ABSTRACT

This study is concerned with the importance of oral skills in language learning at Carlos Cueva Tamariz High School. A survey was applied to the English teachers of this high school to get to know their opinions about Our World Through English 1 (OWTE). The result showed that part of these teachers do not like the book because it does not provide enough time to 8th year students to speak. Also, many teachers think the topics of the book are not relevant or interesting for students. Based on these findings, a sample of communicative activities was provided at the end of this work.

The first chapter deals with the description of the study, which describes the problem in 8th years students at Carlos Cueva Tamariz High School when learning English. Also this first part presents the aims of this research, and how they are going to be accomplished. Second part contains some insights about the relevant theoretical concepts. In fact, an overview of Communicative Language Teaching is presented as well as a brief description of the different types of communicative activities as a base of this research. Third part presents the summary of the major findings of this study which deal with teachers’ opinions about speaking activities of OWTE. Based in these results, a group of communicative activities were designed in order to motivate students to speak.

KEY WORDS: Communicative Activities, Communicative Language Teaching, Gap, Problem Solving, Communicative Games, Speech chain, Role play.
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UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUA Y LITERATURA INGLESA

TEACHERS’ OPINIONS AND COMMUNICATIVE ACTIVITIES FOR EIGHTH YEAR STUDENTS OF BASIC EDUCATION AT CARLOS CUEVA TAMARIZ HIGH SCHOOL.

TESINA PREVIA A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LA ESPECIALIDAD DE LENGUA Y LITERATURA INGLESA.

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DEDICATION

This thesis is dedicated to my parents and Jose and Silvia who have supported me all the way since the beginning of my studies.

GEOVANNA VELECELA A.
ACKNOWLEDGMENT

It is a pleasure to thank the many persons who made this minor thesis possible.

First of all, I would like to thank God for all the things he had blessed me with; also, I would like to thank my whole family in special my parents and my siblings for their unconditional support and guidance that helped me get where I am right now.

Finally, this work would not have been possible without the support of Mst. Ana Maria Calle under whose guidance, I developed this topic. I specially thank her for her infinite support.

GEOVANNA VELECELA A.
RESPONSIBILITY

All the content of this minor thesis is the exclusive responsibility of its author.

SILVIA GEOVANNA VELECELA ABAMBARI
INTRODUCTION

Today, English is positioned as the most used foreign language in over hundred nations across the planet:

English now has official status in sixty countries and a prominent position in twenty more countries. First, if English truly has the role of a global language, governments are keen to encourage their citizens to have English language competence for their country's economic benefit. In fact, pressure to introduce early English learning comes from the government who strongly believe that having English as a tool will benefit the citizens greatly by giving them more opportunities to gain economic, cultural or educational advantages (Brewster and Ellis1).

At the same time, this means governments must ensure that adequate resources are provided to ensure optimal conditions in the teaching-learning process of the English language. In my opinion this provision should include not only material resources, appropriate course books and other classroom aids, but also appropriate trained teachers.

In fact, according to teachers’ comments, teaching-learning skills in Cuenca's high schools are at present still a matter of a lot of concern by language teachers due to current teaching materials, characteristics of learners as well as teachers’ proficiency and classroom methodology. The Ministry of Education together with the British Council have elaborated the *Our World Through English* (OWTE) series of textbooks to relate the study of English to other subjects such as science, art, social studies, etc. However, in my personal opinion, I think that these textbooks need to focus on communicative language activities without contents of other areas.

Also, the reality of the English students in our city has a lot of weaknesses. Even though the students have studied this language since the basic level, most of them graduate without speaking this foreign language. In my opinion, I believe that in the *Carlos CuevaTamariz High School* there is a low academic level in
English language because, among other factors, the OWTE series of textbooks can’t develop natural oral communication in the students in an effective way. I think that OWTE has few strategies to help students develop the ability to speak. I have seen the need to get and analyze the different views that English teachers have about activities of *Our World Through English*. From their points of view, I can determine to what extent the activities of this textbook represent a disadvantage in developing the speaking skill. Finally, I have seen the need to develop a sample of communicative activities which captures the students’ interest, as well as helps and inspires them to actively practice and use their language in and out of the classroom.

Taking into consideration the above ideas. The first chapter deals with the description of the study, which describes the problem in 8th years students at *Carlos Cueva Tamariz High School* face when learning English. Also this first part presents the aims of this research, and how they are going to be accomplished. Chapter 2 contains some insights about the relevant theoretical concepts. In fact, an overview of Communicative Language Teaching is presented as well as a brief description of the different types of communicative activities as a base of this research. Chapter 3 presents the summary of the major findings of this study which deal with teachers’ opinions about speaking activities of OWTE 1 which were collected through questionnaires. Based in these results, a group of communicative activities were designed in order to motivate students to speak.
CHAPTER I

DESCRIPTION OF THE STUDY

1.1 Background

This project can be implemented in the Carlos Cueva Tamariz High School, an institution established in 1969. The high school offers emphasis in General Science. There are about one hundred students registered in this school year. This high school was founded by a group of University of Cuenca graduates with degrees in Philosophy and Education.

