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**DEPARTAMENTO DE INVESTIGACION, POSTGRADOS Y
AUTOEVALUACION**

TEMA:

**DEVELOPING SPEAKING SKILLS THROUGH A VARIETY OF
CLASS ACTIVITIES AND STRATEGIES FOR ADOLESCENTS**

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HOJA DE APROBACION

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RESUMEN

Este documento resume cómo desarrollar las destrezas orales en inglés utilizando una variedad de actividades y técnicas de enseñanza ya sean estas tradicionales o modernas de acuerdo a diferentes propuestas de enseñanza como lo es la Enseñanza Comunicativa del Idioma. Se resume la historia y orientaciones de la enseñanza de las destrezas orales en inglés en el mundo, enlista técnicas tradicionales así como también modernas en la enseñanza de las destrezas orales en inglés. La filosofía de la enseñanza de los maestros ha cambiado, lo cual implica tener un rol diferente en el aula tomando en cuenta los diferentes estilos de aprendizaje en los adolescentes. La información escrita sobre aquello es relevante y tiene concordancia con la práctica en el aula, actitudes y percepciones de los estudiantes.

ABSTRACT

This paper summarizes how to develop speaking skills by using a variety of activities and teaching techniques either traditional or modern according to some approaches of teaching English such as The Communicative Language Teaching (CLT). It summarizes the history and trends of teaching speaking in the world, lists traditional as well as modern techniques of teaching speaking. The teacher's teaching philosophy has changed, which implies having a different role in the classroom taking into account the different learning styles in adolescents. The written information about it is relevant and has concordance with classroom practice, attitudes and perceptions of students.

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INTRODUCTION

Speaking is an important aspect of learning and teaching a foreign language. Despite its importance, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Now the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Nowadays teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. Teachers need to provide a variety of speaking activities where students are engaged in real life situations. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves. By applying the above-mentioned tools into teaching practice, students will have as much speaking time as possible in order to have interaction and oral emphasis. So if the right activities are taught in the right way, speaking practice can be a lot of fun, raising general students' motivation and making the English language classroom a fun and dynamic place to be.

CHAPTER I

1.1. TEACHING SPEAKING SKILLS DEVELOPMENT THROUGH DIFFERENT TRENDS

Contemporary trends have added value on how to improve teaching speaking and they also have led us to some fundamental changes in the view of second language teaching and learning. Now teachers can realize about the ineffectiveness of the traditional approaches and the results obtained with them specially in speaking practice.

In the 1970s, speaking did not receive much and special attention in language learning and teaching. In fact, at that time, the role of grammar gained a huge attention from all teachers and students; this is the case of Grammar Translation classrooms that was the traditional teaching method which believed that the best way to teach languages is through the teaching of grammar and the translation of texts. With Gouin and the Series Method students were taught directly (without translation) and conceptually (without grammatical rules and explanations) a “series” of connected sentences that are easy to perceive.

The Direct Method was similar to Gouin’s Series Method because second language learning should be more like first language learning – lots of oral interaction,

spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules were used.

In the Audiolingual method, the behaviourist teaching method was popular in the sixties and seventies, based on the premise that you learn to speak languages through habit-formation, and therefore need to practice drills until the new habit has been learnt.

Suggestopedia derived from Bulgarian Psychologist Georgi Lozanov's (1979) contention that the human brain could process large amounts of material if given the right conditions for learning, including a state of relaxation and giving over of control to the teacher (it aims to relax the student through e.g. listening to music).

The Silent Way had more cognitive than affective arguments in its theory. It was characterized by a problem-solving approach to learning (making use of colored rods to express meaning). In Total Physical Response (TPR) classroom was where students did a lot of listening and acting while teachers were the instructors and the students were the actors. Typically, TPR heavily used the imperative mood, as in *Open the window, Stand up, Sit down, Pick up the book, Give it to John*, etc. No verbal response was needed.

Through new insights of theory and research of language teaching and learning, today we can have classrooms where students develop speaking skills through the application of active and cooperative tasks. As in Communicative language teaching, speaking activities involve real communication, carry out meaningful tasks and use the language fluently and accurately so that the students were engaged in it easily.

In The Natural approach students extend production with complex games, role plays, open-ended dialogues, discussions, and extended small group work. Teaching speaking is not just the use of drills or correcting pronunciation, it is to choose the appropriate approach in which we will develop students' speaking skills by using a selection of speaking activities to offer multiple opportunities for oral practice. (See table in Annex 1)

1.2. APPROACHES TO TEACH SPEAKING SKILLS

As the speaking skill is one of the most important aspects in learning a foreign language, it cannot be taught, but it can be developed with practice and education. Teachers have realized that, when their students are motivated, and they are actively involved in the classroom, they can have a final result: an improvement in students' achievements.

Knowing that interaction is what communication is about, that is sending messages, receiving them, interpreting them depending on the context and negotiating meaning, teachers have to design interesting and meaningful activities to motivate the students, so that they participate voluntarily upon them.

