The content of the drawing should not entail vocabulary beyond the level of the students. You photocopy it and then make the requisite number of alterations to the original drawing, using either a black fibre-tip pen (for additions) or white type-correcting fluid (for erasures)."

Alternatively, the modifications could be done on a computer using even the simplest "paint" application. If you create any picture pairs in this way, please send them to us for inclusion on this page.

See the section for examples.

You need to make enough copies so that each student will receive either one copy of "Version A" or one copy of "Version B".

If the students are already familiar with the concept, then you just need to repeat the "check" questions. But the first time you do this activity, it is helpful to explain the concept using the blackboard: draw two simple pictures with one or two differences and explain that partners will each receive one version. They must not show their pictures to each other, instead they have to talk to each other and circle *then* differences. Check:

- Are these pictures the same? (no)
- How many differences are there? (*n*)
- Can you show your partner? (no)
- What do you do when you find a difference?

After the activity, you can either provide the answers, or elicit the answers from the students, or simply tell the students to put the pictures side by side so that they can check whether the differences they found really exist or not.

(In *Discussions that Work*, Cambridge University Press, 1981). Penny Writes.

1.6.Drama Games:

Drama games have action, exercise the imagination, involve both acquisition and learning, and allow for linguistic and paralinguistic expression of emotion. They are short, from ten to fifteen minutes, and can be used as icebreakers, as parts of lessons, or for ending lessons. They are enjoyable, creating warm-up learning readiness, lesson reinforcement, and wraps

1.7. Every Picture Tells a Story

Make a collection of pictures with people doing different activities. Divide the students into groups and give each group a picture. They have to devise a *one-minute* drama which will *end* with the group in the positions suggested by their picture. Each group presents its drama to the class and when the teacher has shown the relevant picture to the class, they decide whether the group has successfully copied it.

(Pollard Laurel. Zero preparation for beginner)

1.8. Who am I?

You will need slips of paper, one for each member of the class, each one bearing the name of a famous person. Pin the name of a famous person on the back of each student. They then pair off and help each other to identify their characters. Student A asks questions such as Am I alive or dead? Male or female? Young or old? Am i from

Africa, Asia, Europe or America? Am I a politician? A film star? A singer? If I am dead, how did I die? How old was I? What am I most famous for? etc.

Student B responds to the questions, but should try not to be too explicit. If students find that they cannot help each other. They should move on to the next one, or to someone who can help them.

(Interchange Third Edition, 2005

1.9. Picture Dictation

Students have such fun drawing that they may not notice how much they are learning!

They use visual and spoken information to create a picture and recreate sentences.

You can use this activity to teach or review vocabulary, and it's a wonderful way to practice prepositions of locations.

- Dictate an imaginary "picture" to your class. Adjust the dictation to your student's level. For example, in a low beginners class, dictate a few nuns and see whether students can draw them. You can also review vocabulary and structures they have already studied by making up a paragraph like the one on the next page.
- In the middle of the picture there is a house. In front of the house there is a tree. Above the house there is an airplane. To the left of the house there is a happy girl.
- Students listen to the descriptions
- Dictate again while the students draw the pictures

- In pair, students look at their completed pictures. They notice similarities and differences and talk about what they drew.
- A volunteer goes to the board. The class tells him/her what to draw to recreate the picture on the board.
- Go to the big picture on the board and point to the house. Students say . “In the middle of the picture there is a house”. Continue until everything in the picture has a sentence by it.

(Pollard, Laurel.2007. Zero preparation for beginner)

1.10. Relaying instructions

Students have to respond to a message given in the target language. The instructions can be of a different nature. The following example illustrates how relaying instructions can relate to the language course. Example:

Topic: leisure and travel

Sub-topic: sports and activities

Groups: one to one. One to whole class or one to the group

Other topics:Health (parts of the body)

Activity: The teacher provides one student with a set of pictures showing.

Different types of physical exercises or activities.

The student, looking at the pictures, tells the rest of the class to follow his or her instructions to re-enact the activity shown in the pictures.

1.11. Sequencing exercises.

One possible exercise is to give students a set of related photographs or pictures and ask them to put the pictures in the right order and narrate the story.

1.12. Problem- solving activities

In problem –solving activities, groups of students are asked to reach a consensus over a particular problem, as in the example below.(**IBO.Guide Booklet, Ab initio**)

Desert Island

Topic: Environment

Related topics: Leisure

Groups: Groups of four or five students

Activity:

Each group decides which three objects they would take if they were going to spend one month on a desert island. They must give reasons for their decisions. They can then report back to the whole class. In a class of twenty, the results would be 15 objects. The students then have to decide as a whole class which three objects they would take. As the whole-class discussion will be very similar to the Discussion in the small group, the students will have practiced the language before they speak in front of their peers.