1.2 Problem

According to the Ordinance No. 2511 of the Ministry of Education issued on May 12th, 1993 and the Ordinance No. 1994 issued on May 7th, 1996 teachers are required to use the series of textbooks published by the CRADLE Project Our World Through English(Article 3). Since 1993, most public and some private schools began to apply the CRADLE project which has among its objectives to reform the philosophy and study programs for English in the secondary school curriculum of Ecuador according to functional communicative approaches; to improve the quality of secondary school teachers of English at a national level, both in terms of professional skills and language competence; and to write and publish low-cost textbooks, etc. (Ministry of Education 1).

For this reason, at Carlos Cueva Tamariz High School, English teachers apply the CRADLE project and use Our World Through English textbooks. However, I think the teaching and learning process of the OWTE textbook is focused much more on reading and writing skills than in speaking. As a result, during the English classes, students use a lot of repetition, substitution, memorization activities, or answer to questions based on texts; in fact, they use few authentic communicative activities which, if increased, could provide students with opportunities to explore the language use in oral communication. In my opinion, the OWTE textbook does not have enough strategies to help students develop and practice the speaking ability in a natural way, which leads to unsuccessful learning results. For example, In Unit 3, “Families”
there is only one communicative activity in Task 2, lesson 5. In contrast, this unit offers three non-communicative activities in which the students only read and write short texts, and answer questions mechanically without a genuine exchanging of information. Also, Unit 7 in Task 4, lesson 4 has only one communicative activity, which has the same procedure of an activity presented in Unit 10 Task 1, lesson 2. The same kind of activities can be monotonous for students turning their learning boring (see annex 1).

I think that a sample of communicative activities which encourages students to practice the language in a genuine way would be a useful tool. Additionally, the OWTE textbook and the CD player seem to be the only source of learning for students. In my opinion, another factor which causes poor interaction among students is the lack of resources. The absence of an English laboratory as well as appropriate visual aids and equipment have not helped to achieve the goals of the English area of this high school. It is interesting to notice that a similar reality occurs in a different country which belongs to the Third World like Vietnam.

A like the students of the Carlos Cueva Tamariz High School, the students of Thai Phien High School, which is located in Hai Phong (Vietnam), have a syllabus imposed by the Ministry of Education and similar limitations. Particularly, teaching and learning speaking skills at Carlos Cueva Tamariz High School are also affected by some restrictions such as large class size, not appropriate materials and visual aids, students’ low English proficiency, and students’ low participation during class. All of these factors don’t allow students to develop a genuine oral communication.

Finally, another important factor that occurred in this high school localized in Haiphong was the lack of active strategies among teachers; this study reported that many teachers from this high school used old fashion techniques because that was the way they were taught when they were students. I think that a similar situation takes place in Carlos Cueva Tamariz High School. Teachers don’t use active strategies due to the fact that the Ministry of Education doesn’t promote updated seminars for them. I think that most teachers were trained under the strong
influence of the Grammar-Translation method which impedes them from teaching speaking successfully.

In spite of having a communicative book in these two high schools, which was imposed by Ministry of Education of each country, teachers don’t use them appropriately because of all the factors mentioned above. In other words, large classes, lack of materials, student’s low participation and lack of training are factors that don’t allow communication in the classroom.

Moreover, many teachers often complain that students rarely try to speak the target language in class. They only speak when being forced. I think that the main reason is that students feel unmotivated because there isn’t a real purpose in asking questions, nor any need to listen to the answers; therefore, they don’t have any communicative need. At the same time, most of the teachers have found that “group work and discussion are difficult, to carry out” (Thi17). Probably, we have a similar situation at Carlos Cueva Tamariz High School.

In conclusion, even though there are many factors which influence the teaching learning process, this study will focus on material that encourages students to develop the speaking skill. To analyze such supplementary material, it is necessary to consider other teachers’ opinions regarding OWTE.

1.3 Aims of the study

The major aim of the study is:

- To contribute to the development of speaking skills of OWTE 1.

The secondary aims of the study are:

- To know teachers’ opinions of the English area of Carlos Cueva Tamariz High School.
- To give some appropriate activities for the improvement of speaking skills to students of 8th year of Basic Education at Carlos Cueva Tamariz High School.
1.4 Justification

This proposal begins as a reflection on the methodology and activities of the *Our World Through English* textbook 1 for the eight year of Basic Education. This project is an attempt to suggest active methodology and activities to help teachers and students to carry out the speaking skill because in Richards’ words, “Second language learning is facilitated when learners are engaged in interaction and meaningful communication” (22).