It is a fact that our students are not as competent in speaking as they are expected to, but we cannot expect the students to leap suddenly to original and creative communication. We have to lead them step by step. So what is “Teaching Speaking”? According to David Nunan “Teaching speaking is to produce the English speech sounds and sound patterns. Use word and sentence stress, intonation patterns and the rhythm of the second language. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments. Use the language quickly and confidently with few unnatural pauses, which are called as fluency” (2003, p 56).

So our students need the ability to articulate the sounds comprehensibly, the mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency, transactional and interpersonal skills, and conversational listening skills, using appropriate conversational fillers, etc. It will be easier to get when our students are actively engaged in attempting to communicate.

It is, then, our role to give our students opportunities to speak English more spontaneously and creatively. Teachers need to draw on more than one approach and use a variety of instructional tools, such as audiotapes, videos, and multimedia computer technology, to meet different students' needs in teaching speaking skills.

Students had developed inhibitions towards using the target language that have a negative impact on their oral performance. It would, therefore, be an opportunity and a challenge for us, teachers, to examine the effectiveness of certain activities and techniques in helping students shed their inhibitions and become more fluent communicators. By using the correct approaches to make the teaching of oral English more effective, we will improve speaking ability of our students.

1.2.1. Classic Communicative Language Teaching

According to Richards and Rodgers “the communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied” (2001, p70).

Interest in and development of communicative-style teaching appeared in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. In the next years, the

communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

According to Jack Richards “The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching” (2004, p 09).

Teachers have been teaching oral English with an indirect method. They may use a recorder to provide an authentic accent and some authentic materials like dialogues for students to imitate, with grammar as an essential aspect. But with CLT teachers have to develop students’ communicative competence. It means they should make good use of class time for active participation with all their students with well prepared lessons, highly organized activities and effective techniques.

According to Richards and Rodgers “when this approach was applied in the classroom, new classroom techniques and activities were needed, as well as new roles for teachers and students. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that required students to negotiate meaning and to interact meaningfully were required” (2001, p 71).

This CLT led to important new directions in the reformulation of its principles, Proposals for a communicative syllabus, English for Specific Purposes, and Implications for methodology. The changes in the mentioned aspects have determined the specific characteristics of teaching and learning a foreign language and also they have focused its attempts in real- life purposes for students practice and teaching philosophy until we have the evolutionary CLT. The new CLT is well considered due to its relevance because it has improved the teaching purposes. As a result now we can find more student-centered classrooms and we have changed our point of view about the use of a significant approach.

1.3. TEACHING SPEAKING WITH COMMUNICATIVE LANGUAGE TEACHING (CLT)

In foreign language teaching, the role of speaking practice is very important because it proves to be very useful and effective to both teachers and students. In order to have an attractive speaking lesson, teachers must employ the approaches mentioned above especially, the Communicative Language Teaching.

In this approach languages are learnt through communication, and the focus should be on encouraging students to be engaged in speaking activities which simulate 'real life' communication.

1.3.1. Definition of CLT

Communicative Language Teaching is an approach that offers the opportunity to develop a set of activities where students are engaged in real-life situations, which will improve their communicative competences that are the most important objective in developing speaking skills. According to Longman dictionary of language teaching and applied linguistics CLT is: “An approach to foreign or second language which emphasis that the goal of language learning is communicative competence” (2002, p 304). Teachers must be aware of this consideration and we should use it in our teaching practice in order to change the boring classes to the most interesting ones. Speaking is the skill that the students will be judged upon most in real-life situation .It is an important part in developing their communicative competence, so, as teachers; we have a responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom.

1.3.2. What is Communicative Language Teaching (CLT)?

Communicative language teaching makes use of real-life situations that need communication. The teacher sets up a situation that students are likely to encounter in real life, focusing on communicative competence. The real-life simulations change from day to day. So CLT provides the students with authentic and meaningful interaction. This increases their motivation and attitude to learn the target language.

Students have to produce and receive the language in different real-life contexts, and CLT provides them with skills they really need in their real life. In this student-centered class the focus is on the interests of the students. So they will have the opportunity to learn about their learning styles too. According to Donald Stewart, M.Sc. here we have some characteristics of this approach

- Classroom goals are focused on all components (grammatical, discourse, functional, and strategic) of communicative competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep students meaningfully engaged in language use.
- Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom.
- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and autonomous learning too.
- The role of the teacher is that of facilitator and guide. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.”

(2010, p 69)

Communicative Language Teaching has changed teachers' mind on how to develop speaking skills because using it we can engage our students in some activities that

increase their motivation and therefore their learning. Our role as teachers has changed with this approach, we are not the most important person in the class any more, now we are the facilitators of our students in their learning process. We have to help our students by giving them the appropriate tools in order to motivate our students to communicate in meaningful ways about meaningful topics according to real –life situations.

1.4. Implications for Speaking in CLT

Giving the correct classroom activities that increase student-talk and promote interaction among students for communicative purposes will help teachers reach one of the most important goals in language teaching: developing students' communicative oral skills.

According to Larsen-Freeman “Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active” (1986, p 60). Developing speaking skills is fundamental in CLT, so activities for speaking practice should be made to develop them. As a result, teachers are able to manage their classroom in the way that students make the whole work in developing the tasks assigned and taking their responsibility about their own learning.