(**IBO.Guide Booklet, Ab initio**)

1.13. Information Gap

These can take the form of role plays, picture dictations or other activities.

They may also be based on a variety of written or visual stimuli such as: charts, timetables, pictures, surveys, streets plan or maps, or advertisements. The students involved are given different bits of information, in order to fulfill the task; they must exchange their information with the other student(s)

(IBO.Guide Booklet, **Ab initio**.)

1.14. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. They create the story based on pictures, or they could give a different final or ending. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

1.15. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic.

For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:**unforgettablememory
- **Clubs:** Bestteacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

(Harmer, J. 1984. The Practice of English Language Teaching)

1.16. Action English Picture.

1.Preparation. Select a picture sequence and gather together all the props you'll need, you should have enough props for everyone in the class.

2.Creating the text. Look at the picture and decide what vocabulary you'll need to prepare your text.

3.Presenting the vocabulary. Isolate any new or difficult vocabulary in your text, and introduce it.

4. Presenting the text. Present the text and model the action while the students listen and watch. You may want to repeat some of the actions to ensure comprehension.

5. Repetition. Ask to the entire class to demonstrate the actions as you present the text.

6. Presenting the pictures. Using your copy of picture sequence, read through a complete sequence first while student listen. The, ask students to repeat after you in a second. Allow time for students to go over the sequence and to ask questions. Give the students the opportunities to demonstrate their understanding.

Practice. Once students are able to respond to the pictures, ask them as a group to direct you, using pictures as their guide. Then, ask for volunteers for the rest of the class. Encourage the use of the new text commands and combinations.

Circulate and check for individual and common problems that might serve as the basis for follow up lessons. Be on the lookout also for good students to demonstrate in front of the rest of the class.

(Frauman-Prickel, Maxine. 2002. Action English Picture)

CHAPTER TWO: WORKING WITH ROLE PLAYS

2.1. Introduction

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to". Therefore, if you think positive and have a go, you may be pleasantly surprised!

2.2. What is a role play?

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favors and those who are against the theme.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

2.3. Why use a Role Play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating

- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice.

Mistakes can be made with no drastic consequence.

2.4. Tips on successful classroom Role Play

2.4.1. Prepare for success

Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support

With the language but they need time to get into the role.

2.4.2. The role of the teacher

Some of the possible teacher roles are:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

2.4.3. Bring situations to life

Realia and props can really bring a role-play to life. A group of my young learners recently played the roles of pizza chef and customer. A simple cone of white card with CHEF written on it took a minute to make and I believe it made the whole process more fun and memorable for the class. As soon as it was placed on their heads they 'became' the pizza chef and acted accordingly.

Rearranging the furniture can also help. If you are imagining you are at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door.

2.4.4. Keep it real and relevant

Try to keep the roles you ask students to play as real to life as possible. It may be

hard for students who have little opportunity to travel to imagine they are in 'Ye Olden Tea Shop' in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some L1 to explain about the local culture or to translate local menus into English for the guest to their country. Students working in the business world may find it easy to role-play a business meeting with colleagues visiting from abroad. If you are working with young children, try to exploit their natural ability to 'play'. They are used to acting out a visit to the shops or preparing food, as that is how they play with their friends.

(**Putchta**, Herbert and **Stranks** Jeff, 2007. English in Mind)

2.4.5. Feed-in language

As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need.

As mentioned in the role of the teacher section, feeding-in the language students need

is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

2.4.6.Error Correction

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly demotivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

- Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.
- Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved.
- Making a note of common mistakes you and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or

straight after the role-play. Negotiate with students and ask them how they would like to be corrected.

2.4.7. Use your imagination and have fun

Role-play can be a lot of fun. If you still feel reluctant to use it in the class I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results!

2.5. Strategies:

2.5.1 Games:

Drama games have action, exercise the imagination, involve both acquisition and learning, and allow for linguistic and paralinguistic expression of emotion. They are short, from ten to fifteen minutes, and can be used as icebreakers, as parts of lessons, or for ending lessons. They are enjoyable, creating warm-up learning readiness, lesson reinforcement, and wraps

2.5. Role Plays

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

Role plays or simulations activities try to recreate real-life, everyday situations. The following examples illustrate how these activities can relate to the language course.