The reason for the choice of grade 8th is that they have just left primary school so they are not accustomed to new environment, new methods of teaching and learning at high school, which can be an advantage for the teacher, who using this support material can help students develop the speaking skill.

For this reason, I have seen the need to create a supporting document through this project, which will provide a sample of activities to OWTE textbook 1 in order to improve the students’ communicative competence. In fact, I believe if learners are highly motivated with different kinds of communicative activities, they will participate in classroom activities and volunteer to perform them. Likewise, the students through communicative activities will feel more comfortable and motivated to develop these activities. This will help students to develop a genuine oral communication.

Moreover, in order to develop this proposal I believe it is necessary to take into account teachers’ opinions about the activities of *Our World Through English* using a survey. Communicative activities can raise student’s interest to learn English, and through these, they will develop the oral communication in a natural way. Finally, the idea of doing something useful for students has urged me to conduct the research of activities to improve the speaking skill of grade 8th.
1.5 Methodology

1.5.1 Location and participants

This study was concerned with development of speaking skills in students in 8th year of Basic Education at Carlos Cueva Tamariz High School. This research focuses on the English teachers of this high school, which is located in the “Sagrario” parish, Canton Cuenca, Azuay Province.

In order to develop this investigation I applied a survey questionnaire to six teachers of the English area of the Carlos Cueva Tamariz High School; these teachers ages range from 28 to 65 years and their teaching experience ranges from 5 to 30 years. The purpose of this survey was to get the different teachers’ opinions view about the communicative activities of OWTE in order to develop supplementary activities that promote a genuine oral communication among students.

1.5.2 Procedures and data collection

A questionnaire designed by N Thi (22-27) was adapted in order to collect the data (see annex 2). The questionnaire was conducted to find out about teachers’ opinions regarding activities of OWTE textbook to develop oral communication in a natural way. Later, the information collected was tabulated and analyzed.

My purpose was to identify the obstacles and weaknesses of Our World Through English textbook at the same time. As the questionnaire was delivered to the subjects, the researcher asked them to give any necessary feedback. For example, if they did not understand any question, they could ask the researcher. The questionnaire was distributed to all the subjects in the Carlos Cueva Tamariz High School at the beginning of the last week of September 2011. Because the ultimate purpose of this study is to provide supplementary communicative activities, it is necessary to analyze what Communicative Language Teaching is. The next chapter deals with this matter.
CHAPTER II

THEORETICAL FRAMEWORK

2. Communicative Language Teaching

This study is based on the Communicative Approach, which “was developed in the mid-1970s through the Council of Europe. It is based on the social-interactions theory which emphasizes the social nature of language learning and interaction” (Ellis and Brewster 44). At the same time, Galloway argued that it is a methodology which was “the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar—translation methods of foreign language” (2). As a consequence, educators felt that learners were not learning enough realistic, whole language because students knew the grammatical structures and rules, but they didn’t know how to use the language for a communicative purpose. Additionally, the students couldn’t communicate messages using appropriate social language, gestures, or expression. They were at a loss to communicate in the language studied.

Undoubtedly, the language teaching in order to communicate messages “makes use of real-life situations that necessitate communication (…). Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reaction and responses”. When students experiment activities which generate interest and satisfy their own interest and curiosity, they communicate in meaningful ways about meaningful activities. In this way, they accomplish the purpose of communication by transmitting a message to others, turning them into active participants. These activities also give students opportunities to learn from one another rather than receive information from the teacher or dialogue alone.

In addition, Rivers, quoted in Curtain and Dahlberg, also says, “students achieve facility in using a language if their attention is focused on conveying and receiving authentic messages—messages that contain information of interest to
speaker and listener in a situation of importance to both, that is, through interaction” (25). It is through interaction that learners exchange ideas, diverse interpretations and understandings with their interlocutors having them something to share in a natural way. Likewise, in interaction, the student is both performer and analyzer of what is happening around himself.

Yang and Cheung, quoted in Coskun, argue that “CLT puts emphasis on purposeful and meaningful activities, the use of authentic elements, the use of extra materials used besides textbook activities, the avoidance of mechanical drills in pair or group work activities, and the diversity of activities” (2).

Considering these points of view, the present work is addressed to develop a sample of communicative activities which can give support to the OWTE textbook used at Carlos Cueva Tamariz High School. At the same time each activity will capture the students’ interest. Thus, the activities will help and inspire them to actively practice the English language.