According to Jack Richards “students in the communicative classroom should get as many speaking opportunities as possible and their speaking time should be slowly but steadily rise so as to prepare them for various communicative situations” (2004, p 11).

Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should provide them with a proper environment that would help them develop their skills.

1.5. TEACHERS AND STUDENTS ROLES IN SPEAKING ACTIVITIES

Teachers and students are two parts in language teaching. While students are the main body, teachers play a predominant role, because of students’ ages, character, psychology and lack of English knowledge. So teachers’ work is to motivate students’ interest in English, cultivate students’ sense of success, guide students to form good learning habit and enable them to communicate smoothly.

According to TESL Journal “teachers’ guidance is the basis and premise for students to realize their goal. Teachers play multiple roles in English language teaching: we are knowledge conveyers, supplying students language knowledge and skills; we are helpers, helping students get English information and analyze it, and helping students to learn, and solve problems; we are companions staying by students’ side; we are

organizer; organizing activities for students; and we are controllers; making sure students are disciplined in the classroom” (2006, Vol. XII, No. 11).

In English language teaching, teachers should work hard to guide students to be involved into learning process. Also teachers should take their responsibility by assuming their role being knowledge conveyers, helpers, companions and a controller in order to our students feel the classroom environment is a place where they can learn English without any problem.

According to Jack Richards “Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher had to develop a different view of learners’ errors and of their own role in facilitating language learning”(2004, p 05). Teachers are not any more the model and the one with the primary responsibility of talking all the time without letting students develop their speaking skills. With CLT, they now have to assume the role of facilitators and monitors. Students also have a new role, now they have to participate freely but their participation is always based on cooperation rather than individual learning. They are expected to have a high degree of responsibility on their own.

According to Miguel Bengoa “the adoption of roles by students has an effect on the learning goals of a speaking activity, and an effect on participation in the activity. It

affects the learning goals, because it allows the use of language that might not normally occur in the classroom. Roles affect participation in an activity, because if each student has a role to play, then each student knows what to do in the activity, and others expect them to play their roles”(2008).

Students should have enough guidance by their teachers in order to know what role they have to perform and what to do in a certain time. In that way students will be engaged in the activities and they will not have problems. Then teachers become organizers, facilitators, managers or guides, they are monitors too in order to help students with difficulties with vocabulary when necessary, this process also will help them improve their English performance.

According to Miguel Bengoa “It is very important that teachers are aware if the aim of a speaking activity is fluency or accuracy, because the role of the teacher is radically different in each activity type. In accuracy activities, the teacher needs to correct the students if they make mistakes. The whole point of the activity is to form correct sentences, so if a student gets it wrong, it needs to be immediately addressed in the form of correction. In fluency activities, however, correcting students can be very counterproductive” (2008).

It is possible that students make some mistakes during communication, either grammar or logic ones, so it is not wise to correct their mistakes too often. If teachers always focus on these mistakes, students will be likely shut their mouths, afraid to use English.

So, teachers should walk around to help those in trouble. When needed, teachers may join students to play a role, students are happy about teachers' involvement, and this will greatly increase students' enthusiasm.

Whatever role teachers play, we should respect students, treat students kindly and equally, coordinate relationships in the classroom, and try to build up harmonious environment for students to study and live. Students are the main part of the classroom, but they also need teachers' guidance. It is teachers' duty to lead them to learn English in practicing develop their language ability.

CHAPTER II

2.1. TEACHING SPEAKING: FLUENCY OR ACCURACY?

Many teachers believe that fluency is the goal worth with students who are at an advanced level. Other teachers, believe that the learning of a language is about communication, so they feel that fluency should be the main goal in their teaching and it should be practiced right from the start. More traditional teachers give accuracy a high degree of importance and test their students for accuracy. On the other hand students learn accuracy without fluency, and vice versa, so it is one of the biggest threats to success in the learning process.

So balancing accuracy and fluency should be the aim of any English language teacher. And which one is the most important in developing speaking skills -fluency or accuracy? Both are equally important and also it will depend on what the goal is for learning English. Because, if we focus too much on accuracy our students will speak too slowly, so it is bad for maintaining a conversation because the communication will fail and they need to speak faster. But, if we focus too much on fluency, we need to ask ourselves if we are achieving our goals in communication. Because speaking really fast, with lots of errors, is very problematic for the people who are listening to us.

Now we have to take a balanced approach. When we are in our classroom, supporting our students, we should focus on fluency and accuracy too, because we can help them to correct their mistakes and errors, by using the appropriate activities to develop each one. So that our students will be ready to face any real life situation with no fear of making any mistake and being understood by the people who are talking to.

2.2. Fluency vs. Accuracy

2.2.1. Accuracy

According to Christopher Brumfit “Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. The characteristics of accuracy activities:

- Usage: explanation
- Language for display
- Language for knowledge
- Attempts at communication are judged by linguistic competence
- Attention is given to language
- Correction is often a feature of accuracy focused work
- Language is the objective

Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Typical accuracy activities are: grammar presentations, gap-fill exercises, frame dialogues” (1984, p 52)

It is very important to develop accuracy activities like gap-fill exercises because they help our students to improve their grammar knowledge. So that they will have more confidence to participate in group or pair activities.