At the police station

Topic: Health and emergencies

Other Topics: Emergencies- theft and loss;
The individual-clothes; health-parts of the body

Groups: three or four students

Roles: police officer
Robbery victim
Friend of the victim (optional)
Eyewitness

Activity: the students act the following scene.
They are in the police station to report a robbery that has taken Place on the street. They're excited. The police officer listens, asks questions and tries to calm them down. The eyewitness supports the victim's story with the evidence and also answers the police's officer questions.

1.14. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have

many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

CHAPTER THREE: WORKING WITH REALIA

3.1. Background.

Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects.

There are several important points to consider when choosing authentic materials. You should make sure that you have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than

others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu, on the other hand, can be used as long as the prices remain contemporary.

Students are generally uninterested in special events, for example an Expo, that have already past. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout.

3.2. Using authentic material

When we first began using authentic materials, we handed out materials to each student and had them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. We give each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. We usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

3.3. Selecting authentic material

After the authentic material has been distributed, we give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend in a map. We point out small print and other parts of the material that are easily missed. We have found that pointing out Japanese words and products raises the level of interest in the material. This is a good time for the teacher to explain measures, abbreviations, and difficult words and expressions.

While the students are working on the assignment, we help them by answering questions and commenting on their work. This is also a good chance to give hints to those who are stuck on a particular question.

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3.4. Strategies

3.4.1. The Blanket Game

Category: Speaking

Group size: From 2 players. Small & large class variant

Level: Beginners to intermediate

Materials: A sheet or blanket and flashcards

Age: 12 to 14

This game is to be played once your students are familiar with the vocabulary and sentences that you wish to practice. This is a speaking practice game, or a revision game.

First create a barrier for someone to hide behind. You can do this by setting up a clothesline and pegging a blanket on it, or by having two students hold the blanket up, or by draping the blanket over a couple of chairs so someone could sit behind it and not be seen. Now you have your barrier, here is an example of how to play this using clothing vocabulary: A class member hides behind the blanket and puts on a selection of clothes, or props, such as a hat, belt, tie or scarf. The class asks in unison, "What are you wearing?". The person behind the blanket replies, "I'm wearing a hat", or "I'm wearing a red hat". Each class member decides whether he or she thinks this is true or false.

Whoever thinks it is true stands up. Whoever thinks it is false sits down. Now the person behind the blanket reveals whether or not he is wearing a red hat. (He may use real clothes or use pictures, of clothes or any vocabulary). If he is wearing a red hat

then all those who sat down are out and only those standing up are in. If he is not wearing a red hat, but a black coat, then those standing up are out and have to sit down while those sitting down, who are still in, stand up again for the next round.

Another way to play is for each class member to up a paper with either a "True" or "False" on it. Everyone starts the game standing up. The person behind the blanket chooses whether or not to wear the red hat and the class hold up either a True or a False card. Then everyone who got it wrong sits down and stays seated while you play the next rounds until you only have a few students standing. With younger children play with a tick or a cross rather than the words true or false.

Continue, and then swap over the person behind the blanket. Only allow that person a few seconds to dress up, to ensure that the class do not get bored waiting. You can have the class count up to thirty, or say the alphabet while the person puts their prop on. If there are only 2 of you - you and your student – then you can take it in turns to go behind the blanket. You can keep score each time one of you guesses correctly.

Dressing up is only one idea for this game to practice clothing vocab and short questions and sentences such as "What are you wearing?" However you may use flashcards instead of props. See just below for ideas on how to adapt this to different language and vocabulary.

3.4.2.. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of

questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

3.4.3. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

CHAPTER THREE: WORKING WITH REALIA

3.1. Background.

Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate

language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects.

There are several important points to consider when choosing authentic materials. You should make sure that you have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu, on the other hand, can be used as long as the prices remain contemporary.

Students are generally uninterested in special events, for example an Expo, that have already past. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout.

3.2. Using authentic material

When we first began using authentic materials, we handed out materials to each student and had them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. We give each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. We usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

3.3. Selecting authentic material

After the authentic material has been distributed, we give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend in a map. We point out small print and other parts of the material that are easily missed. We have found that pointing out Japanese words and products raises the level of interest in the material. This is a good time for the teacher to explain measures, abbreviations, and difficult words and expressions.

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CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS:

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

RECOMMENDATIONS:

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- To my partners, because all of o them should be aware of the importance of teaching. English is not only grammar an vocabulary, it`s more let`s help our students how to speak in speaking during their classes.
- To my dear students to effort in speaking in English, the language is not difficult; just it`s time to start.

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ANEXOS



Like / don't like



He

She

I