2.1 Definition of Communicative Activities

According to Doff, communicative activities are those that promote in the students the desire to communicate, involving them in “genuinely exchanging information”(209) in a natural way; in fact, we talk in order to tell people things they don’t know, things that we need to know or simply to find information out from other people. I think that communicative activities encourage learners to communicate because there is a real purpose or need. “Learners need to be surrounded with comprehensible language-or input-in order to facilitate the acquisition of the new language. This input should be both meaningful and of interests to the learner” (Curtain and Dahlberg33). Thus, students should be familiar to relevant activities within a dynamic learning environment.
2.2 Characteristics of Communicative Activities

According to Richards, “more authentic communication is likely to occur in the classroom if students go beyond practice of language forms and if they use appropriate linguistics and communicative resources in order to obtain information” (18). I think that, we as teacher must promote communication among learners by providing them with the necessary resources through communicative activities.

Communicative Activities can involve all learning skills: reading, writing, listening and speaking. Moreover, they can integrate two or more skills because they aren’t limited to conversation. According to Morrow (4), quoted in Muhammad, a communicative principle includes three features: information gap, choice, and feedback.

a) Gaps: “The gap refers to information that one person possesses but others do not. Gaps, therefore, create the absolute need to communicate as well as the need to cooperate” (Lee and Vanpatten 65). In other words, it is the information that one person doesn’t know and wants to find out. They could be opinions, ideas, etc. and that is why this person asks a question; thus, an exchange of information gap will be necessary. If there is no gap, there is often no reason or purpose to communicate.

b) Choice: The speaker has some choice in what to say and how to say the information (4).

c) Feedback: “True communication is purposeful. Speaker can evaluate whether or not his purpose has been achieved based upon the information he receives from his listener” (4). In other words it means the communication was understood. In this way, the exchange of information is really communicative, because it is given in response to some sort of information seeking. But if the listener doesn’t provide the speaker with such feedback, then communicative exchange isn’t produced.

For example: A well-known game, “Who Am I?”, illustrates these three features clearly. First, there is an information gap because the teacher knows the answer; the students don’t know but they want to know. Second, there is choice because the students have a wide variety of selections about what to ask. Finally, feedback is
produced when every question can be answered by the others students with a “yes” or a “no”.

According to Morozan, all of these features involve:

a) **Desire to communicate**: The communication will be effective only if students have the desire to find out meaningful information for them (1).

b) **Communicative Purpose**: For example, the students use the language in order to achieve a purpose. Students are focused in getting the information that they don't know, or in sharing their personal information or experience by using the language as an efficient tool.

c) **Centered on the content**: Students' attention is placed on content when they have a real purpose to communicate. Therefore, they focus on information and not on linguistics forms. “If students do have a purpose of this kind then their attention should be centered on the content of what is being said or written and not on a language form that is being used”(1).

In summary, communicative activities create real communication.

#### 2.3 Communicative Activities and Non-Communicative Activities

A traditional classroom exchange in which both the speaker and listener know the answer is not really communicative; for example, the question, “What is your name?” has no communicative value when the name of every student in the class is already known by every student and the teacher. In contrast, in a pair work activity, where the teacher uses two pictures which look identical to each other at first glance, but actually have several differences is a kind of activity which can promote an interchange of information in a natural way providing meaningful communication. In fact, one student receives one picture and a second student receives the other picture. Their task is to discover all the differences between the two pictures without looking at each other’s pictures. In this way, they must describe in detail all information gaps that each picture contains.
The following table makes a distinction between non-communicative and communicative activities.

<table>
<thead>
<tr>
<th>NON-COMMUNICATIVE ACTIVITIES</th>
<th>COMMUNICATIVE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No communicative desire</td>
<td>A communicative desire</td>
</tr>
<tr>
<td>No communicative purpose</td>
<td>A communicative purpose</td>
</tr>
<tr>
<td>Form not content</td>
<td>Content not form</td>
</tr>
</tbody>
</table>

2.4 Types of Communicative Activities

Little wood distinguish has between two main categories of communicative activities: Functional communication activities and Social interaction activities.

2.4.1 Functional Communication Activities. According to Little wood these activities “emphasize the functional aspect of communication” (20). It includes the ability to produce messages that effectively allow students to solve or interchange information that they don't know without caring the language that they use. On the contrary, they can use the language they have to their disposal in order to get a meaning. Some examples of these functional activities are: Identifying pictures, discovering identical pairs, discovering sequences or locations, discovering missing information, discovering missing features, discovering "secrets", communicating patterns and pictures, communicative models, discovering differences, following directions, reconstructing story-sequences, pooling information to solve a problem.

2.4.2 Social Interaction Activities. These activities are focused “on social as well as functional aspects of communication” (Littlewoods 20). The students should
produce a language which can be used in their social context and promote among them the interaction or interchange of information. Some examples of these social interaction activities are: Role-playing through cued dialogues, role-playing through cues and information, role-playing through situation and goals, role-playing through debate or discussion, large-scale simulation activities, improvisation.