2.2.2.Fluency

According to Christopher Brumfit “Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. The characteristics of fluency activities:

- Use: real life
- Language for communication
- Language for skill
- Attempts at communication are judged by performance
- Attention is given to meaning
- Correction is generally a minor clarification of fluency in use
- Communication is the objective

Fluency generally increases as learners’ progress from beginning to advanced readers and writers. Language teachers who concentrate on fluency help their students to express themselves in fluent English. They pay more attention to meaning and context and are less concerned with grammatical errors. Typical Fluency activities are: role plays, speeches, communicative activities, games” (1984, p 55).

Fluency is very important too, so teachers should develop it by using different activities like role plays or games. With these activities students learn, play and enjoy English. They will speak the target language with no fear of making mistakes because here the most important thing is to speak fluently with meaning. So teachers should prepare fluency activities according real life situations to get more participation and less error.

2.3. Methodologies in Practice

Teaching methodologies are very concerned in speaking practice so the communicative approach is the one that favors fluency the most, while the audio-lingual and grammar translation approaches favor accuracy. Typically, at beginner level when the students do not have enough language to worry about fluency, teachers tend to focus on accuracy.

According to Miguel Bengoa “at an intermediate level, when the students are reasonably independent language users, a mix of accuracy and fluency is used, with the focus to fluency as students advance.” (2008)

With this analysis of students’ speaking levels we can conclude that whatever type of approach we intend to use for a particular activity in the classroom, making the differentiation between fluency and accuracy is very important. So teachers should be aware of this in order to prepare the best activities for developing each one.

According to Jack Richards “Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in their communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning and use communication strategies” (2004, p 13).

Teachers should know that fluency work requires extra attention in terms of preparing students for a fluency task, or follow up activities that provide feedback on language use. Now we are encouraged to make use of small-group work or pair activities because they give our students more opportunities to use the language and to develop fluency.

The strong recommendation for teachers is to use a balance of fluency and accuracy activities because they support each other. It means that, when we prepare a fluency activity it should be followed by an accuracy one in order to solve grammatical problems that we observe in the students when carried out a task.

CHAPTER III

3.1. ADOLESCENTS AND LEARNING STYLES

Adolescence is a critical period of life so parents and teachers should be aware of our students' behavior because of their changes as well in their body as in their minds. Our role as teachers is more important because we are their facilitators so the classroom environment should be a safer and warmer place for them. So according to Abraham Maslow "to avoid the hammer and use the whole toolbox" (2002, p 10) It means that we should treat them in a good way and we also should be very patient and understanding in order to have a good response.

3.1.1. What is Adolescence?

During life "Adolescence" is a period where people have different changes in their body and personality. Here people are looking for independence and also they want to be part of a social group. So it is very important that teachers treat our students with respect and help them to solve their problems in order to prepare them to be a good person to have a better life.

According to World Health Organization "

- Dynamic change representing the change from childhood to adulthood, beginning with puberty
- Period of preparation for adulthood
- Furious growth and development
- Exciting opportunities, but new risks
- Development of identity (Who am I?)

- Progression from appearance of secondary sexual characteristics (puberty) to sexual and reproductive maturity
- Development of adult mental process and identity
- Transition from total social-economic dependence to relative independence”(2002, p 5,6)

David Sousa summarizes that there are threats that can affect Cognitive Development in adolescents when developing abstract thinking skills that means thinking about things that cannot be seen, heard, or touched, e.g.: faith, trust, beliefs, spirituality or developing ability to think about thinking in a process known as “meta-cognition”, that is, allows individuals to think about how they feel and what they are thinking and involves being able to think about how one is perceived by others. Here we have some characteristics of this period:

Ethics / Morality

- Increases exposure to values and beliefs of others
- Starts to question own beliefs, which may lead to conflicts with parents or family
- Begins to develop own set of values

Emotional

- Develops more advanced problem-solving skills
- Concerned with self-image compared to peers

Identity

- Has sense of self that is largely shaped by peers, although becoming less so

- May be struggling with gender identification

Family

- May become more removed from family and may seek more privacy
- Moves away from parents toward peers

Social

- Peers influence leisure activities, appearance, substance use, and initial sexual behaviors.
- Family influences education, career, religious values, and beliefs.

(2000, p 09)

As teachers, we should take these characteristics into account in order to make our classes meaningful for the adolescents, so we also have to generate interest by making them relevant and maintaining a reflection journal at the end of each one too. Using humor is very important because we can get the attention of our students having a positive climate that will increase retention.

3.2. Learning styles

The term "learning styles" is commonly used throughout various educational fields and, it refers to the uniqueness of how each learner receives and processes new information through their senses. Most adolescents learn through all styles, but have certain strengths and weaknesses in a specific style. Some adolescents have an equal propensity for more than one style. The preference of a style can be determined through various testing instruments. Once a person's learning style is ascertained, accommodations can be made

to increase academic achievement and creativity, as well as improve attitudes toward learning.

Some authors summarize that learning styles are important in assessing the educational needs of an adolescent and a teacher needs to recognize them in order to determine students' academic progress. Being aware of the different learning styles and how to teach through them is an important goal too, so teachers could design lessons, plan instruction, and conduct interventions that will improve students speaking performance and also the other skills to be developed.