This work will use some of these activities in the following chapter depending on the analysis of the teacher’s opinions.
CHAPTER III

ANALYSIS OF SURVEY

3.1 Findings and discussions

After analyzing some activities of OWTE in Chapter 2, I believe it is important to have other people’s views about this textbook. I particularly think it’s important to consider other people’s ideas when determining communicative activities in Our World Through English textbook.

In order to confirm the lack of communicative activities in this textbook, I applied a survey to English teachers in the Carlos Cueva Tamariz High School.(see annex 3). The survey for teachers consisted of four questions. It was designed to elicit their views on different aspects and the results are detailed below.

![Graph 1](image)

**Graph 1**  
Source: Author

As presented in graph 1, 17% of teachers agree that OWTE is a good book. Also, 33% of the respondents affirm that Our World Through English is a normal book. In contrast, 50% of the teachers think that it is a bad book. In others words, it could be inferred that teachers think that the book has various topics, but some topics and activities aren’t appropriate and interesting to students. Consequently,
most of teachers (50 %) think that the textbook is a bad book; in fact, they claim that the majority of its activities don’t focus on the appropriate development of communicative skills in a natural way. Also, this information indicates that though one of the aims of the CRADLE project is to develop a functional communicative approach, it still can’t be fulfilled due to the lack of activities that encourage students to communicate. Therefore, this demonstrates that the lack of communicative activities in the textbook may become an obstacle in teaching speaking skills.

Regarding the time location for speaking practice in the OWTE textbook, more than half of the respondents (83%) claim that the time for practicing speaking isn’t enough. In the same way a small number of them, 17%, affirm that time is too short; in addition, none of the teachers (0%) agrees that time established for practice speaking activities is appropriate. As a result, I believe that the answers to this question also show that lack of interaction among students is due to the short time allotted to perform each speaking activity. Therefore, I believe that it is another reason to focus more in communicative activities than non-communicative activities.
For question 3, half of teachers (50%) believe topics compiled in terms of units such as Families, My classroom, Occupation, Celebration, People, My day, My town, Food, etc, are little relevant to students’ interests; in fact, another negative factor is that most activities use same procedures. Also, and only there are few speaking activities in the textbook, which do not motive students’ participation. Likewise, 17% think the topics for speaking aren’t at all suitable for students; in contrast, just only 33% think that the topics for speaking in the OWTE are relevant. Finally, none of the teachers (0%) agree that the topics of the textbook are relevant to students.
Answers of question 4 show that 50% of teachers think that speaking activities in the textbook are little interesting. Also, 17% of the teachers say that the activities aren’t very interesting and 33% of the teachers answer that activities are boring for the students. This information suggests that it may be difficult for the teacher to motivate students’ communicative ability through activities of the OWTE. Consequently, the results of the previous survey showed that there is a lack of communicative activities in the *Our World Through English*. Therefore, some communicative activities are suggested to stimulate students’ speaking skill. In summary, the development of some communicative activities may be necessary to give support to the development of students’ speaking skills in the *Carlos Cueva Tamariz High School*.

### 3.2 Some types of Communicative Activities

In this chapter, taking into account the aforementioned collected data and the Study Program of the 8th year of Basic Education in *Carlos Cueva Tamariz High School*, I have chosen some activities which can be adjusted in order to improve the learning process, particularly the development of the speaking skill. Also, in this part, a sample of communicative activities is suggested. I believe they will raise students’ motivation to speak, and they will encourage more participation in the class, making it more dynamic. At the same time, this sample can give a support to the OWTE in order to develop the speaking skill.

Moreover, each communicative activity has been elaborated with aims, organization, level, material, preparation, time, and procedure based on the textbook. Therefore, each communicative activity gives support to a specific theme of some units of *Our World through English*. It is important to mention that each activity was adapted from different sources to adjust the activities to the contents of the OWTE.

Most communicative activities can be easily adapted to develop speaking. The most important point is to ensure that students are actively engaged in the target language. Thus, in order to provide an extra resource for Unit 2, Problem Solving activity was chosen.
3.2.1 A problem-solving activity

In Morozan’s words these activities “encourage students to talk together to find out a solution to a set of problems or tasks, that can develop intellectual abilities and creativity”(3). These activities make students concentrate on communication because students are forced to think and use the language when offering possible solutions to the problem. Problem-solving activities stimulate students to talk and to listen to the others. As a result, the interaction among students increases and communicative purpose is gained.

Unit 2 of OWTE 1 provides contents about numbers; students can reinforce numbers in the target language by using the following activity. Before starting this activity the teacher gives a model to his/her students using a cue question of page 17What is ten and five? in order to do a sum. Then teacher says What is two times seven? in order to do a multiplication following the same structure of the cue given. Finally, the students in each group should explain logically how they can get the missing number. Teacher should warn students that they will need a sum and multiplication to find the missing number.

UNIT-2

<table>
<thead>
<tr>
<th>TOPIC :NUMBERS AND TIMES ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNCTION: USING AND RECOGNIZING NUMBERS</td>
</tr>
</tbody>
</table>

TITLE OF THE ACTIVITY: TRI-TOPS
TYPE OF THE ACTIVITY: PROBLEM SOLVING
AIM: To find a missing number by explaining.

¹This activity was taken from http://www.brainboxx.co.uk/A4_RESOURCE/pages/PUZZLEBOXX/Puzzles/tritops.htm. The introduction of the activity has been development by the author. 
**ORGANIZATION:** groups of four students.

**LEVEL:** Beginners

**MATERIALS:** Figurines, markers, blackboard.

**PREPARATION:** Teacher explains the task to the student using the figurines selected by teacher (see annex 4).

**TIME:** 15 minutes

**PROCEDURE:**
1. Teacher divides the students in groups of five and ask student to sit in a circle.
2. Place one set of cards face down in a pile on each students’ desk.
3. After that, T nominates one student to begin. The student has to explain logically how to find the missing number in the triangle. The other students can judge whether or not the answer is correct.

**3.2.2 Communicative games** “are based on the principle of the information gap, when the speaker knows something and the listener should find out what the partner wants to say” (Morozan 2). Some example of communicative games are guessing and board games. Both of them provoke real communication among students because depend on an information gap to be performed.

Unit 4 of OWTE 1 provides contents about classroom objects and their positions students can reinforce name objects and preposition in the target language by using the following activity. Before starting this activity the teacher gives a model to his/her students using a cue phrase “**I spy with my little eye something that is green**”. This phrase gives the color of an object in the classroom. Students have to guess what it is by answering about the location of objects. For example, they can say, “is it near the door?” Teacher answers with “yes/ no”. Then students form group of 4 and continue playing the same game with their group.
UNIT-4

TITLE OF THE ACTIVITY: I spy with my little eye
AIM: To guess some classroom objects using question forms and making vocabulary revision.
ORGANIZATION: Group of four students
LEVEL: Beginners
MATERIALS: Classroom objects
PREPARATION: The teacher asks students to look around classroom and keep in mind some shapes, colors and localizations of classroom’s objects while the teacher divides the class into groups.
TIME: 15 minutes.

PROCEDURE:
1. Firstly, the teacher performs the game. The teacher looks around and chooses any object that she/he can see in the classroom; for example, the BLACKBOARD which is white. Then the teacher says the cue phrase, “I spy with my little eye something that is white”. Students have to make some question about shapes, colors and localizations of classroom’s objects in order to guess what the classroom object is. They must discover the object by asking only “yes” or “no” questions; for example, is there a white bin? , Is it next to the door? The teacher indicates that all the students in the group have to participate and who guesses the most object names in the group can get extra credit.
2. Next, each group selects a student who acts as a teacher in each group and has a check list with partners’ names to note the point that each student gets in the group.
The leader of each team chooses a classroom’s object and says the cue phrase “I spy with my little eye something that is green”.

3. After, the others members of the group have to ask questions to enable them to guess what the objects. In fact, one speaker may ask, “Is it next to the door?” If the answer is “no”, then, the next participant may say, “Is it a ruler?” And so on, until finally someone guesses by saying, for example, “Is it the door?” and the answer will be, “Yes, it is the door.”

4. After the round is finished, someone else can take another turn, looking around and following the same procedure.

Unit 5 of OWTE 1 provides contents about Occupations, students can reinforce occupations in the target language by using the following activity. Before starting this activity the teacher tells students about occupations in the present tense using flashcards. Then teacher writes on the blackboard two model questions, which are in the board game: What is his / her job? , Who is he?. Each student must guess a specific occupation performed by each person, according phrases which are in the squares of the board game. Finally, each student throws the die and moves his/her marker the number of squares on the die, thus, each player answers the cue question and phrase performed by the other members of the group.

UNIT-5

TITLE OF THE ACTIVITY: WHAT IS HIS / HER JOB?.

AIM: To identify each occupation

ORGANIZATION: Group of four people

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The board of this game has been taken from http://www.esl-galaxy.com/. The author has designed the procedure.
LEVEL: Beginners
MATERIALS: A board game
PREPARATION: The teacher tells students about occupations using some flashcards.
TIME: 25 minutes

PROCEDURE:
1. Players are placed in groups of 4. They are seated in a circle. The teacher gives each team a copy of the board game (see annex 5) and a dice.
2. Every one throws the die once, the student with the highest score starts.
3. Each player throws the die and moves their marker the number of squares on the die. Each player has two options to get a square with a phrase or command.
4. The other members of group who do not throw the die must ask the question and read to his/her partner the cue phrase in each square.
5. Each player must answer it correctly. The first person to finish is the winner.