One of the main benefits of knowing an adolescent learning style is the advantage the teacher has when addressing learning problems. Adolescents who have learning disabilities may be reached through targeted interventions designed with their specific learning style in mind. Often, adolescents learn through multiple styles, and the informed teacher can make the difference in overcoming learning difficulties.

TESL Journal summarizes that when teaching adolescents we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Developing speaking skills definitely deserves a closer look we should keep all the students involved and interested. (2006, Vol. XII, No. 11)

Clear and correct pronunciation is important, since adolescents repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that applies here is: slowly and steadily, through constant revision and recycling. So, teachers have to achieve a positive and relaxed atmosphere in the classroom. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

3.3. Theory of Multiple Intelligence

Multiple Intelligences theory, places value on the ability to incorporate materials, resources, and activities into the lesson that teach to the different intelligences. It is important for teachers to carefully select activities that not only teach to the intelligences, but also realistically mesh with the subject matter of the lesson or unit. Multiple Intelligences theory should enhance, not detract from what is being taught, Psychologist Howard Gardner (1999), identified the following distinct types of intelligence and developed the Theory of Multiple Intelligences as a Teaching and Learning tool.

3.3.1. Verbal - Linguistic

Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles, speaking and listening.

3.3.2. Logical-Mathematical

Children with lots of logical intelligence are interested in patterns, categories and relationships. They like arithmetic problems, strategy games and experiments.

3.3.3. Bodily-Kinesthetic

This is the ability to use physical gestures to express emotions. They are often athletic, dancers or good at crafts such as sewing or woodworking. In other words – learn by doing.

3.3.4. Visual - Spatial

These children think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, reading charts and maps, building with Legos or daydreaming.

3.3.5. Musical

Children are always singing or drumming to themselves. They are usually quite aware of sounds others may miss and are good auditory learners.

3.3.6. Interpersonal

Children who are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives possess interpersonal intelligence.

3.3.7. Intrapersonal

Through this intelligence we explore our thoughts, our emotions, what we think, feel and why we do the things we do.

3.3.8. Naturalistic

Involves understanding the natural world of plants and animals, noticing their characteristics, and categorizing them; it generally involves keen observation and the ability to classify other things as well.

Gardner's research has provided us with directions on how to improve a student's ability in any given intelligence. Now teachers are encouraged to begin to think of lesson planning in terms of meeting the needs of a variety of the intelligences to succeed in the students' strengths and weaknesses in the classroom. The focus of this theory is providing various resources that teachers may use in their classroom activities. (See table in annex 2)

CHAPTER IV

4.1. ACTIVITIES TO PROMOTE SPEAKING

The importance of teaching speaking skills in the classroom is really crucial if we, as teachers, choose the correct approach and the correct activities for this aim. We are always having difficulties in developing speaking activities because they are boring and pitched at the wrong level.

Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their native language. So maybe we need to take a closer look at the type of speaking activities we are using and see if they really capture student interest and create a real need for communication.

Another important thing to know about teaching speaking is to make sure we give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their native language, likewise if the task is too easy they may get bored. According to National Capital Language Resource Center (NCLRC). (n.d.). *The essentials of language teaching* “our students need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

To create classroom speaking activities that will develop communicative competence, teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use freely” (2007).

The creative teacher should be able to develop many types of activities with different objectives which could be met by different students: activities that focus on pronunciation accuracy for those who are more skilled in pronunciation, activities that require correct grammar for those who are strong in grammar, etc. Feedback should not come only from the teacher, but should include review and self-monitoring. The purpose, of course, is to allow all students to feel some level of success, and therefore, develop confidence. With the activities that are described next, teachers have a range of different activities to develop speaking skills in their students in a fun way.

4.1.1. Structured Output Activities

4.1.1.1. Information Gap Activities

It is a useful activity in which one person has the information that the other lacks. Information gap activities serve many purposes such as solving a problem or collecting information.

4.1.1.2. Jigsaw Activities

Jigsaw activities are bidirectional or multidirectional information gap. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture.

4.1.2. Communicative Output Activities

4.1.2.1. Role Play

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. (See an example in annex 3)

4.1.2.2. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly, freely and are not criticized. So students will be open to sharing new ideas.

4.1.2.3. 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. 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. (See an example in annex 4)

4.1.2.4. Interviews

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. (See an example in annex 5)

4.1.2.5. Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped, and add from four to ten sentences. Students can add new characters, events, descriptions and so on.

4.1.2.6. 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.

4.1.2.7. Picture Describing or Using Realia

Another way to make use of pictures in a speaking activity is to 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. (See an example in annex 6)

4.1.2.8. Debate

Select the debate topic. Ask which students would like to be "pro" and which "con". Select the two teams. Each team will have a "captain." Allow the students enough time to prepare their arguments. They can speak from their notes, but they cannot read them. Have the two teams sit in front of the class. The "captain" will give his presentation and summarize the team's view points at the end. After each presentation, the rest of the group can ask questions on either team. (See an example in annex 7)

4.1.2.9. Round Table

Select the topic. Select the teams. Each team will have a 'captain'. The spokesman introduces the topic and its importance. The spokesman introduces the participants emphasizing the aspect they master. The participants speak when they are asked to expressing their ideas, opinions, and taking decisions about the topic.