Unit 6 of OWTE provides contents about Celebrations. Students can reinforce new vocabulary, such as special occasions and names of things used during them in the target language. Before starting this activity, the teacher explains to students that they are going to exchange personal information in order to find out some details about each other. The students are told that they are going to use a cue question which the teacher writes on the blackboard: “Do you...?”. Thus, students must ask their partners what they like to do. When they find someone who likes something, they should write down the names of their classmates in the blank next to the activity. Finally, they must continue asking until they have different names written down for each activity. The student who fills in all blanks is the winner.
TITLE OF THE ACTIVITY: “FIND SOME WHO……”

TYPE OF THE ACTIVITY: Exchange personal information.

AIM: To find out about classmates information.

ORGANIZATION: Whole class

LEVEL: Beginners

MATERIALS: Sheet of paper (see annex 6).

PREPARATION: Teacher gives students the template of “Find Some who……”

TIME: 15 minutes.

PROCEDURE:

1. Teacher asks students to stand up and walk around the classroom.
2. Then the students should ask their classmates what they like to do.
3. Once each student finds someone who likes something, each student should write down his/her name in the blank next to the activity. After that, all students continue asking until they have a different name written down for each activity.
4. Finally, the first person to fill in all the blanks is the winner.

3.2.3 COMMUNICATIVE PATTERNS

In Unit 9, the students learn how to describe their daily routines. Also, according to Unit 2 they learn how to say the time and their daily routines. Using a speech chain, students can talk about their partners’ routines and their own.

3.2.3.1 SPEECH CHAIN According to Mbanefo, we can define “a speech chain as consisting of a series of connected phonetic words (e.g. series of connected utterances)” (2). One major difference between an ordinary chain and the speech chain is that whereas the former is a visual, tangible reality, the latter is an intangible, auditory reality. It is a series of connected words or sentences:

A well-known game adapted to make students talk about celebrations
UNIT-9

TOPIC: DAILY ROUTINES

FUNCTION: GIVING AND ASKING INFORMATION ABOUT DAILY ROUTINES

TITLE OF THE ACTIVITY: PEOPLE’S DAILY ROUTINES

TYPE OF THE ACTIVITY: Chain Work

AIM: Introduce a structure of connected speech in English

ORGANIZATION: In rows

LEVEL: Beginners

MATERIALS: Flashcards (see annex 7).

PREPARATION: The teacher explains what a speech chain is and gives a model using flashcards.

TIME: 20 minutes

PROCEDURE:

1. The teacher puts all flashcards face down over each student’s desk.
2. Next, the teacher asks student A to pick up his/her flashcard which shows daily routine. Turning to student B he or she describes the daily routine of his/her flashcard; for example, “I go to high school at 7 o’clock”.
3. After, the student B must repeat the daily routine that the student A told him before, and say something new depending on his flashcard; for example, “He goes to the high school at 7 o’ clock”...“I get up at 6 o’ clock”.
4. Keeping the speech chain the student C must also remember all those who came before him. Therefore, he needs to say “He goes to the high school at 7 o’clock”, “He gets up at 6 o’ clock”, “I start school at 8 o’ clock” and so on.
5. The teacher should count the number of sentences students can remember and continue until a student makes a mistake or forgets the previous sentence. When a

Adapted from compiled material.
student makes a mistake or forgets, a new speech chain starts again with another student. If students can beat their last record. This can be made more motivating by setting a limit and then rewarding all the class if they reach that goal.

3.2.3.2 ROLE PLAY INTERVIEWS “are a way of bringing a text to life and making it seem real to the students, as well as giving language practice”(Doff236). A role play lets the students perform another role in real life situations improving their creativity. By taking part in social interaction communicative activities students can use language they know and make language their own.

They have to try to express themselves in most efficient and practical way in order to achieve the communicative purpose; for example, as an interviewer for a job, customer in a shop, a mother in a family, etc.

Unit 14 of OWTE1 provides contents about one Region of Ecuador, Galapagos Islands, and its fauna. Students can reinforce the description of these Islands and know more about its localization, size and animal names in the target language by using the following activity. Before starting this activity the teacher motivates students to present another role in real life. For a moment students would be a foreign tourists or a travel agent. Students may practice and perform a dialogue with a partner based on cue questions of pages 85, 87, 91 of the textbook; for example, Where are the Galapagos Islands?, Are they small of big?, How can I get there?, What kind of animals are there in Galapagos Islands?.

In this communicative activity an information gap is formed because each student only sees one cue card and therefore doesn’t know what the other person is going to say.
UNIT-15

TITLE OF THE ACTIVITY: GALAPAGOS FAUNA
TYPE OF THE ACTIVITY: ROLE PLAY
AIM: To give information about a specific place.
ORGANIZATION: Pair work
LEVEL: Beginners
MATERIALS: Sets of role play cards and pictures of Galapagos Islands (see annex 8).
PREPARATION: Set of role play cards.
TIME: 8 minutes.