4.1.2.10. Panel

Panel members sit at a table in front of the class. The spokesman, previously selected, introduces the topic and the participants. The spokesman opens the discussion with an appropriate question or call on one of the members to begin. Panel members talk about the topic in voices loud enough to be heard easily.

4.1.2.11. Plays

Select a short play according to the students' needs. Give each a student a copy of the play. Have the students read the play and look up any unfamiliar word. Discuss the play in class. Be sure each student understands the structure and vocabulary. Analyze the setting of the play, the characters, the plot, and the author's message.

4.1.2.12. Speech

Allow the student sufficient time to prepare his speech beforehand. Have the student select the topic of his speech. Limit time for the speech. The student can write out his speech in advance and show it to the teacher to correct any mistake. Have the student practice the speech several times before presenting it in class.

4.1.2.13. Discussion Motion Pictures

Select an appropriate film to the students' age, interest, needs, and level of language proficiency. Discuss the background. Anticipate the vocabulary, grammar, or any other

aspect you consider difficult for the students. Encourage the students to take down notes about the film while they watch it.

Discuss: type of motion picture, setting, main idea or theme through the story, scene you liked the best, acting, direction, photography, sound effects, and critics.

We have a variety of speaking activities to be developed with our students in class. So we have to take advantage by using them in our teaching practice because they are fun and the students will enjoy participating with them. With these activities we will prepare our students to face real life situations and also they will express their feelings and thoughts about the different topics like global warming, genders roles, protecting the environment, etc. Now teachers should be well prepared in order to develop these activities because students always need their guidance for organizing groups and how to do their work.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- A variety of activities and strategies has been and will always be an important part of learning a second or foreign language. The importance of using them in the English learning process is because they are motivating and exciting experiences for students to develop the speaking skills in a fun and comfortable way.
- Also the activities and strategies help students to believe in themselves, because they can speak English freely thanks to the creation of a good atmosphere inside the classroom.
- The students will be encouraged to communicate orally and to gain confidence in speaking.
- In addition, during the process of implementation, students will overcome their fear of making mistakes and perceived speaking as a natural process when they are practicing it.
- Students will take part in the activities in a free, comfortable and motivating way. As a consequence, they will learn more vocabulary, short sentences, and pronunciation.

- This work will reflect on our pedagogical practice and look for new alternatives to encourage oral communication among the students through a variety of activities and different strategies.
- Our students will have the opportunity to be active participants in the classroom. At the time students will participate in the activities, they will interact with others improving their oral production in English.
- Activities, in general, encouraged teenagers to improve their speaking skills, especially when these include group or pair work that give them motivation to participate.

Recommendations

- Classroom management is very important, so teacher should organize students in groups or pairs according to the activity in order to have a good performance and also the teacher can focus on specific aspects to monitor in each class.
- It is recommend the use of different visual aids (pictures, flash cards, etc.) in order to develop even more the ability to speak in a free, comfortable and motivating way.
- English Teachers should be well prepared about the approaches referring to speaking skills and also they should have enough knowledge in handing active strategies and activities for developing speaking skill in the classroom.
- A selection of speaking practice activities to offer multiple opportunities for oral discourse must be programmed. Although many students are shy or self-

conscious about speaking in front of others, with practice, this soon diminishes to manageable levels as students gain confidence.

1940s - 1960s	1970s - 1980s	late 1980s - present
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Annex

No 1

Table 1. A historical view of the role of pronunciation in Second Language Acquisition

By Second language acquisition (SLA) research

<ul style="list-style-type: none"> the teaching of pronunciation was greatly stressed behavioristic audio-lingual methods; used imitation drills, pattern practice, and dialog memorization 	<ul style="list-style-type: none"> the teaching of pronunciation was largely ignored communicative approaches; focused more on fluency than form 	<ul style="list-style-type: none"> pronunciation was a key ingredient to the development of communicative competence a more balanced approach that valued both accuracy and fluency
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Annex No 2

Table 2. Summary of the Eight Intelligences by Adolescent Learning Styles | eHow.com

Intelligence Area	Strengths	Preferences	Learns best through
Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating
Mathematical/ Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract
Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations,

			processing
Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect pursue interests	Working alone, having space, reflecting, doing self-paced projects
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events

Annex No 3

An example of a role play

By Oral English Activities.com

BLACKOUT

Level: intermediate

Aim: a speaking activity with emphasis on oral fluency; students role play a series of mobile phone calls that all take place during a blackout in New York.

Language point: expressions used to talk about being afraid

Preparation: Make copies of the role cards so that there is one role card for every two students. This activity works well if you can also bring in two mobile phones (or ask students to lend/use their own) to be used as props.

Warmer

Write the word BLACKOUT on the board. What do people understand by Blackout? Explain that a blackout is when there is no electricity. In the summer of 2003, the state of New York and parts of Canada had one of the biggest blackouts in history. On August 14 the electricity went out and stayed out for almost 15 hours. Ask the students to brainstorm what they think happened to people during the blackout. Here are some ideas:

- People were trapped in elevators and subways.
- People had to walk long distances because they couldn't get gas for their car (the gas stations didn't work)
- Restaurants had to throw away lots of food because the refrigerators didn't work.
- Nobody could get money from the banks because the bank machines and the computers didn't work.

Stage one:

Set up the situation. It is 4 in the afternoon in New York on August 14 (change the place and time if appropriate). Each pair of students will be given a role card with a situation and some language on it. They have five minutes to prepare their role-play. The role-play must last at least one minute and they must incorporate the expression on their role cards (for this part they have to decide who says the expression!). They mustn't tell anyone else what their expressions are. Circulate and help students with the meanings of their expressions. There are eight different role-play cards. If you have less than sixteen students, choose the ones you like best. If you have more than sixteen students, repeat some of the situations.

Stage Two

Pairs perform their mini role-play in front of the class. To help the students "get into role" give them each a (turned off) mobile phone to speak into. So that the class pays attention, give them the following task: they must try to "spot" the expressions that were on the card and record them in their notebooks. After each role-play, see if the class can find the expression.

Stage Three

After all the role-plays are finished, do a quick review of the new language that came out. You might want to pick up on interesting use of language you heard, or students' errors. You can follow this role-play up with some questions:

What would you do if you were in this situation? Has anyone been in a similar situation? What is your advice on what to do during a blackout?

Variations

For more or less advanced learners, vary the preparation time and presentation time. For lower students give them more language to get them started, for example the first two lines of dialogue (this requires a little more preparation on your part). Very creative classes could make up their own situations for role-play. The next are some examples of them.

A: You are in an elevator which is stuck between two floors. There is no light. You are visiting a friend in the building. You call your friend.

B: You are waiting for a visit from your friend when the lights went out.

Expression: I'm REALLY afraid of the dark.

A: You are a criminal. You see a chance of making some money by robbing a bank during the blackout. You want to convince a friend to help you.

B: You are a criminal. Your friend calls you to ask for help, but you are scared that the lights will come on. You don't want the police to catch you.

Expression: I'm terrified we'll get caught.

A: You are on the metro when the blackout happens. There is a pregnant woman in the train with you and you think she is going to have her baby. You phone the emergency services for help.

B: You work at the emergency services. Give **A** advice on what to do with a pregnant woman.

Expression: I'm freaking out here!

Annex No 4

An example of Storytelling

By Oral English Activities.com

Storytelling by Turns

Duration: 5–15 min

Aim: Oral fluency practice

Summary: Working in groups, students invent a story, taking turns to speak.

Introduction

Inventing a story is a personalized, communicative activity, and often humorous. But unless your students are especially imaginative, it needs some sort of goal or stimulus to keep the story rolling. Make a list of words written on the board: each student in turn must take the next word in the list and incorporate it into the story.

Preparation

Just prepare a list of words. For an intermediate class, at least 20 or 30 words are required, since the groups will move through the list quite quickly. Of course the words should be ones that they will know. For variety, try using a few different word classes: some nouns, adjectives, verbs, etc. You want the

students to use their imagination, so don't prepare a list of words which actually suggests a particular storyline!

Procedure

1. Write the words on the board. To save time, or to avoid scaring the students with a blackboard full of words (!), you may choose to just write the first dozen and then add more words while the activity is in progress.
2. Begin with an example (this will pique the students' curiosity). Begin telling a story, incorporating the first word in the list, then the second, and so on. Point to each word as you use it. You don't have to use a new word from the list in every sentence; every second or third sentence is enough. Try to make your story humorous, so the students get the idea that the activity is supposed to be fun.
3. After a few words, choose a student and ask them to continue the story by using the next word on the blackboard. Make this clear by marking or pointing to the word on the blackboard. Repeat with another one or two students.
4. Explain that students will do this activity in groups, with each person using the next word in the list to continue the story. Explain that each person can speak one, two, three, or more sentences, but should only use one word from the blackboard. Also explain that for verbs, students can change the form (eg. for "run" they could say "runs", "running", "ran", etc). Check:
 - During your turn, how many words from the blackboard do you use? (one)
 - To add that *one* word to the story, can you say more than one sentence? (yes)
 - Is just one sentence okay too? (yes)
 - Should you continue the story from the previous person? (yes)
 - For a verb, can you change the form? (yes)
5. Erase the already-used words from the board, and tell them to start a new story using the next word. The students form groups and do the activity.

Variations

You could use an object or a picture as a starting-point for the story. Another possible twist is to just make a list of 20 words or so, and then when the class is near the end pick a few groups and ask each person to add a word to the list. I found that students seemed to enjoy doing this.