1. PROCEDURE: Students work in pairs. Teacher provides role cards for the conversation.

Card A You are a tourist and want to visit Galapagos Islands for the first time. You need to talk with a travel agent in order to get some information about them. You should ask some questions about the Galapagos Islands.

Card A
1. Greet the travel agent

2. Ask the travel agent the Galapagos Island localization.

3. Ask the travel agent about the size of the Galapagos Island and how can you get there.

4. Ask your partner about the Galapagos Island fauna.
Card B: You are a travel agent and should answer tourists’ questions using a map and some pictures of Galapagos Islands.

1. Greet your partner back.
2. Answer questions.
3. Answer the question
CONCLUSIONS AND RECOMMENDATIONS

In general terms, this work represents a modest contribution to students of Carlos Cueva Tamariz High School in the development of the speaking skill by means of different kinds of communicative activities.

In order to develop the speaking skill, it is necessary to provide students with opportunity to speak. Besides, I believe that the significant part of my study was based in the results of the survey, which demonstrated that there is a lack of a genuine exchanging of information using the activities of the Our World Through English 1; as a consequence, teachers should stimulate students to practice speaking by offering new activities.

Therefore, teachers should design speaking activities that maximize students' opportunity to speak in order to express and use the language in a meaningful way. Also, these activities promote students participation in the classroom giving them a purpose to communicate.

Taking into account the objectives of this work, it can be concluded after doing the analysis of teacher's views and opinions, that the development of this sample of communicative activities may actually contribute and give a support to the teaching - learning process of the English Language due the lack of these activities in Our World Through English 1. Also, this sample of communicative will motivate and help students because each activity chosen is appropriate for student's level and completely familiar to Units of the OWTE.

This work can be used as a reference for further research, which can use this sample of communicative activities in order to confirm how effective these activities are when developing speaking skill; not only in the students of the 8th year of Basic Education, but also in the higher years of high school. We can involve students actively in the class through the use of communicative activities. By using them we can increase the students' talking time and reduce teachers' talking time, making lessons teaching student-centered.
WORKS CITED


**Photographs**


CHOOSE ONLY ONE ANSWER, PUT A CROSS (x ) IN THE BOX

Source :Survey adapted from : Teachers’ attitude towards teaching English speaking skills in the textbook “English 10” at Thai Phien High School in Hai Phong(Thai Phien High School ,22-27 ) for OUR WORLD THROUGH ENGLISH1.

1. What are your opinions about OWTE textbook for grade 8th?
   a. Good book (various topics, real situations, various activities, appropriate vocabulary)
   b. Normal book (various topics, but some of them aren’t appropriate, real situations, few interesting activities)
   c. Bad book. (Wide vocabulary, complex grammar)
   d. Others

2. What do you think about the time location for speaking practice in the OWTE textbook?
   a. Long
   b. Medium
   c. Short
   d. Too short

3. In your opinion, are the topics for speaking in the textbook relevant to you?
   a. Very
   b. Relevant
   c. Little
   d. Not at all

4. In your opinion, are speaking activities in the textbook interesting?
   a. Very
   b. Not very
   c. Little
   d. Boring

THANK YOU.
ANNEX 3

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THANK YOU.
### A PROBLEM-SOLVING

**TRI-TOPS** Can you work out the missing number?

<table>
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<tr>
<th>9</th>
<th>6</th>
<th>?</th>
<th>5</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

The top number is formed by adding the digits in the product of the bottom numbers.

- $3 \times 9 = 27$ then $2 + 7 = 9$
- $4 \times 6 = 24$ then $2 + 4 = ?$
- $3 \times 5 = 15$ then $1 + 5 = 6$
- $2 \times 7 = 14$ then $1 + 4 = 5$

[^1]: [http://www.brainboxx.co.uk/A4_RESOURCE/pages/PUZZLEBOXX/Puzzles/tritops.htm](http://www.brainboxx.co.uk/A4RESOURCE/pages/PUZZLEBOXXPuzzles/tritops.htm)
ANNEX 5

BOARD GAME: WHAT IS HIS / HER JOB

You will need dice and chips (markers) to play this game.

6 http://www.esl-galaxy.com/
<table>
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<tr>
<td>participates in nativity scenes</td>
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<tr>
<td>goes to church at midnight on Christmas.</td>
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<tr>
<td>eats Turkey on Christmas</td>
</tr>
<tr>
<td>makes a Valentine’s Card for his/her friend</td>
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<td>gives chocolates on Valentine’s day</td>
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<tr>
<td>receives money as a birthday gift.</td>
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<tr>
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Flashcards. 

[Images of flashcards with different scenes such as going to bed, going to school, drinking water, doing homework, taking a bath, and getting ready for bed.] 

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**ANNEX 8**

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**Galapagos Islands**

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SILVIA GEOVANNA VELECELA ABAMBARI 49