Annex No 5

An example of an interview

By Abrivia: Search and Selections.com

Sample Interview Questions

1. How would you describe yourself?
2. What influenced you to choose this career?
3. What specific goals have you established for your career?
4. Give me an example of one of your best accomplishments at work?
5. Do you have the personal characteristics necessary for success in your chosen career?
6. How would you describe yourself in terms of your ability to work as a member of a team?
7. What motivates you?
8. Can you describe your long-range goals and objectives?
9. What do you expect to be doing in five years?
10. How would you evaluate your ability to deal with conflict?
11. Have you ever had difficulty with a supervisor? How did you resolve the conflict?
12. Tell me about a major problem you recently handled. Were you successful in resolving it?
13. Would you say that you can easily deal with high-pressure situations?
14. What quality or attribute do you feel will most contribute to your career success?
15. What personal weakness has caused you the greatest difficulty in your job?
16. If you could change or improve anything in your work place, what would it be?
17. What do you enjoy doing outside of work-in your free time?
18. What plans do you have for continued study?
19. Describe the characteristics of a successful manager.
20. Tell me what you know about our company.

Annex No 6

An example of Picture Describing or Using Realia

By Oral English Activities.com

CAST AWAY!

A Speaking Lesson with Realia and Pictures

Level: Intermediate

Aim: Students practice oral fluency talking about uses for everyday objects in a difficult situation.

Language Point: “it’s used for... it could be used for...”

In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. This speaking lesson is based around the use of realia.

Materials: A collection of everyday objects from around the house and a large bag to put the objects in. Here is a sample list of the kind of objects that work well for this activity:

A coat hanger, some diskettes, a bread knife, a can opener, a hammer, some lipstick, a comb, a paintbrush, some string

Warmer

Tell the students that to imagine the following situation: they were all on a cruise ship when there was a terrible storm. The boat sank, but they have managed to reach a small tropical island. There is abundant fruit on the island and lots of fish too. However, the only things they have with them are these objects, which have washed ashore.

Stage One

Bring out the objects and make sure the students know what they are in English. While doing this, ask, “What is it used for?” making sure that they use the gerund. Divide the students into groups of three or

four. Each group has to come up with alternative uses for the objects in their situation. Write an example on the board.

The coat hanger is used for hanging clothes. It could be used for fishing.

They have to discuss this as a group and at the end present their solution to the class.

Stage Two

Circulate and monitor the groups while they are doing the speaking activity. Set a time limit (10 minutes is usually enough, but let it go on longer if they get into it!). The activity works better if each group has some or all of the objects so that they can touch and handle them. If you have a big class, or don't have enough objects, try one of the variations below.

Stage Three

Stop the activity when students have decided how they can use the objects. Ask each group to present their ideas to another group. At the end, ask which group had the most imaginative uses for the objects. To follow this up, ask students to work in their groups again and make a list of the ten objects they would most like to have in their situation.

Variations

If you can get a copy of the film Cast Away starring Tom Hanks, you could use it as part of the warmer or study some scenes after the activity.

You could also ask the students to bring in the objects without telling them what they are for. Tell them to each bring in four household objects that they don't know the word for in English. Do stage one with them in groups.

Annex No 7

An example of a Debate

By Kenneth Beare, About.com Guide

Men and Women - Equal at Last?

Aim: Improve conversational skills when supporting a point of view .

Activity: Debate about the question of whether men and women are truly equal.

Level: Upper-intermediate to advanced

Outline:

- Review language used when expressing opinions, disagreeing, making comments on other person's point of view, etc. (See work sheet)
- Write a few ideas on the board to encourage discussion of the equality between men and women: the workplace, the home, government, etc.
- Ask students if they feel that women are truly equal to men in these various roles and places.
- Based on students' responses, divide groups up into two groups. One group arguing that equality has been achieved for women and one that feels that women have not yet attained true equality to men.
Idea: Put students into the group with the opposite opinion of what they seemed to believe in the warm-up conversation.

- Give students worksheets including ideas pro and con. Have students develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion.
- Once students have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.
- Have students prepare notes and make rebuttal to the expressed opinions.
- While the debate is in progress, take notes on common errors made by the students.
- At the end of debate, take time for a short focus on common mistakes. This is important, as students should not be too involved emotionally and therefore will be quite capable of recognizing language problems - as opposed to problems in beliefs!

Men and Women - Equal at Last?

You are going to debate whether women are finally truly equal to men. Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing.

Opinions, Preferences:

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt...,

Disagreeing:

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

Giving Reasons and offering explanations: To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

Yes, Women Are Now Equal To Men.

- Many governments have both male and female representatives.
- Many companies are now owned or managed by women.
- A lot of progress has been made since the 1960s.
- Television series now portray women as successful career makers.
- Men now share in the raising of children and household responsibilities.
- Many important laws have been passed to ensure equality in the workplace.
- In many places, a married couple can choose whether the man or the woman takes leave from work to look after the newly arrived baby.
- People aren't discussing equality anymore. It has become a reality.
- Have you ever heard of Margaret Thatcher?

Excuse Me? Women Still Have A Long Way to Go Before They Are Equal To Men.

- Women still earn less than men in many work situations.
- Women are still portrayed in a superficial manner in many television shows.
- Look at international sporting. How many professional female leagues are as successful as their male counterparts?
- Most governments still are made up in their majority of men.
- We are having this debate because women are not equal. Otherwise, there would be no need to discuss the matter.
- Women are often not given enough responsibility based on the possibility that they might become pregnant.
- The number of sexual harassment suits have increased over the past 10 years.
- Hundreds of years of history can't have been changed in a mere 30 odd years.
- Have you ever watched Bay Watch?

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